LOMA LINDA UNIVERSITY
HEALTH

San Manuel Gateway College

Loma Linda University
San Manuel Gateway College
Student Handbook

Acknowledgment

I hereby acknowledge that I have been informed that the Loma Linda University San Manuel Gateway College Student Handbook (2024-2025 edition) is available to me online at: https://sanmanuelgatewaycollege.llu.edu/student-handbook.

I accept responsibility for understanding the policies, procedures, rules, and benefits; and I agree to abide by its contents, which set forth the terms and conditions of my enrollment. I further understand that it supersedes and replaces all previous Student Handbook editions.

I have also been informed that additional policies, procedures, rules, and benefits related to Loma Linda University can be accessed online at https://llu.edu/sites/llu.edu/files/2024-08/Student-Handbook-24-25.pdf?rsource=llu.edu/student-handbook in the Loma Linda University Student Handbook.

I understand that if I have questions about the Student Handbook or its contents, I am to discuss them with the Executive Director or designee of my school.

Circumstances may require that the policies, procedures, rules, and benefits described in this Student Handbook change as the University/College deems necessary or appropriate. I understand that I will be notified of such changes and the dates of implementation by my University email account.

Signature: _____Date: _____

Loma Linda University
San Manuel Gateway College
Student Handbook
2024 – 2025

Contents

Our God and Our Church

We believe all persons are called to friendship with a loving God both now and throughout eternity. We support the global mission of the Seventh-day Adventist Church by responding to the need for skilled Christian health professionals and scholars. We seek to honor God and to uphold the values of the Seventh-day Adventist Church and its commitment to awakening inquiry. We are drawn by love to share the good news of God expressed through the life and gospel of Jesus Christ and to hasten His return.

--a Seventh-day Adventist health sciences institution
revised November 2013

President's Welcome to Students

Welcome to Loma Linda University. We are honored to have you join our community of health professionals, scientists, and scholars. Our primary responsibility is to aid in your education. The faculty, staff, and administration desire to assist you in achieving your professional goals.
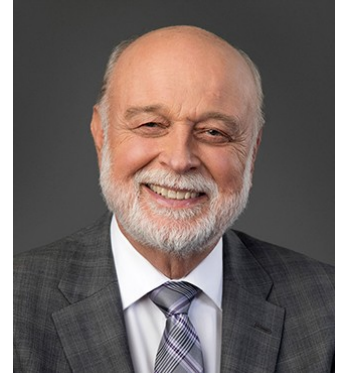
We celebrate the centrality of Christ in the mission of Loma Linda University. He is our Model, our Mentor, and our Motivation for service. Building upon the principles of faith, hope, and love, we embrace our core values of Compassion, Excellence, Humility, Integrity, Justice, Teamwork, and Wholeness.

We encourage personal and professional growth through the integrated development of your intellectual, physical, social, and spiritual dimensions. Competent professional development involves not only the acquisition of knowledge and skills; but also, the maturation of appropriate personal and professional attitudes and behavior, which are grounded in our core values.

We are united in our pursuit of excellence and in your preparation to enhance the quality of life for individuals in local, regional, national, and world communities—ever spreading the good news of a loving God. We encourage you to maintain and strengthen your commitment to serve others by remaining sensitive to the hurts and needs of individuals you encounter in your training and also by participating in service learning through such community outreach programs as the Social Action Clinics in our region and through the Students for International Mission Service.

We are enriched by the ethnic and cultural diversity of our students, faculty, staff, and administration. You, our students, come from many nations throughout the world. We promote an environment that reflects and builds respect for the diversity of humanity as ordained by God. May you daily experience the excitement of learning, the richness of friendship with peers and mentors, and the joy of God's personal love and care for you as you prepare to bring healing, health, wholeness, and hope to a needy world.

Sincerely,

Richard H. Hart, M.D.,
Dr.P.H. President

Executive Director's Welcome to Students

Welcome to Loma Linda University Health San Manuel Gateway College. As stated by our President, Dr. Richard Hart, we are honored that you have chosen San Manuel Gateway College as your next educational step into the medical field. You are joining a family that has a primary purpose to support you in your growth as a care provider in your chosen pathway.

We are committed to our motto of "Making Man Whole." That commitment extends to you, our students at SMGC, to help you grow in knowledge, skills and purpose as you learn to serve your fellow man. You will be supported with experienced teachers, instructors and caring staff members. You will be taught in classrooms and clinical labs with up-to-date equipment and techniques. You will experience acceptance and personal support, as you become a compassionate caregiver in your chosen field.

"For I know the plans I have for you," declares the Lord, "plans to prosper you and not harm you, plans to give you hope and a future." Jeremiah 29:11.

We are committed to you as you fulfill your God given plan for your life. As we come along side of you, our hope and prayer will be that you experience the hope and future that is available here at San Manuel Gateway College.

Sincerely,

Ehren Ngo, M.S.
Executive Director

SECTION I
INTRODUCTION

Loma Linda University

A Seventh-day Adventist Christian health sciences institution, seeks to further the teaching and healing ministry of Jesus Christ "to make man whole" by:

EDUCATING   ethical and proficient Christian health professionals and scholars through instruction, example, and the pursuit of truth;

EXPANDING   knowledge through research in the biological, behavioral, physical, and environmental sciences and applying this knowledge to health and disease;

PROVIDING   comprehensive, competent, and compassionate health care for the whole person through faculty, students, and alumni.

IN HARMONY WITH OUR HERITAGE AND GLOBAL MISSION

o   We encourage personal and professional growth through integrated development of the intellectual, physical, social, and spiritual dimensions of each member of the University community and those we serve.

o   We promote an environment that reflects and builds respect for the diversity of humanity as ordained by God.

o   We seek to serve a worldwide community by promoting healthful living, caring for the sick, and sharing the good news of a loving God.

TO ACHIEVE OUR MISSION, WE ARE COMMITTED TO

Our students
Our primary responsibility is the education of students, who come from diverse ethnic and cultural backgrounds, enabling them to acquire the foundation of knowledge, skills, values, attitudes, and behaviors appropriate for their chosen academic or health-care ministry. We nurture their intellectual curiosity. We facilitate their development into active, independent learners. We provide continuing educational opportunities for our alumni and professional peers. We encourage a personal Christian faith that permeates the lives of those we educate.

Our faculty, staff, and administration

We respect our faculty, staff, and administration who through education, research, and service create a stimulating learning environment for our students. They contribute to the development of new understandings in their chosen fields. They demonstrate both Christian values and competence in their scholarship and professions.

Our patients and others we serve

We provide humanitarian service through people, programs, and facilities. We promote healthful living and respond to the therapeutic and rehabilitative needs of people. We seek to enhance the quality of life for individuals in local, regional, national, and world communities.

History of Loma Linda University

Loma Linda University is part of the Seventh-day Adventist system of higher education. In 1905, the University (formerly College of Medical Evangelists) was founded—through a series of divine providences—at Loma Linda, California, by the Seventh-day Adventist Church. The School of Nursing began in 1905. In 1909, the College of Medical Evangelists received its charter as a medical school with the express purpose of preparing physicians who could meet the needs of the whole person. Both schools emphasized the need for healthful living as a part of medical care—a revolutionary concept in 1905.

The University was designated by the Seventh-day Adventist Church as a center for educating health professionals. The original schools—Nursing and Medicine—have been joined by Allied Health Professions, Behavioral Health, Dentistry, Pharmacy, Public Health, and Religion. The curricula of the University are approved by their respective professional organizations. From its small beginnings, the University has achieved widespread recognition, having sent more of its graduates into international service than has any other university. It remains committed to the vision of its founders and is sustained by its close association with the church.

From 1918 to 1962, the University operated within health facilities in two cities: Loma Linda and Los Angeles. In September 1962, all health professional education was consolidated at Loma Linda. In 1967, Loma Linda University Medical Center opened in its new three-tower facility—a landmark cloverleaf structure. The medical center continues on the cutting edge of health care, providing excellent service for patients and expanding educational opportunities for students.

In 1990, the Board of Trustees designated Loma Linda University a health sciences university— part of a complex which includes Loma Linda University Medical Center, faculty practice plans, and affiliated institutions. The University is a leader in the field of health sciences education, research, and service.

The Medical Center opened two new hospital towers in 2021. The new Medical Center houses 320 beds for adult patients, while the new Children's tower will give Children's Hospital a total of 373 licensed beds. The new facilities are a place where 4,700 Loma Linda University students and 700 residents will continue progress in their education.

The most current campus census figures (2022-2024 Academic Year) indicate that the core of the combined faculties consists of 1,809 full-time faculty, many of which are active clinicians, along with 605 Loma Linda University full-time paid faculty. Collectively, they serve the LLU Student body with a current enrollment of 4,247.

A century of service

Today the original 1905 property is part of an expanding health sciences campus that includes:

- Six medical facilities, licensed for approximately 1076 beds
  - Loma Linda University Medical Center (LLUMC), 1966, 2021
  - Loma Linda University Children's Hospital (LLUCH), 1993, 2021
  - Loma Linda University Medical Center East Campus Hospital (LLUECH), 2003; licensed under LLUMC as Loma Linda University Community Medical Center (LLUCMC), 1993—formerly known as Loma Linda Community Hospital
  - Loma Linda University Heart and Surgical Hospital (LLUHSH), 2009
  - Loma Linda University Behavioral Medicine Center (LLUBMC)—an acute psychiatric care facility—1991;
  - Loma Linda University Medical Center-Murrieta, 2011
- Ten Loma Linda University Health (LLUH) institutes
- Two LLUH-related research centers
- Various school-related research centers (see Learning Resources); and Loma Linda University (on campus, off campus site, distance education, and online degree programs) includes the Schools of Allied Health Professions, Behavioral Health, Dentistry, Medicine, Nursing, Pharmacy, Public Health, and Religion; Faculty of Graduate Studies and the San Manuel Gateway College.

University Philosophy

As implied by its motto, "To make man whole," the University affirms these tenets as central to its view of education:

God is the Creator and Sustainer of the universe.

Mankind's fullest development entails a growing understanding of the individual in relation to both God and society.

The quest for truth and professional expertise in an environment permeated by religious values benefits the individual and society and advances the ministry of the Seventh-day Adventist Church.

"Wholeness means the lifelong, harmonious development of the physical, intellectual, emotional, relational, cultural, and spiritual dimensions of a person's life, unified through a loving relationship with God and expressed in generous service to others."

Quoted in "The Grace of Wholeness" by Gerald R. Winslow, Ph.D., SCOPE, Spring 1999. Also quoted as the adopted definition of wholeness in the Loma Linda University Wholeness Inventory.

Unique University
Loma Linda University has always combined a devotion to academic excellence with a concern for spiritual values and a high sense of mission. The motto of the University, "To make man whole," illustrates the sense of destiny felt in the University community to act its part in God's ongoing plan for healing and restoring human beings to live with Him in wholeness, both now and in eternity.

While Loma Linda University has changed in many ways since its beginning in 1905, the biblical principles that provide its foundation have remained unchanged.

Seventh-day Adventist Heritage
Loma Linda University is owned and operated by the Seventh-day Adventist Church and has deep commitment to respecting the rich diversity of its student body. Students come from many different faiths, and respect and sensitivity for all people—regardless of their culture or ethnicity—are viewed as a part of true Christianity. This University has a tradition of religious liberty, and it highly respects students' religious values that differ from those of this academic community. The various perspectives of spiritually committed students are considered to be enriching to this campus and its educational environment.

Our unique features
Two distinctive features of the Seventh-day Adventist Church, which are a part of the San Manuel Gateway College, become evident to first-time students. The first is the concept of the Sabbath rest, which reminds us of God as Creator. Adventists realize this in part by celebrating Saturday as the Sabbath from sundown Friday to sundown Saturday. During these hours, University offices, laboratories, libraries, study halls, and recreation facilities are closed to give time for physical and spiritual renewal and worship.

A second distinctive feature worth noting is the emphasis on health and wellness. The cafeterias

on campus feature well-prepared vegetarian meals. The College holds that a drug-, alcohol-, and tobacco-free lifestyle is essential for achieving the goal of "wholeness." This means that all students agree to refrain from the use of tobacco, alcohol, and other "recreational" drugs while enrolled at the University.

Core Values of Loma Linda University
San Manuel Gateway College affirms these values as central to its view of education:

COMPASSION—Reflects the love of God with respect, mercy and empathy.

EXCELLENCE—Exceeds expectations with effectiveness, reliability and efficiency.

HUMILITY—Puts self-importance aside for the greater good of others.

INTEGRITY—Carries out actions with honesty and trustworthiness.

JUSTICE—Commits to diversity, equity and inclusion.

TEAMWORK—Collaborates to achieve a shared purpose.

WHOLENESS— Loved by God, growing in health, living with purpose in community

About San Manuel Gateway College

San Manuel Gateway College (SMGC) was established in 2016 with a mission to provide the Inland Empire with entry-level job training and educational opportunities in the medical field. To build individual and community capacity for the purpose of creating workforce development, we have partnered with the San Manuel Band of Mission Indians to accomplish this goal. SMGC is an extension of the outreach mission of Loma Linda University to the underserved population of the Inland Empire. We are providing opportunities to be a part of the growing medical services field in the Inland Empire.

Motto
To make man whole

Mission
To continue the teaching and healing ministry of Jesus Christ

Vision
Transforming communities through gateways in education and healthcare

Institutional Learning Outcomes

Consistent with the Loma Linda University institutional learning outcomes (ILOs) and Performance Indicators, San Manuel Gateway College's ILOs for students are assessed throughout the certificate programs appropriate for the discipline and certificate. The Office of Educational Effectiveness works with these programs to guide their assessment.

Critical thinking: Students demonstrate beginning critical thinking through examination of ideas and evidence before formulating an opinion or conclusion.

Information literacy: Students demonstrate a beginning ability to identify, locate, evaluate, utilize, and share information.

Oral communication: Students demonstrate beginning college level effective oral communication skills in English.

Quantitative reasoning: Students demonstrate the ability to reason and develop evidence-based decisions using numerical information appropriate to their level of certification.

Written communication: Students demonstrate beginning college level effective written communication skills in English.

SECTION II

STUDENT SERVICES

Learning Environment

San Manuel Gateway College under Loma Linda University is committed to whole person student development. The co-curricular aspects of student life on campus are planned to assist students in achieving a healthy balance in every dimension of their lives by:

- fostering a caring Christian environment;
- encouraging a personal Christian faith;
- inspiring respect for and inclusion of diverse ethnic and cultural perspectives;
- providing opportunities for personal growth and development;
- nurturing the development of healthy relationships;
- assisting in the management of personal conflicts and crises;
- cultivating a lifelong commitment to altruism and service;
- promoting an active and healthy lifestyle; and
- establishing an environment that supports the pursuit of personal and professional excellence.

San Manuel Gateway College is dedicated to creating a learning environment that promotes the lifelong pursuit of knowledge, wisdom, and skills used for selfless service to mankind. Through intentional educational strategies, San Manuel Gateway College interweaves its vision, mission, and core values with its student learning outcomes. The College's mission of wholeness gives focus to the learning environment that balances mind, body, and spirit (psycho-social-physical-spiritual) and gives meaning to the phrase, 'mission-focused learning'. In this health care environment, critical and analytical thinking skills in the health, behavioral, and natural sciences are blended with a commitment to spiritual and moral development.

San Manuel Gateway College pledges to students, staff, faculty, alumni, and the local and global communities its commitment to upholding integrity, valuing diversity, engaging with the community in service-learning scholarship and honoring the process of ongoing self-assessment for the purpose of continuous quality improvement. The College provides clearly defined student learning outcomes and measurable performance indicators to create a learning atmosphere that is clear and focused.

The College is engaged in systematic academic program review. Curricular maps are maintained for each program to assure alignment between student learning outcomes and planned academic activities. Program review follows carefully developed schedules as outlined in school-specific assessment matrices. San Manuel Gateway College is committed to using assessment data to guide academic and fiscal master planning for the University.

The resources of the College offer a wealth of opportunity to the student with initiative and willingness to develop individual capacity to the fullest extent. The academic resources, affiliated clinical facilities, and community agencies constitute a rich educational environment both in classroom instruction and in guided experience.

Student Expectations

San Manuel Gateway College was established to provide education in a distinctively Christian environment. Students are expected to respect the standards and ideals of the Seventh-day Adventist Church. Prospective students have the freedom to choose or reject University or school standards, but the decision must be made before enrollment. Application to and enrollment in San Manuel Gateway College constitute the student's commitment to honor and abide by the academic and social practices and regulations stated in announcements, bulletins, handbooks, and other published materials; and to maintain a manner that is mature and compatible with the College's function as a professional health care institution.

It is inevitable that the student will come under question if academic performance is below standard; student duties are neglected; social conduct is unbecoming; or attitudes demonstrate deficiencies such as poor judgment, moral inadequacy, or other forms of immaturity.

Procedures for evaluation of academic and nonacademic performance—as well as for the student to exercise his/her right of appeal—are described in the current *Student Handbook*. Grievances regarding both academic and nonacademic matters must be processed according to these published grievance procedures. After a student files a grievance or an appeal, the faculty assesses the student's fitness for a career in the chosen profession and recommends to the Executive Director appropriate action regarding the student's continuance or discontinuance.

Prospective students who have questions concerning the College's expectations should seek specific information prior to enrollment.

Whole Person Health

The College regards the student from a cosmopolitan and comprehensive point of view. It is cosmopolitan in that historically the University's global mission has promoted bonds and opportunities in education and service without regard to gender or to national, racial, or geographical origin. It is comprehensive in that the University's concern for the welfare of the student traditionally has been an integrated concern for assisting the student toward whole person health—balanced development of spiritual, social, physical, and mental health. Cultivating the health of any one part enhances the health of all parts. Neglecting or abusing the health of one harms the health of all. Before one can experience whole person health, there must be a practical appreciation of the interdependent interaction of each part of the whole.

Spiritual Health

In addition to personal quiet times, opportunities for the student to further develop rich, personal spiritual resources are provided in scheduled religious exercises and activities and in informal association with others who cherish spiritual values. Classes are opened with a devotional thought and prayer with the goal to encourage students to strengthen their personal spiritual experience.

Social Health

Through activities and events, students can enrich their group interaction and leadership experiences, increase their enjoyment of and interest in fields outside their profession, develop their talents, enhance wholesome and memorable association with others, and cultivate supportive and lifelong social relationships.

Mental Health

The College promotes mental health by encouraging students to study and practice principles of sound psychological health and to access state-of-the-art counseling and mental health services, as needed.

Physical Health

The College promotes physical fitness by encouraging recreational interests and by providing students with access LLU athletic facilities. An effort is exerted to interest each student in some recreational and health-building activity that may be carried over to enhance future life.

Student Resources

Library Resources

San Manuel Gateway College provides students with digital academic resources and facilities for learning and collaboration, including study areas, collaboration rooms, and a computer lab. The mission of student academic resources is to provide students with relevant resources and supportive services to further their academic success, as well as to provide them with skills to continue that success as practicing health care professionals. Information about the student academic resources and facilities (hours, privileges, digital and computer access, etc.) will be available on the San Manuel Gateway College website.

Computers are provided in the Computer Lab for accessing electronic resources, and any computer with an Internet browser may access available resources. The Del E. Webb Memorial Library at main campus will aid by providing relevant resources to support the academic needs

of the students at San Manuel Gateway College. Students will be able to access online resources to supplement their learning through their student log-on and student ID card.

Campus Store

The Campus Store is the official LLU college bookstore, located in the Campus Plaza. The store is operated by Barnes & Noble College, a subsidiary of Barnes & Noble, Inc. The Campus Store is the source for LLU apparel, gifts, and school spirit accessories. High quality products and services include digital textbooks, textbook rentals, and the Technology Store, iLLU. As an Apple-authorized campus store, iLLU is a licensed retailer of Apple technology products and an Apple-authorized service provider. Merchandise may be purchased using the following forms of payment: cash, check, Visa, MasterCard, Discover Card, or debit card.

To reach the Campus Store by telephone, call 909-558-4567 or visit their website at:
https://llu.bncollege.com/

Food and Dining at SMGC

The SMGC Student Lounge provides a place where students can store and reheat food (refrigerators and microwaves). Items left in refrigerator should be marked with a name and date; items left over one week will be discarded each Monday. Vending machines offering drinks and snacks are available on the first floor.

The LLUH main campus offers many dining options. Please refer to this link to locate the various services offered.

All school-sponsored events are to be in line with nutritional ideals valued by LLUH. Thus, all food that is served on campus will be vegetarian.

Security

The main office for the Department of Security at the San Bernardino Campus is located on the first-floor main entrance. Security Officers patrol the campus during business hours with primary focus on the protection of students, patients, visitors, and employees. Their secondary concern is for the prevention of property thefts and general needs. Security officers also respond to alarms and other requests for assistance.

Call 909-558-4320 or extension 44320 for all Department of Security services, including 24-hour public safety security services.

- **Emergencies**
  In case of an emergency, dial 911. Emergency telephones are located at various locations on campus (including parking lots).

- **Non-Emergency Service (909) 558-4320**
  Security Officers provide the following non-emergency services, as time allows:
    - jump-starting cars;
    - retrieving keys in locked cars;
    - calling towing service for stranded motorists;
    - escort services to vehicle

- **Lost and Found**
  Items found at San Manuel Gateway College will be held in the Administration Office. Items found in other parts of the building will be held in the security office.

- **Reporting suspicious activity**
  In order to make the University, Medical Center, and LLUH San Bernardino Campus a safe community in which to live, study, and work, it is essential that all suspicious persons or activities on campus be reported to the Department of Security.

- **Emergency notifications/ Timely warnings**
  LLUH and SMGC are committed to the safety and well-being of campus and health-care facilities students, faculty, employees, patients, and visitors. We require students to keep their contact information updated at all times so communications can be delivered successfully. In the event of a significant emergency or dangerous situation involving an immediate threat to the health or safety of persons on the campus, LLUH will immediately notify the community using the emergency notification system, and other communication outlets to inform and advise of the situation—unless it is determined that notifications would otherwise compromise efforts to assist victims or contain or resolve the emergency. For this and other security-related information please visit the Department of Security Services website at https://lluh.org/patients-visitors/visitors/security-services

Vehicles/Motorcycles

The Department of Rideshare, Parking and Traffic Services is responsible for enforcing the Loma Linda University traffic and parking regulations and the State of California Vehicle Code, as they apply to moving and stationary vehicles, pedestrians, and animals on the campus. The Loma Linda University traffic and parking regulations are enforced under Section 21113 of the California Vehicle Code.

Parking Regulations

Students must register their cars and park in approved areas to avoid being ticketed, booted, and/or towed.

Contact the SMGC administration office for latest registration and parking information.

California State Vehicle Licensing Law

California state vehicle law requires that all residents who operate a vehicle have a California state driver's license, proof of auto insurance and any vehicle they own within the state of California must be registered with the California DMV. A car that is owned by an individual who resides out of state may not require California registration.

Student Identification (ID) Badge

A College identification badge will be issued to all on-campus students after completion of his/her initial registration. The identification badge allows access to various student services and/or building locations. Students must carry their ID badges while on campus at all times, and must be displayed prominently above the waist.

Students who are enrolled through employer training agreements must carry their employee ID as their student identification badge.

Student Access Policy

Student access to San Manuel Gateway College facilities, systems, and services by badge or password is authorized only to currently enrolled students and terminates upon the last day of enrollment, even if re-enrollment is anticipated in the future. The University has the discretion to revoke access authority at any time.

Student Health Service

Health Care

Students will be required to have health care insurance coverage, either through their parents' health care plan or individually. Documentation of health care coverage must be provided before students begin classes. The health care insurance must be continuous throughout the enrollment at San Manuel Gateway College (SMGC). Assistance in obtaining health care coverage can be obtained from the SAC Health, Community Resource Center.

For medical emergencies, call 911. For non-immediate medical needs, students should seek care from their primary care provider.

Malpractice Coverage

Students are covered by malpractice insurance while acting within the course and scope of any approved clinical assignment.

Counseling Services

Behavioral health counseling is generally available to students through their insurance. SMGC offers limited counseling services. Students may refer to the SMGC student support self-help Canvas page for details.

SECTION III
ACADEMIC INFORMATION and COLLEGE POLICIES

Admission Policies and Information

San Manuel Gateway College under Loma Linda University was established to provide professional health education in a distinctively Christian environment that prepares well-qualified, dedicated Christian health science professionals who are committed to fulfilling the mission of this University to serve humanity. Students at San Manuel Gateway College under Loma Linda University are expected to uphold the Christian ethical and moral standards of the Seventh-day Adventist Church while enrolled at SMGC.

The College and University's emphasis on health and the health professions, as well as the practices of the supporting church, preclude admission of applicants who use tobacco, alcoholic beverages, or narcotics. The rights of the individual are recognized and respected; however, any conduct that is contrary to the principles governing a healthful and moral lifestyle is not acceptable for a San Manuel Gateway College student. The prospective student has the freedom to accept or reject these principles and practices prior to applying. Once application is made to the College, the applicant has chosen to abide by these principles and practices.

In selecting students for entrance to programs in the college, the admissions committees look for evidence of personal integrity, healthful lifestyle, self-discipline, self-direction, and service to others. An applicant accepted to SMGC must possess capabilities to complete the full curriculum in the allotted time at the levels of competence required.

An interview with the Admissions Committee is required as part of the admission process. Acceptance of an applicant into any program is contingent on the recommendation of the Admission Committee

Where to Apply
It is important to know the specifics of the application process and to begin this process well in advance of the date of anticipated or desired entrance. Application procedures and the application can be found online at https://sanmanuelgatewaycollege.llu.edu/admissions

Application Review Process
All completed applications are reviewed by the appropriate Admissions Committee, which recommends the final decision regarding acceptance.

Applicant's Records
The application and all supporting records and documents become the property of the College.

Application Deferral

Applicants are accepted for a specified entering term. If the applicant does not enter the program at the time stated for admission, the application will become inactive unless the college receives a written request to defer the application. Not all programs permit an applicant to defer an application; however, for those that do, an application may not be deferred for more than one year. Previous acceptance does not guarantee acceptance at a later time. Deferral must be applicant-initiated. When deferring, individuals will be required to meet admission and graduation requirements (including, but not limited to changes in tuition rates) that are in effect for the school year to which they are deferring. After one year, a new application must be submitted.

Letters of Recommendation

Two letters of recommendation are required. Letters of recommendation must be from teachers, mentors, bosses, pastors, etc. Recommendations cannot be submitted by family members.

For all Community Health Worker Programs, letters of recommendation must include reference to at least one year of direct community work involvement, and must come from the organization where services took place.

Official Transcripts

Applicants to San Manuel Gateway College certificate programs are required to furnish evidence (transcripts, GED, CHSPE, or equivalent) of completion of high school in order to be granted admission. The final transcript must include the date of graduation or completion. Transcripts must be submitted either directly from the institution granting the transcript or hand carried by the student in a sealed envelope containing the transcript signed by the school official. Transcripts and evaluation results received by the College become the property of the College and will not be released to the student or forwarded to any other institution.

English Proficiency

English language proficiency is required for SMGC programs. Any applicant whose English competency is uncertain in regard to his/her professional success at SMGC may be required to pass a test of English proficiency.

Pre-Health Requirements

Prior to enrolling in classes, newly admitted students must fulfill specific health requirements. SMGC is committed to protecting the health of our students, the College community, and our patient population. These health requirements not only promote health, but also accustom new students to the responsibilities of a health care professional.

These requirements must be met prior to the start of any program.

Health History - completed by the applicant.

Physical Examination is strongly recommended as part of best practices. Students are not required, but may submit physical examination proof with a signed report by a physician or nurse practitioner confirming adequate health conditions and to meet immunization requirements.

Tuberculin Skin Test (TB/PPD skin test) Requirement: Documentation of a negative PPD skin test, no more than one year prior to acceptance is required. Applicants with a history of a previous positive PPD will need to submit documentation giving the date of the most recent positive PPD with results in mm, a copy of a chest x-ray report taken within the past year, and a medical provider signature. Additionally, a TB test clearance is required within 6 months of clinical practicum.

Immunization Requirements: The following list of immunizations are not exhaustive. Students may be required to meet additional immunization requirements based on assigned clinical/practicum/externship sites for their respective programs.

- **MMR (measles, mumps, rubella):** Documentation of two MMR vaccinations given after age 1 year, or submit positive blood titer reports for each disease (must be quantitative IgG antibody titers)
- **Tdap** (tetanus, diphtheria, pertussis): A Tdap dose within the past 10 years OR a Td dose within the past 10 years and 1 dose of Tdap after age 18 years
- **Varicella** (chickenpox): Documentation of complete series (two immunizations required), or submit a positive blood titer report (must be quantitative varicella IgG antibody)
- **Hepatitis B**: Documentation of a complete series (three immunizations required), or submit positive blood titer report (must be quantitative hepatitis B surface antibody)
- **Flu: Must provide documentation of annual Flu vaccine**

    All documentation of immunizations must be completed and turned in to the administration office prior to the beginning of the program.

Background Check

To comply with state and local regulations regarding background checks for health care providers, students considering admittance into San Manuel Gateway College, must complete background check clearance. Background checks are required in order to participate in clinical training. The initial background check will satisfy this requirement during continuous enrollment in the program. Should the educational process be interrupted, a new background check will be required.

Students must complete a background check as required by their program. Please refer to each program for specific requirements. Documentation or proof of completion must be submitted to the administration office at San Manuel Gateway College for student records.

Potential students who have convictions or have questions about their ability to obtain background clearance should talk with the Executive Director. They will receive counsel related to their particular profession and questions and/or concerns.

Enrollment

Certificate Courses

Students will be enrolled in certificate courses by SMGC Administration. They will follow the prescribed sequence of modules and courses based on the approved certificate program schedule. Variances of the program schedule will not be allowed.

College Transferable Courses

When enrolling in a college transferable course, students will be enrolled as non-degree students through the Loma Linda University Records Office, which may require additional documentation and processes to complete enrollment.

Financial Policies and Information

The student will be responsible for the total cost of the program. Scholarship and/or financial arrangements to cover the cost of the program will be made prior to the start of the program. If the student is unable to complete their commitment prior to the completion of the program, their certificate of completion will be held until final payment is made.

Personal Leave of Absence

A leave of absence is defined as an approved interruption of coursework or academic

responsibilities, not to exceed the agreed upon length of time (limited to one calendar year). Students must initiate the request and must present supporting documentation (as applicable) in writing. The College reserves the right to require students restart the program.

Administrative Withdrawal

When a student has abandoned the program (stops attending class or clinical training without prior arrangements, ceases contact with the college), the student will be administratively withdrawn from the program 30 days after the date of last contact. For students with financial aid, the last day of attendance will be reported and aid returned in accordance with SMGC tuition refund policies and student aid terms and conditions. Students wishing to return from an administrative withdrawal will be required to apply to the program again and may be required to restart the program. Scholarships and grants may be subject to termination and forfeiture.

Financial Policy

SMGC financial policy states that the student is expected to keep his/her financial status current at all times. Financial clearance is required before a certificate is received; or before a transcript, statement of completion, or other certification is issued to any person, organization, or professional board. If immediate processing of transcripts or diplomas is requested, student account balances must be paid by bank card, cashier's check, money order, or cash (no personal checks for immediate processing).

Refunds

SMGC does not offer refunds for tuitions and fees. SMGC does not require full program payments up front. Students are billed on a monthly basis as they matriculate through the program.

Financial Aid

SMGC has a goal of keeping students' debt free. To that end, SMGC does not offer Federal Financial Aid also known as student loans. Financial assistance through the SMGC scholarship fund is available and is based on financial need. Students can apply for scholarship by contacting the Administration office for more information.

Academic Policies and Information

Orientation and Advisement

When questions arise relating to curriculum or policy requirements, students should always refer first to the College policies and the program requirements. They may also seek counsel from Program Directors and/or Director of Student Support Services.

Orientation sessions are mandatory for all new students. These sessions provide general guidance about the College and respective programs, including student services, library resources, safety and security, and academic policy.

Academic Authority

The Executive Director is the final authority in all academic matters, with the exception of general education requirements, and is charged with the interpretation and enforcement of academic requirements. Any exceptions or changes in completion requirements are not valid unless approved by the Executive Director. Any actions taken by individual faculty members with regard to these matters are advisory only and are not binding on San Manuel Gateway College unless approved by the Executive Director.

Copyright Violations

The copyright law of the United States (Title 17, USC) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for or later uses a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

Any materials generated, used and provided by San Manuel Gateway College must not be distributed or shared without prior consent or authorization.

Communication Devices

All communication devices must be set to "off" or "vibrate" during class, laboratory, clinic, or chapel. No cell phones, calculators, laptops, or other electronic or communication items may be used in the classroom, testing facility, or laboratory unless specifically a part of that activity and approved by the faculty member in charge.

Grade Change

A grade may not be changed except when an error has been made in arriving at or recording a grade. Such changes are permissible up to the end of the succeeding term. The faculty member must obtain Executive Director's signature on the change of grade form after the initial grade has been entered.

Satisfactory Completion of Modules and Skills

The goal of the college is to produce proficient and skilled workers in their chosen program. We realize that students learn at different rates and in differing ways. In the Practice Skills Lab students will be given opportunities to practice their skills and will receive support for gaining skill proficiency. However, all clinical skills must be demonstrated and signed off in the Practice or Basic Skills Lab or approved clinical setting by the clinical instructor. Student progress will be based on prompt attendance to all classes and clinical experiences, and on attaining a satisfactory score (minimum of 70%) on quizzes and exams. All absences from theory classes and clinical experiences must be made up during the scheduled make-up time at the end of the school week. Some programs do not offer make-ups. Absences equaling 3-4 theory or clinical days (a total of 24 theory and/or clinical hours), even if extenuating circumstances, will require an Attendance Contract. If a student does not comply with the contract, the student will be dismissed from the program. Please refer to the Attendance section of the student handbook for further information.

Clinical progress is based on 100% participation in clinical sessions. Absences from clinical time must be made up either on an alternate clinical training day (if adequate student space is available) or at additional clinical training days scheduled at the end of the week or the end of each session.

Grades and Grade Points

The following grades and grade points are used at San Manuel Gateway College. Each course taught in the College has been approved for either a letter grade and/or an S/U grade.

Grade	Grade Point	Description
A	4.0	Outstanding performance.
A-	3.7	
B+	3.3	
B	3.0	Very good performance
B-	2.7	
C+	2.3	
C	2.0	

C-	1.7	Minimum performance for which credit is granted..
D+	1.3	
D	1.0	
F	0.0	Failure—given when coursework was attempted but when minimum performance was not met.
FA/UA	0.0	Failure to attend (U/A for S/U graded courses)—given when a student discontinues attendance without withdrawing. Last date attended is to be noted on instructor grade report.
S	none	Satisfactory performance—counted toward certification. Equivalent to a C grade or better in undergraduate courses. An S grade is not computed in the grade point average.
U	none	Unsatisfactory performance—given only when performance for an S-specified course falls below a C grade level in the certificate courses.

Similar filing procedures as given for S grade above are required. The U grade is not computed in the grade point average. |
| W | none | Withdrawal—given for withdrawal from a course prior to fourteen calendar days before the final examination week. Withdrawals during the first fourteen calendar days of a quarter or the first seven calendar days of a five-week summer session are not recorded if the student files with the SMGC Administration Office. Withdrawals outside this time frame, upon recommendation of the Program Director, may be removed at the discretion of the Executive Director. A student may withdraw only once from a named cognate course that she/he is failing at the time of withdrawal. |

I	none	Incomplete—given when the majority of the course work has been completed and circumstances beyond a student's control result in the student being unable to complete the quarter. An I notation may be changed to a grade only by the instructor before the end of the following term (excluding the summer sessions for those not in attendance during that term). Incomplete units are not calculated in the grade point average. By use of the petition form—available online at searching under "Academic Forms" http://www.llu.edu/students/ the student requests an I notation from the instructor, stating the reason for the request and obtaining the signatures of the instructor, the program director and the Executive Director. The form is left with the instructor. The instructor reports the I notation on the grade report form, as well as the grade the student will receive if the deficiency is not removed within the time limit. The petition form is then filed with the LLUH SMGC Administration Office for LLUH courses or the SMGC Administration Office for SMGC courses along with the grade report form. The I notation is not granted as a remedy for overload, failure on final examination, absence from final examination for other than an emergency situation, or a low grade to be raised with extra work.

Policy for Monitoring Courses and Program

At the termination of each course students will participate in an anonymous course evaluation process offered online or via printed survey. The evaluation will include a combination of questions in which the students rate – Strongly agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree and respond to open-ended questions.

Administration Office: Student Records

Privacy Rights of Students in Academic Records (FERPA)
San Manuel Gateway College does not receive student financial aid from the federal government and is therefore not required to adhere to the Family Education Rights and Privacy Act (FERPA). However, SMGC will follow FERPA guidelines as good practice and due diligence in an effort to protect the privacy of the students enrolled.

Under the Family Education Rights and Privacy Act (FERPA), students have full rights of privacy with regard to their academic records, including their grade reports. For detailed FERPA information, visit: https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

The campus is authorized under FERPA to release directory information concerning students. The College has classified the following as student directory information that may be released: name, address (permanent and local), picture, marital status, birth date, school, program, class, previous college, and telephone number—unless the student specifically requests in writing that the information not be released. Directory information will be released only by the Executive Director's office. Requests for directory information received by other offices of the University will be transferred to the appropriate school office.

Name on Student Records

It is the student's responsibility to provide the College with an official government issued identification (driver's license, ID card). The name listed on this identification will be used on all College documents and correspondence and is essential for the following offices, organizations, and processes: College Records, Social Security Administration, preparation of certificates, and other legal processes.

Students should make certain that the spelling, capitalization, spacing, and order are accurate in College Records. The name spelling and format as it appears on the SMGC student records is the way it will appear on the certificate.

Change of Name

A student may change his/her name in their records at San Manuel Gateway College by submitting a "Name Change Request" form to SMGC Administration Office. This form must be accompanied by at least two items: (1) a certified copy of a marriage certificate, a court order, or a divorce decree and (2) an updated SSN card. All changes in vital records must be made through the College Administration Office.

Name changes received after the second week of a term will be processed after grades have been received for that term. Name changes for expected spring completion candidates must be received by the office of College Administration Office no later than the first week in January preceding completion of the certification requirements.

Marriage

A student who marries or changes marital status during the academic year must provide the school with advance written notification of the change in status in order to keep school records correct and up to date. It is wise for students to make every effort to schedule their wedding ceremonies during academic recesses.

Grade Reports

Course grades are determined by the faculty member(s) who taught the course. The Administration Office posts all grades at the end of each academic term. Notices concerning academic probation and academic dismissal are issued from the office of the Executive Director.

Grade reports are not sent to parents. Students dependent on the support of parents should inform them of their academic progress.

If a student believes a grade was given in error, the instructor should be contacted. Grades are changed only when an error has been made in arriving at or recording a grade and must be submitted during the subsequent term. Students should feel free to discuss grades with their instructors.

Academic Due Process. If the student wishes to contest a grade, the following steps should be taken:

- Discuss the grade with the course instructor.
- If the matter is not resolved, the student should discuss the grade with the Program Director.
- If the matter still is not resolved, the student may appeal in writing to the Executive Director who will call an Academic Review Committee, whose decision is binding. The committee will review the student's written appeal and vote a decision.

Emergencies Affecting Required Theory and Clinical Training

The College recognizes there are times when events occur over which we have little or no control. Serious illness, accidents, and deaths of loved ones are among the reason's students may not complete their training on schedule. However, the training schedule must be followed. It is imperative that theory content is completed for each module before the student performs the clinical skills related to that module at the approved clinical site. If the student cannot make up missed modules during the scheduled make-up times, the student will not be able to complete the clinical training for that session. Since the content in the second session is different from the first session, the student will need to withdraw from the program and request for admission the following year.

San Manuel Gateway College Administration Office

The College maintains the official academic records of all students at SMGC. All student records are maintained in a secure environment at the College.

Requests for inspecting records should be made in writing to SMGC Administration Office. The

director of the office has forty-five days to fulfill this request; however, requests are usually granted within two weeks. Any questions students may have concerning academic standing within the College should be directed to their Program Director or the Executive Director.

College Administration Office hours:
Monday through Thursday: 8:00 a.m. to 4:00 p.m.
Friday: 8:00 a.m. to 1:00 p.m.

Request for Verification of Program Completion and College Transcripts
Certificates and statements of completion will be issued only for students whose financial obligations to the College have been met. Requests for verification of certificate programs will be submitted to sanmanuelgatewaycollege@llu.edu .

Transcripts for courses completed as a non-degree student in LLUH will only contain the college transferable courses. All transcript requests for LLU transferable courses are to be submitted through the SMGC Administration Office. Forms are available in the Administration Office.

Custodians of Education Records
For all admissions, school-based academic, financial, and disciplinary records, please submit request to the SMGC Administration Office. For LLU transferrable course records, please contact LLU Student Service Center at the LLU Office of the Registrar. All documents and student records will be retained for a minimum of 5 years after completion of program.

Academic Integrity

All students in San Manuel Gateway College are expected to adhere to the highest standards of academic honesty. It is the responsibility of students to avoid both dishonest practices and the appearance of dishonesty. The student should make the necessary effort to ensure that his/her work is not used by others.

Students shall be subject to discipline for any form of academic dishonesty, including, but not limited to: copying from another's examination or allowing another to copy from one's own; plagiarism; giving or receiving aid on class work without permission or on take-home tests; and representing as one's own work the work of others without giving credit. Disciplinary actions may range from a zero on the work involved, lowering the course grade by one letter, dropping the student from the course, or total dismissal from school (See Grievance below).

San Manuel Gateway College defines *academic integrity* as the commitment of all members of the educational community (administration, faculty, students, and staff involved in learning, teaching, research, patient care, or service) to engage in conduct that reflects honesty, trust, fairness, mutual respect, and responsibility (The Center for Academic Integrity, October, 1999).

Professional Standards

The health- and science-related professions are proud of their traditional reputation for honesty and integrity. These virtues are essential for each member if these professions are to continue to maintain their position of trust within society. The establishment of codes of ethics, peer review committees, ethics committees, and other regulatory and/or advisory groups within the professions indicate a vital and continuing concern with maintaining high standards of integrity.

Professional standards provide a means of educating and training future professionals in areas of ethical conduct and are intended to aid in developing an ethical and moral awareness that will help the individual serve in an enlightened manner. In addition, the University seeks to broaden students' ethical perspectives by including a religious perspective not always found in ethical codes. By adding a spiritual foundation to the profession's ethical framework, it is anticipated that the professional's ethic will be a more completely informed ethic—one that not only reflects a proper concern for one's fellow human beings, but one that also reflects an intimate relationship with God, our Creator.

Students must conduct themselves at all times in a manner representative of their profession and school. Students share responsibility for maintaining an environment conducive to learning. Any activity that interferes with the learning processes vital to the practice of the chosen profession or that violates the integrity of the profession as a whole is not acceptable.

The following list is illustrative of the type of conduct that violates the University's expectation for student conduct and is cause for discipline up to and including dismissal. It is not an exhaustive or all-inclusive list but is stated here for purposes of illustration:

- failure to respect individual rights. This includes (a) physically or verbally abusing any person or engaging in conduct that threatens or endangers the health, safety, or wellbeing of others; (b) obstructing or disrupting the study of others; the performance of official duties by University personnel; teaching, research, disciplinary, administrative, or other functions of the University, or other authorized activities on University premises; and (c) slander and libel
- disrespect for individual and University property, including theft and vandalism

- refusal or failure to remediate documented unsatisfactory performance
- personal conduct that is incompatible with the standards of morality and propriety of the Seventh-day Adventist Church
- overt disharmony, subversion, or violation of the philosophy, objectives, and policies of the University—including those delineated in this handbook
- gambling or betting
- failure to obey, honor, and sustain civil law
- arrogance and insubordination
- patient abuse

Professional ethics consistent with the Christian understanding of the value and importance of all persons should be reflected in the relationship's students develop with each of their patients. While clinical activities will rightfully be focused on learning, the patient's needs should always be the primary concern. Altruism must be learned and practiced from the earliest moment of the student's program and reinforced in all aspects of the professional training. Patient abuse will not be tolerated.

Patient abuse includes any behavior or act that might jeopardize the health or well-being of a patient. Examples of patient mistreatment or abuse include but are not limited to:
- unsupervised and/or unauthorized treatment of a patient
- treating a patient while the student is under the influence of alcohol or drugs
- failure to comply with clinic policies regarding patient treatment and documentation
- failure to comply with established protocols for infection control
- refusal to properly treat any patient for reasons of gender, race, color, religion, sexual orientation, national origin, financial status, handicap, or disability
- patient abandonment
- any breach of confidentiality, except as required by law or University policy
- failure to report an observed incident of patient mistreatment or abuse

Online Learning

San Manuel Gateway College offers courses in a variety of modalities to include in person, fully online, and hybrid formats to accommodate demands in response to unprecedented events, i.e. COVID-19 pandemic. Our priority is safety and college leadership and staff are committed to support University, government, and other local health department orders for public safety.

For online and hybrid courses, each "course week" begins on a Monday and ends on Sunday.

Students are expected to log in several times throughout the week, and are responsible for joining all required live sessions on assigned times, to participate in online discussions and other activities. The College recommends that students complete the various readings and assignments in the order in which they are presented, but the format does allow some flexibility for students to modify their approach or even to work ahead.

Consistent attendance and active participation in every assignment and every online discussion is expected. Students should be careful of any assignments that have specific "opening" or "closing" times, and they should regularly consult the Course Schedule in the Syllabus to ensure that they complete all work in a timely manner.

Students access all course materials via the Canvas site and application links within. Students are responsible to ensure they secure devices and minimum system requirements (including internet) as well as completing necessary orientation tutorials designed to equip class members for online study.

Student Mistreatment

Loma Linda University seeks to educate ethical and proficient Christian health professionals and scholars through instruction, example, and the pursuit of truth. In order to do this, Loma Linda University and its faculty are committed to the following fundamental values: compassion, integrity, excellence, freedom, justice, purity/self-control, and humility. These values may occasionally be formally taught by faculty; but more often they are learned informally by students through observation of models of professional behavior toward students, colleagues, and patients.

The development and nurturing of these values is enhanced by and based upon the presence of mutual respect between teacher and learner. The diversity of students, faculty, clinical instructors, residents, and staff combined with the intensity of their interactions may, however, lead to alleged, perceived, or real incidents of inappropriate behavior or mistreatment of students. Examples of such mistreatment include: (1) verbal and physical mistreatment, (2) discrimination, (3) excessive or unreasonable time demands, (4) sexual harassment, (5) and the use of grading or other forms of assessment in a punitive manner. Such behavior by faculty or staff, or other behavior that is inimical to the development of mutual respect, is unacceptable at Loma Linda University. While teachers do have the responsibility to motivate and correct students, when correction of an individual is needed, this is usually best done in private but always in a way that shows respect for the student as a person.

An important part of the teaching of mutual respect among professionals is the perception of students as they observe faculty in their interactions with each other. Therefore, faculty should be models of professionalism in all of their interactions and should avoid inappropriate behavior or

mistreatment of other professionals and staff. This includes the avoidance of derogatory remarks about or attitudes towards individual colleagues, services, or departments.

Students also learn professional behavior and demeanor by observing their teachers as they interact with patients, clients, and all others. Such professional interactions should be courteous and respectful. Respect for individuals includes, but is not limited to, such things as punctuality, thoughtfulness, mindfulness of personal space; as well as manner and mode of address, appropriate and modest draping of patients, tone and content of verbal interchanges, and body language. In addition, discussion of patients out of their hearing should continue to show the same degree of respect and should not include contemptuous, derogatory, judgmental, or demeaning remarks.

If a student expresses an unwillingness to participate in an aspect of training or patient care as a matter of conscience, that stance should be explored in a nonjudgmental manner to ensure that the teacher and student fully understand the issue. The student's position on matters of conscience should be honored without academic or personal penalty, as long as it does not interfere with the welfare of the patient and the overall educational goals of Loma Linda University.

- Verbal or nonverbal mistreatment includes:
    1. demeaning language and communication, shouting, hostility, profanity, offensive gestures;
    2. repeated or blatant conduct directed towards any person that is intended to insult or stigmatize that person
- Physical mistreatment includes:
    1. physical punishment, such as hitting, slapping, pushing, kicking, or spitting;
    2. the threat of physical punishment;
    3. intentionally or negligently placing another at risk of physical harm.
- Discrimination includes disparate treatment based on gender, age, ethnicity, race, disability, or sexual orientation that stigmatizes or degrades that person.
- Unreasonable or unprofessional demands include:
    1. requiring a student to perform personal services, such as shopping or babysitting;
    2. requiring a student to perform menial tasks with the intent to humiliate the student.
- Sexual harassment: see LLU Policy Prohibiting Sexual Misconduct and Discrimination on the Basis of Sex (Title IX) in Student Handbook and /or Faculty Handbook. If the mistreatment involves sexual harassment, the procedure of the Title IX policy must be followed.

Procedures

Students who believe they have been mistreated have the right, and are encouraged, to initiate one or more of the following procedural options. If, however, the mistreatment involves sexual harassment, the procedure of the sexual harassment policy must be followed. Loma Linda University will ensure that this process occurs fairly and shall be free of retaliation.

Students who believe that they have been mistreated should report such conduct to the University or to school administration. Students may meet directly with the individual involved in the mistreatment and come to a mutually agreeable resolution. Students may choose to take someone with them, such as a faculty member, department chair, unit manager, clinical instructor, chief resident, or other individual. If the student is uncomfortable meeting with the individual involved, he/she is encouraged to follow the procedure below. Students are reminded that reporting inappropriate behavior is a personal and professional responsibility.

The procedure includes the following:

1. Report the incident(s) to the dean of the school in which the student has primary enrollment or to the office of the University's vice president for enrollment management and student services. A systematic method of reporting allows patterns of behavior to be considered in determining the course of action.

   It is the responsibility of the dean to investigate, document, and coordinate immediate and appropriate corrective measures/protective actions that are reasonably calculated to end mistreatment, eliminate the hostile environment, and prevent reoccurrence.

2. In determining the actions to be taken, consideration will be given to frequency and/or severity of the conduct; as well as the position held by the accused. A primary objective will be to protect the student from adverse consequences for having reported the incident.

Confidentiality

The University shall protect the privacy of individuals involved in a report of mistreatment to the extent possible. Some level of disclosure may be necessary to ensure a complete and fair resolution. Disclosure may be made only on a need-to-know basis. In keeping with ideals of professionalism and courtesy, the student is advised to refrain from discussing the complaint with individuals not directly involved.

Retaliation Prohibited

All reasonable action will be taken to assure no retaliation against the student, witnesses, or anyone cooperating with the investigation.

Academic Discipline

An Academic Review Committee meets as needed to review student progress. Actions recommended by the Academic Review Committee other than dismissal from school are not subject to appeal beyond the committee. Actions that are not subject to appeal include, but are not limited to, requiring a student to do remedial work in a course, or repeating a course in which the student received a failing grade in either the theory or clinical training.

Academic and/or attendance contracts may be required, in which case, expectations will be outlined and monitored. Students, program director and/or administrator will be required to sign the contract.

Weapons Possession Policy

In order to provide a safe environment for patients, students, faculty, staff, and visitors, no patient, student, visitor, faculty, or staff member shall be allowed to have in his /her possession while on the Loma Linda University premises any firearms or any illegal weapons as defined by the California penal code without specific University approval. All persons not in compliance with the above policy will be asked to leave the premises by campus security or be taken into custody by campus security, if a clear violation of the law can be established. "Possession" for this policy is defined as on one's person or in one's motor vehicle, residence hall, or work area. Any suspected or observed violation of this policy should be reported to Security immediately. Students found to be in violation of the weapons possession policy will be subject to discipline up to and including dismissal.

Policy Prohibiting Sexual Misconduct and Discrimination on the Basis of Sex (Title IX)

Policy

Title IX of the Education Amendments of 1972 ("Title IX") prohibits discrimination on the basis of sex in educational programs and activities at institutions receiving federal financial assistance. Loma Linda University (LLU) is committed to providing a safe and supportive environment that

is free from unlawful discrimination on the basis of sex in all of its employment and student activities, educational programs, and services. Any form of sex discrimination and sexual misconduct, including harassment, coercion, intimidation, or sexual violence is reprehensible; runs counter to LLU's teachings and guiding beliefs; and will not be tolerated. In keeping with this commitment, Loma Linda University maintains a strict policy prohibiting unlawful discrimination or harassment based on personal characteristics of gender, sexual orientation, gender identity, race, color, religion, national origin, disability, age, or veterans' status. Also prohibited is retaliation of any kind against individuals who report alleged incidents of discrimination or sexual misconduct, or who assist in a University investigation of such allegations.

Definition of Sexual Harassment

Sexual harassment is defined as unwelcome sexual advances (including sexual violence); requests for sexual favors; and/or physical, verbal, or written conduct of a sexual nature when:

1. Submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment, education, or participation in LLU's programs or activities;
2. Submission to or rejection of such conduct by an individual is used as a basis for decisions pertaining to an individual's employment, education, or participation in LLU's programs or activities;
3. Such speech or conduct is directed against another and is abusive or humiliating and persists after the objections of the person targeted by the speech or conduct;
4. Such conduct would be regarded by a reasonable person as creating an intimidating, hostile, or offensive environment that substantially interferes with an individual's work, education, or participation in LLU's programs or activities.

Examples of Sexual Harassment

Sexual harassment may include incidents between any member of the University community, including faculty and other academic appointees, staff, deans, students, and nonstudents or nonemployee participants in University programs—such as vendors, contractors, visitors, and patients. Specific examples of the verbal or physical conduct prohibited by this policy include, but are not limited to:

1. physical assault;
2. inappropriate or unwanted touching;
3. direct or implied threats that submission to sexual advances will be a condition of educational evaluation, opportunity, or advancement;
4. direct or subtle propositions of a sexual nature
5. dating, requesting dates, or entering into a romantic relationship between a student and an employee or faculty wherein the employee or faculty is in a position of power or is able

to exert influence over the student's educational experience

6. a pattern of conduct that would discomfort and/or humiliate another individual, including, but not limited to
    a. unnecessary touching,
    b. remarks of a sexual nature about a person's clothing or body,
    c. remarks about sexual activity or speculations about previous sexual experiences,
    d. visual conduct—including leering, sexual gestures, or the display of sexually suggestive objects, pictures, language, cartoons, or jokes;

       use of electronic means, including the internet and email system, to transmit, communicate, or receive sexually suggestive, pornographic, or sexually explicit pictures, messages, or materials

Sexual Violence

Sexual violence involves conduct relating to an actual, attempted, or threatened sexual act against a person's will or where a person is incapable of giving consent (due to age, use of drugs or alcohol, or because of an intellectual or other disability). Sexual violence includes rape, sexual assault, sexual battery, sexual abuse, and sexual coercion. Examples include "date rape" or "acquaintance rape." Acts of sexual violence may also constitute violations of criminal or civil law subject to prosecution.

Consent

"Consent" is defined as agreement, approval, or permission as to some act or purpose that is given knowingly, willingly, and voluntarily by a competent person. Consent can be withdrawn at any time. There is no consent when there is force, expressed or implied; or when coercion, intimidation, threats, or duress is used. Whether a person has taken advantage of a position of influence over another person may be a factor in determining consent. Silence or absence of resistance does not imply consent. Past consent to sexual activity with another person does not imply ongoing future consent with that person or consent to that same sexual activity with another person.

If a person is mentally or physically incapacitated or impaired so that such person cannot understand the fact, nature, or extent of the sexual situation, there is no consent; this includes impairment or incapacitation due to alcohol or drug consumption that meets this standard, or being asleep or unconscious.

Retaliation

Retaliation occurs when intimidation, threats, coercion, or other discriminatory action is used against an individual who has brought a concern or reported a possible violation of a federal civil right. This includes formal or informal reports of a violation and reports regarding a violation of

an individual's rights or the rights of others. Dissemination of Policy.

This policy shall be disseminated to the University community through publications, websites, student orientations, and other appropriate channels of communication. It is the responsibility of the Office of the Vice President for Student Services to work with the schools to ensure that the policy is disseminated and implemented. Mark Hubbard, Title IX officer, provides oversight and leadership for activities involving Title IX compliance, coordination, and complaint resolution. He can be reached as follows:

> Mark Hubbard, Title IX Officer
> 197 E Caroline Street
> San Bernardino, CA 92408
> Phone: 909-651-4011
> Email: Mhubbard@llu.edu

Sophia Hamilton is LLU's Title IX coordinator. She can be reached as follows:

> Sophia Hamilton, Title IX Coordinator
> 197 E Caroline Street, Suite 2300
> San Bernardino, CA 92408
> Phone: 909-651-9467
> Email: SHamilton@llu.edu

The director of employee relations and Title IX coordinator responsibilities include:
- coordinating LLU's efforts to ensure compliance with Title IX and governing regulations;
- responding promptly and effectively to inquiries, concerns, and complaints regarding behavior prohibited under Title IX;
- tracking and monitoring incidents relating to allegations of sex discrimination and sexual misconduct;
- conducting or overseeing investigations, as appropriate;
- providing guidance and training to students and employees about their rights and responsibilities under Title IX;
- ensuring that employees and students are fully informed of the grievance process and all other options for resolving complaints and concerns;
- coordinating with campus security on reported incidents alleging sexual violence, as required by the Clery Act;

- identifying and addressing potentially systemic harassment issues or patterns. Members of the University community should contact the Title IX Coordinator in order to:
  - seek information or training about students' rights and courses of action available to resolve reports or complaints that involve potential sex discrimination, including sexual misconduct;
  - file a complaint or make a report of sex discrimination, including sexual misconduct;
  - notify the University of an incident or policy or procedure that may raise potential Title IX concerns;
  - get information about available resources (including confidential resources) and support services relating to sex discrimination, including sexual misconduct;
  - ask questions about the University's policies and procedures related to sex discrimination, including sexual misconduct.

Procedures for Reporting and Responding to Complaints of Sex Discrimination and/or Sexual Misconduct

Loma Linda University encourages those who believe they have experienced any form of sex discrimination or sexual misconduct of any nature to report such conduct promptly, to seek all available assistance, and to pursue an equitable resolution of the incident(s).

Procedures have been established to provide a supportive process for individuals who report discrimination and to ensure an equitable process for individuals accused of discriminatory conduct. These procedures reflect LLU's efforts to conduct timely, thorough, and equitable investigations, as required by law.

Prior to filing a written complaint, a student, employee, or third party may choose to meet with the Title IX coordinator or may choose to bring the matter to the attention of a dean, faculty member, department chair, administrator, manager, clinical instructor, chief resident, or any other responsible employee in a position of direct authority to resolve the issue. These responsible employees have a duty to take appropriate disciplinary action if they find that University policy has been violated

Sexual Misconduct Amnesty Clause

Loma Linda University offers immunity to students who may have violated University policies pertaining to sexual activity and/or consumption of alcohol or drugs at or near the time of the incident when such information is made available as a result of their report of sexual misconduct. Individuals who report sexual misconduct that was directed at them or another person—either as a reporting party, responding party or a third-party witness—will not be subject to disciplinary action by the University for their own personal involvement in such activities at or near the time of the incident, provided that any such violations did not and do not place the health or safety of any other person at risk.

The purpose of this clause is to encourage reporting. Victims or bystanders (witnesses) should not let his or her use of alcohol or drugs be a deterrent to reporting an incident. When conducting the investigation, the University's primary focus will be on addressing the sexual misconduct violation and not on alcohol/drug violations that may be discovered or disclosed. However, the University may provide referrals to counseling and may require educational options rather than disciplinary sanctions in such cases.

Filing a Written Complaint

Individuals are reminded that reporting sexual misconduct is a personal and professional responsibility. The procedure is as follows:

1. Report the incident, in writing, to the Title IX coordinator. Written complaints should be filed as soon as possible from the date the incident occurred.
2. Written complaints can also be submitted to the dean of the school in question, administrator, or any other individual in a position of direct authority to address the allegations.
3. To the extent possible, but not limited to, the complainant should provide the following information in the written complaint:
   a. name, address, telephone or other contact information;
   b. University affiliation (e.g., student, employee, faculty, third party);
   c. date of alleged violation;
   d. location of alleged violation;
   e. person(s), name and title, whom the complainant believes to have committed an act of harassment or to have engaged in sexual misconduct;
   f. description of complaint;
   g. other relevant information—if this matter was previously reported, including name and departments of all other persons with whom the complainant has discussed this matter;
   h. signature and date.

Duty to Investigate and Take Corrective Action

Loma Linda University shall conduct a prompt, thorough, and impartial inquiry into any reports of sexual harassment and/or physical sexual misconduct. The University will take immediate and appropriate steps to investigate or otherwise take steps that are reasonably calculated to end any form of sexual misconduct, whether or not a formal complaint has been initiated.

An investigation should generally be completed within sixty days from the date a complaint is reported. The University will attempt to obtain consent from the individual filing the complaint before beginning an investigation. However, there may be instances when Loma Linda University may pursue an investigation regardless of the request of the complainant, if it deems it necessary to maintain a safe and nondiscriminatory campus environment.

In the event a faculty member is accused of sexual misconduct, it will be the responsibility of the dean's office of the school in question, working closely with the Title IX coordinator, to investigate, document, and take immediate appropriate corrective action.

The parties will have the right to provide witnesses, documentation, or other evidence appropriate to substantiate their claims or defenses. The parties will be provided with periodic status updates during the investigation. Within thirty days of its completion, the parties will receive concurrent notice of the outcome of the investigation, as appropriate.

Alternatives to Reporting

LLU encourages victims of sexual violence to talk to somebody about what happened – so victims can get the support they need, and so the University can respond appropriately. Different employees on campus have different abilities to maintain a victim's confidentiality. Some are required to maintain near complete confidentiality; talking to them is sometimes called a "privileged communication." However, some employees are required to report all the details of an incident (including the identities of both the victim and alleged perpetrator) to the Title IX coordinator. A report to these employees (called "responsible employees") constitutes a report to the University—and generally obligates the University to investigate the incident and take appropriate steps to address the situation.

Privileged communications refer to confidential discussion with professional, licensed counselors and pastoral counselors who provide mental health counseling to members of the school community (and including those who act in that role under the supervision of a licensed counselor). Professional and pastoral counselors are not required to report any information about an incident to the Title IX coordinator without the victim's permission.

Confidentiality

LLU shall protect the privacy of individuals involved in a report of sexual misconduct to the extent required by law and University policy. Anyone requesting confidentiality shall be informed that complete and total confidentiality may not be possible and that, depending on the nature of the alleged misconduct, some level of disclosure may be required, especially in situations alleging sexual violence. Disclosure may be made only on a need-to-know basis.

The Family Educational Rights and Privacy Act of 1974 (FERPA) permits the University to disclose the outcome of any student conduct proceedings to the person filing the complaint, without prior written consent, when the disclosure is to the victim of an alleged perpetrator of a crime of violence—including physical sexual misconduct. FERPA also permits the University to notify the student filing the complaint of any sanctions assigned to another student that may affect him or her.

Retaliation Prohibited

All reasonable action will be taken to prevent retaliation against the complainant, witnesses, or anyone cooperating with the investigation.

Disciplinary Action

Any member of the University community who is found to have engaged in sexual misconduct is subject to disciplinary action up to and including dismissal. Any manager, supervisor, or designated employee responsible for reporting or responding to incidents of sexual misconduct who knew about such conduct and took no action to stop it or failed to report it shall also be subject to appropriate disciplinary action.

Appeals Process

Students who wish to appeal the decision of a Title IX investigation or subsequent disciplinary action imposed can submit a written appeal to the Title IX Appeals Committee via the Title IX officer. The appeals committee shall normally be called by the Title IX officer and consist of at least three of the following: The Title IX officer, the provost, the dean of student affairs, and a senior faculty member of the school to which the student is enrolled. The appeal must be submitted within seven calendar days of the issuance date of the outcome of the Title IX investigation or letter of disciplinary action. The written appeal must specify grounds that would justify consideration. General dissatisfaction with the outcome of the decision or an appeal for mercy is not an appropriate basis for an appeal. The non-appealing party will be notified of the request for appeal and may file a response with the appeals committee within seven calendar days from the date of notification.

The written appeal must specifically address at least one of the following criteria:

1. Insufficient information to support the decision.
2. New information, sufficient to alter a decision, or other relevant facts not brought out in the original investigation, because such information and/or facts were not known to the person appealing at the time of the investigation.
3. Procedural irregularity in the disciplinary proceedings that undermined the respondent's ability to present a defense or the complainant's ability to present relevant information supporting his or her complaint.
4. Bias or conflict of interest by a committee member or investigator.
5. Inappropriateness of the sanction for the violation of the Sexual Misconduct Policy.

Generally, the appellate process does not require a hearing, nor does it require the appeals committee to make personal contact with the students. Within twenty business days from the date of receipt of the initial request for appeal, the appeals committee may affirm, reverse, or modify the sanction. The appeals committee may also return the case to the Title IX coordinator for any additional needed follow-up. The appeals committee's decision shall be final and effective immediately. A copy of the decision letter will be provided to both parties.

Sexual Standards Policy

Faculty, staff, students, administrators, and trustees of Loma Linda University Health are expected to respect and honor Christian sexual standards as held by the Seventh-day Adventist Church. We believe that God's ideal for sexuality is achieved when premarital and extramarital sexual expression and conduct are chaste and behaviors that suggest otherwise are avoided. All forms of sexual abuse and exploitation will not be tolerated and will result in disciplinary action.

Romantic Relationships and Dating
The University wishes to promote the ethical and efficient operation of its academic programs and business. In this setting, the University wishes to avoid misunderstandings; complaints of favoritism; romantic relationship issues pertaining to supervision, security, and morale; as well as possible claims of sex discrimination and sexual misconduct among its students, staff, and faculty.

For these reasons:
- A faculty member is prohibited from pursuing a romantic relationship with or dating a student who is registered in any course or program or who is involved in any other academic activity in which the faculty member is responsible as an instructor, coordinator, mentor, or committee member for the duration of such course, program, or other academic

activity.

- A staff member is prohibited from pursuing a romantic relationship with or dating a student who is registered in any course or program or who is involved in any other academic activity in which the staff member participates in any direct supporting role for the duration of such course, program, or other academic activity.

- A University administrator or supervisor is prohibited from pursuing a romantic relationship with or dating any employee of the University whom he/she supervises for the duration of the supervision.

For purposes of this policy, "romantic relationship" is defined as a mutually desired courting activity between two individuals. "Dating" is defined as a romantic social engagement arranged by personal invitation between the two individuals involved or arranged by a third party. Faculty, staff, and administrators who violate these guidelines will be subject to discipline up to and including termination of employment and/or loss of faculty appointment. Students who participate in the violation of these guidelines will be subject to discipline up to and including discontinuance as a student at LLU. See Seventh-day Adventists Believe, Hagerstown, MD: Review and Herald Publishing Association, 1988:294; and Action from 1987 Annual Council of the General Conference: "Statement of Concerns on Sexual Behavior," Adventist Review, January 14, 1998:21 for a position paper on this understanding.

Grievance

A student dropped from school for academic reasons and who contends that the appropriate procedure was not followed, may file an appeal to the Executive Director of the school. This appeal must be filed within one quarter from the date on which the Academic Review Committee voted to drop the student from school. A grievance will be reviewed only if the appeal is filed within this time frame. The grievance process is not available to individuals who fail to achieve admission or readmission to the school, or who take exception to the terms and conditions of admission or readmission.

Process for Grievance

The student requests the Executive Director to appoint a Grievance Committee to evaluate the situation. This request must be presented in writing and must include pertinent information. Based on their review, the Grievance Committee makes a recommendation to the Executive Director:

- The Executive Director, upon receipt of a written petition for grievance, appoints a committee of two faculty members selected from faculty of the San Manuel Gateway College who were not previously parties to the review of this case.

- The third, nonvoting faculty member, from the Academic Review Committee, is also selected by the Executive Director to meet with the Grievance Committee.
- The Grievance Committee may interview the student, faculty, clinical faculty, or other individuals who may be knowledgeable about the situation. The student may be accompanied only by a faculty advisor—not by friends, family, or legal counsel.
- The committee renders a written recommendation to the Executive Director upon completion of their review. After reviewing the findings and recommendations of the Grievance Committee, the Executive Director makes a decision, which is final and binding. The student is notified of the decision in writing.

Accommodations for Disability

It is San Manuel Gateway College's policy to comply fully with the provisions of The Americans with Disabilities Act [42 U.S.C. Sec. 12131 (2) (1990)]. The school is committed to providing education—supported by services and reasonable accommodations for disabilities—to qualified applicants. Students are required to have essential physical abilities and competencies in reasoning and thinking to be able to pass competency evaluation exams for their respective programs. Essential skills are listed in each program catalog. It is the student's responsibility to notify SMGC of the needed accommodation for any disability by obtaining documentation from a valid provider/institution for this purpose. The required supporting documentation, needs to be delivered to the Office of the Executive Director for consideration. Suitable and reasonable accommodation will be provided as necessary.

Alcohol, Controlled Substances, Marijuana, and Tobacco

Drug-Free Environment
As stated in its motto, "To make man whole," Loma Linda University is committed to providing a learning environment conducive to the fullest possible human development. The University holds that a lifestyle that is free of alcohol, tobacco, marijuana, and recreational/ illegal drugs is essential for achieving this goal. University policy is that all students are expected to refrain from the use of tobacco, alcohol, and other recreational or unlawful drugs during the period of their enrollment at the University. Reasons for this policy include evidence that even small amounts of alcohol retard response times and can cloud judgment, and the fact that a high percentage of accidents and crimes (including crimes of victimization and abuse) occur while the perpetrators are under the influence of alcohol or drugs. In addition, available data indicate that approximately 14 percent of individuals who choose to use alcohol will, at some point, become problem drinkers. This policy is consistent with the beliefs and teachings of the Seventh-day Adventist Church that

promote a healthy lifestyle. Students are notified of the University's abstinence policy during the application process and indicate their agreement to abide by it as a condition of acceptance, and are responsible for complying with this policy while they are enrolled in the University. Failure to comply with this policy will result in discipline up to and including dismissal. A student convicted

for the possession or sale of illegal drugs, for an offense that occurred while receiving federal financial aid, will lose eligibility for any federal grant, loan, or work-study assistance.

Drug- and Alcohol-Testing Policy
Loma Linda University may require drug testing of students for clinical requirements and/or reasonable suspicion of impairment, which may occur at any time while the student is enrolled. Students must sign an acknowledgment that they are aware of this requirement; as well as consent to comply with this requirement of testing for alcohol, drugs, and controlled substances. Throughout the testing process, students' privacy and confidentiality shall be maintained.

Non-negative drug test outcomes will result in additional testing of the original sample to assure accuracy. In the event of confirmed positive test results, the student must be seen by a qualified medical examiner/certified substance abuse professional to determine if there is a valid explanation. These results will then be reported to the Office of Student Affairs in the requesting school. The Office of Student Affairs may follow up with referral for assessment and recommend treatment for students who test positive. A student enrolled in a mandated treatment program will be subject to the requirements of that program. A positive drug test may result in disciplinary action up to and including suspension or dismissal.

Prevention
The University provides an educational program to help students develop an awareness of the risks involved in alcohol, tobacco, and recreational/illegal drug use; and to promote the benefits of a lifestyle free of these substances. Schools within the University may provide therapeutic assistance for students who have demonstrated impaired function because of abuse of these substances.

Detection
The University reserves the right to investigate any student where reasonable suspicion exists of drug or alcohol involvement. This includes the right to search a personal office, locker, on campus vehicle or residence hall room, or personal property; and the right to require an appropriate drug test and confirmation by a retest. If a search is to be made, it must be authorized by the residence hall director, the dean or associate dean of a school, or the Loma Linda University vice president

for enrollment management and student services. If unlawful possession of a controlled substance or drug paraphernalia is discovered, the University will confiscate the item(s), investigate the circumstances, and institute disciplinary actions. Initial identification of substance use or abuse may be made by a supervisor, faculty member, student colleague, or by self-referral from the user.

Confidentiality
All drug and alcohol investigation and drug-testing information is confidential and should be treated as such by anyone who is authorized to have access to such records.

Assessment
All assessments of substance use or abuse will be performed by a qualified professional. If there is reasonable suspicion of impairment or substance abuse, a suspension may be mandated until assessment is completed.

Treatment and Relapse Prevention
Students who suspect that they may have a problem with substance abuse or dependence are encouraged to seek professional help through one of the confidential assessment and counseling programs available to students. Students who choose to self-refer because of substance abuse or dependency problems can call the University Student Counseling Service directly for an assessment and intervention. The assessment and any subsequent treatment will be kept confidential by the counseling center. When students self-refer, the school within which the student is enrolled will not be notified.

If the student does not self-refer but is assessed to have a chemical dependency where treatment is an appropriate option, he/she may be required to enroll in an outpatient or inpatient treatment program as a condition of further enrollment. The individual will be required to furnish evidence of compliance with the formulated plan of treatment. The treatment recommendations range from required attendance at community 12-step meetings and/or other treatment groups, individual outpatient counseling, or an inpatient treatment program. Random drug screening is a normal part of the treatment and follow-up process. A "positive" drug screen may require more intensive treatment for that student and/or result in further disciplinary action up to and including dismissal. If the student does not comply with the formulated plan of treatment, he/she will be subject to discipline up to and including dismissal.

A program of monitoring or testing for substance use may be required to prevent relapse for students who have a chemical dependency or a record of substance abuse. A recovery contract, including ongoing monitoring and relapse-prevention elements, will be formulated for each

student. Each professional school may address relapse prevention in a manner consistent with the way that profession handles impaired professionals. If there is a diversion program already available for members of the profession for which the student is in training, and the program accepts students, the school may refer the student to that program. If a diversion program is not available, the student will be required to be under the supervision of the Student Counseling Center/Student Assistance Program (SAP) or suitable professionals, as determined by the school.

Discipline

If a student is involved in the use or distribution of drugs, alcohol, or tobacco at an on- or off-campus public or private social event, he/she will be subject to discipline, up to and including dismissal. In situations where there is a reasonable belief that a violation of law has occurred, cases may be reported to the appropriate law-enforcement agency for investigation and prosecution.

Uniform Dress Code

San Manuel Gateway College identification badge shall be worn by students on campus and in the clinical training lab settings.

Professional dress code standards will apply to students when attending the SMGC and in the clinical training lab setting:

- The hairstyle shall be neat and conservative and of a natural color.
- Cosmetics and perfumes should be inconspicuous.
- Jewelry is allowed only in moderation. "In moderation" is defined as:
    - One ring (or wedding set) per hand
    - One set of small post-type studs not extending beyond the earlobe
    - Medic-alert bracelet(s), as appropriate
- Not permitted are earrings, neck chains, slogan pins, buttons, or badges.
- Nails should be clean, short, and manicured. Only natural appearing nail polish may be worn. No artificial nails are permitted in the clinical training lab setting.
- Body piercing and tattoos may be required to be covered and/or removed at the discretion of the school.
- Uniforms should be clean, shoes polished, and shoestrings clean.

- Optional undershirt, should match color of pants.
- The school uniform is required for clinical training lab experiences.
- Black, non-porous shoes are required. No flip-flops, sandals, open-toed, canvas-like shoes, are not permitted.

In addition to the above requirements, students will also be responsible for adhering to any additional dress policies of a particular program and/or clinical/practicum agency.

Information Systems Policy

The information systems at Loma Linda University (LLU) have been provided to serve the educational, clinical, research, professional service, and administrative activities of students, faculty, staff, and administrators. In order to foster optimum availability of the SMGC computers, LLU information, and networked resources to all members of the community, the following guidelines and policies are provided.

Scope

These policies govern the use of all computers, networked devices, and servers owned by the University; and all privately-owned computers that are connected to the University network or that access information stored on the University computers or servers. All users of University facilities are expected to be familiar with these guidelines and policies and to abide by them. This includes students, faculty, staff, administrators, volunteers, patients, visitors, and any others who use University facilities.

Supported Uses of the University's Computers and Information Systems

University faculty, staff, students, and administrators are encouraged to use the computer systems for the following purposes:
- activities furthering the teaching and learning mission of the University
- activities furthering research related to the University's mission
- activities facilitating clinical and health care within the scope of the University's mission
- activities supporting professional or community service that is in concert with the mission of the University
- activities managing the business and administrative operations of the University
- communications that facilitate any of the activities listed above

All other activities are ancillary to the mission of the University and are therefore not supported.

Usernames and Passwords

All users are expected to adhere to the following appropriate use guidelines:

- Systems access is assigned to faculty, staff, and students as appropriate to their roles and responsibilities in the system. Others may be given access based on need and availability
- University passwords must be kept confidential. The University monitors and tracks electronic activity of each system by use of the username and password. Sharing usernames and passwords compromises network security and data integrity
- Users of the University's computers and information systems are to access systems using only usernames and passwords that have been assigned to them.

Inappropriate Uses of The University's Computers and Information Systems

The following activities may compromise the security or privacy of information or compromise the functionality of the University network or computer systems. Users of the University's computer and information resources must remember the following:

- Any activity that disrupts the computers or networks of others or that causes slowdown in the activities of others is prohibited. This includes sending unsolicited email unrelated to the University's mission.
- Any activity that does not comply with the mission of the University, policies of the University, or is incompatible with Christian and ethical values is prohibited. This includes viewing, storing, or transferring information that contains obscene, offensive, indecent, lewd, or pornographic material
- Use of University computer systems for commercial uses, except by organizations that are under contract with the University, is strictly prohibited. Such prohibited uses include, but are not limited to, development of programs, data processing, or computation for commercial use; and preparation and presentation of advertising material.
- Any advocacy for or against a candidate for political office or a political cause is prohibited as a violation of the University's nonprofit tax-exempt status.
- Unauthorized access to any computer system on or off campus is prohibited.
- Any activity that is illegal in nature or violates the spirit of local, state, federal, or international laws is prohibited.

University Ownership and Access to Computer Files

- Loma Linda University is the owner of all information and data stored on its computer systems, except as otherwise covered in the intellectual property policies.
- University administrators and computing personnel shall respect the privacy of data that is stored on individual computers, email accounts, and in secured server areas.
- University administration or computing staff will access files only for the following purposes:
  a. to complete University business or academic functions,
  b. to perform system diagnostic procedures,
  c. to examine accounts suspected of unauthorized use or misuse,
  d. to comply with government and legal requests

Remedies

Violations of the University information system policies or of any local, state, or federal laws relating to computer use can lead to discipline—including suspension or dismissal from the University and/or criminal prosecution.

Responsibility for Reporting

Anyone who becomes aware of unethical or forbidden use of University computer resources, including receipt of obscene or harassing messages, should notify one of the following: LLU Helpdesk, director of network administration, a system administrator for his /her area, a system administrator for the system involved, the dean of his /her school, or the vice chancellor for information systems.

Schools and other entities may provide additional computer use policies and/or guidelines that are related to the mission of the school or other entity and that are not in conflict with these policies.

University Email System

An LLU email account will be provided to each student. The University and SMGC administration will use this email account for official communications with students. This provides University faculty, staff, and students a single point of contact for email communications between the University and students. Students are responsible for all communications sent from the University to their University email account.

Students are not permitted to send mass emails unless specifically authorized by the SMGC administration.

LLU Secured Portal and Internal Web Pages

The University maintains a secured portal to facilitate internal and secured communication. These pages are prepared and maintained by designees of originating administrator, school, department, program, center, or association for use by students, faculty, staff, and approved others. Approved others must have recognized status on campus, that is, be working or studying on campus for a definable period of time (required by many software licensing agreements). The Canvas administrator should be contacted in order to set up a secured portal presence.

Social Media Policy

Loma Linda University Health (LLUH) encourages its employees, medical staff, faculty, and

students ("individuals") to post responsibly and exchange opinions and ideas in public forums in a way that is professional, constructive, and in compliance with all LLUH policies and codes of conduct. Accordingly, this policy is intended to set forth the terms of LLUH policy regarding use of various public media forums, e.g., radio/television appearances, newspaper editorials, conference presentations; as well as blogs, discussion forums, and other interactive websites.

This policy includes provisions for individuals creating, posting on, commenting on, or uploading to any Internet website, such as media sites, chat rooms, bulletin boards, newsgroups, discussion groups, e-mail groups, personal websites, video-sharing sites, picture-sharing sites, dating sites, and social-networking sites — e.g., Snapchat, Instagram, Facebook, Twitter, etc., whether or not such sites are set to private.

The policy entitled "Participation in Social Media and Public Forums" can be found in the sections of the policy that are excerpted in the following.

Specific Policies & Prohibitions
- Individuals shall use caution to not allow the informality of online public forums to lapse into rash postings, careless behavior, or improper comments; and they shall be expected to comment with respect.
- Individuals shall not post information that in any way discloses private or confidential information about employees, students, or patients of LLUH.
- Individuals shall not post information that in any way discloses private, confidential, or proprietary information; or trade secrets of LLUH, its employees, or any third party that has disclosed information to; LLUH; or any other information of LLUH protected by its policies.
- Individuals shall assume that all comments made in Public Forums will be made widely available at some point and attributed back to them.
- Individuals shall not engage in postings or comments that may harm or tarnish the image, reputation, and/or goodwill of LLUH or any of its students, employees, patients, or clients.

Online Public Forums — General
Individuals shall be prohibited from using any LLUH logo or from adding a link from an external Web page into an LLUH website in a way that would imply endorsement by LLUH.

Responsibility to Report
Any inappropriate blogs and/or postings that violate the provisions of this policy shall be reported to LLUH management/administration immediately. Questions and concerns shall be directed to the employee's supervisor, manager, and/or Human Resources Management Department

(HRM).

Remedies

Failure to comply with LLUH policies regarding blogging and online posting shall be considered grounds for disciplinary action, including immediate termination.

Pornography

Statement of philosophy

Pornography is destructive, demeaning, desensitizing, and exploitative. It is a systematic practice of exploitation and subordination based on sex that harms its victims and subjects. It promotes injury and degradation such as rape, battery, and prostitution; and inhibits just enforcement of laws against these acts. It damages relationships and undermines individuals' equal exercise of civil rights and educational and work opportunities. As such, it has no place in the employment or learning environment of any LLUH entity.

Definition

For purposes of this policy, the term "pornography" shall include, but not be limited to, presentation or depiction of individuals—whether in pictures or in words—in a context that objectifies them as sex objects in scenarios of degradation, injury, or torture, in a context that makes these conditions sexual.

1. All LLUH entities
   a. prohibit the possession, viewing, downloading, and exchange, transmission, storing, copying, or reading of pornography in the workplace or place of learning or on any equipment that uses or accesses LLUH academic or patient systems. NOTE: This list is not intended to be inclusive of all prohibited activity.
   b. require all persons in supervisory and administrative positions to be trained regarding their reporting and disciplinary responsibilities in the discovery of pornography in the workplace. NOTE: Such training may be presented in conjunction with sexual harassment-prevention training.
   c. prohibit all employees or students from conducting research on pornography issues unless they obtain written authorization from their vice president or dean to conduct such research.
2. All violations of these policies shall be subject to disciplinary action, up to and including immediate termination of employment or student expulsion.
3. All suspected or alleged violations of this policy shall be reported immediately to:

a. the assistant vice president or manager of employee relations in the Human Resources Management (HRM) Department—whether the violation involves physicians, students, or employees.

b. the designated vice president of the entity, if an employee is involved.

c. the vice president for enrollment management and student services, if a student is involved.

4. At the discretion of the vice president, the Employee (EAP)/Student Assistance Program (SAP) may be notified and/or consulted. Employees or students may also be referred to the EAP/SAP for evaluation and/or referral.

5. All discoveries of involvement in child pornography shall be reported to the local police department by the entity employing the involved individual. The violation shall also be reported to:

a. the assistant vice president or manager of employee relations in the HRM Department—whether the violation involves physicians, students, or employees.

b. the dean of the academic school, if University personnel are involved.

c. the LLU vice president for enrollment management and student services, if students are involved.

6. No supervisor or administrator shall impede or inhibit the reporting duties required under the California Penal Code Section 11165 et seq. Persons making such a report shall not be subject to any sanction for making the report.

7. Students shall be required to adhere to the provisions of this policy and, more specifically, to the requirements in the Loma Linda University Student Handbook.

Communicable Disease Transmission Prevention

Loma Linda University is committed to providing a healthy environment for learning through a comprehensive program to prevent communicable disease using the latest scientific information and procedures. This includes educating individuals regarding the reduction of communicable disease transmission, and the need for immunizations. The University will comply with state and federal regulations on communicable disease-transmission prevention and will maintain high legal and ethical standards to protect the confidentiality of individuals with communicable diseases, as well as their right for compassionate care—regardless of disease condition.

Premises

- The transmission of communicable infections can occur from patient to provider, provider to patient, and patient to patient. Preventive measures must, therefore, include providers and patients.

- A comprehensive communicable disease transmission-prevention policy must address

the following infectious agents:

1. blood-borne viruses—such as hepatitis B, hepatitis C, and human immunodeficiency virus;

2. mycobacterium tuberculosis, including drug-resistant infections;

3. vaccine-preventable diseases—such as chickenpox, measles, rubella, and mumps;

4. acute, intermittent, and chronic bacterial or viral infections that are transmitted from person to person.

- Certain core infection control measures—such as hand washing and universal standard precautions—must be practiced appropriately in every patient-care situation.

- Specific techniques to prevent inadvertent exposure of high-risk patients to infectious agents are often mandated by state and federal regulations.

- Education of all health-care providers on the risks of communicable disease transmission and effective infection control techniques is critical to achieve a safe environment for health-care provider and patient alike.

- Policies regarding the admission, appointment, curriculum choices, or completion of matriculation for students or faculty who have communicable diseases will follow the most current scientific evidence and recommendations. Counselors guiding these individuals will make every effort to provide reasonable accommodation for the safe care of patients, students, faculty, and staff.

Procedures

- The University shall maintain a standing communicable disease committee, including representatives from Loma Linda University Medical Center and the Student Health Service, whose members will develop regulatory guidelines, procedures, and educational modules that apply throughout the University and affect every student, faculty, and staff. This includes required immunizations, confidentiality, state and federal regulations, civil rights, and provisions for testing, treating, and counseling. Each school will implement these elements.

- The University's communicable disease committee is responsible for keeping abreast of the most current and reliable information, following CDC guidelines, and shall provide direction to the deans and committees of the various schools.

- Care providers—whether students, faculty, or staff—who do not follow recommended infection control policies and practices and are deemed to be a potential and serious hazard to patients and others will be subject to appropriate disciplinary action. These may include, but are not limited to, dismissal or restriction of clinical practice, which will be determined on a case-by-case basis by the **responsible** school or department.

- Each school is responsible for applying the guidelines of the communicable disease

committee. Each school shall designate an individual from the school to serve as a liaison between the communicable disease committee and the Student Health Service.

- Each school shall cooperate with the clinical facilities or practice sites by encouraging students, faculty, and staff to attend training courses on infection control offered by the clinical facilities or practice sites.
- The clinical facilities or practice sites used by the schools shall have similar communicable disease policies and procedures and provisions for implementation.
- The University shall publish its communicable disease policy on its website.

Procedure following occupational exposure to blood/body fluids

If a student is exposed to another person's blood or body fluid (e.g., through a needle-stick injury or mucous membrane splash), he/she should take the following steps:

1. Remove the soiled clothing and wash the exposed area with soap and water.
2. Notify attending physician, resident, charge nurse, or site coordinator.
3. Obtain the name and medical record number of the source patient.
4. At LLUMC, report to LLUMC Emergency Department for evaluation and treatment. (If the exposure occurs at an off-campus site, present to the designated department at that site). It is vital that this be done in a timely manner. The Centers for Disease Control and Prevention recommends that treatment be obtained within two hours. If it is not possible to meet this timeline, treatment and evaluation should still be obtained as soon as possible. During this visit to the designated department for immediate intervention, the following will occur:
   a. A risk assessment will be performed. This assessment will evaluate the type of exposure the student received and the benefits of treatment. Baseline blood testing will be performed.
   b. The student will be notified of the process to be followed for discovering the source patient's infectious status. If the patient's infectious status is not known, hospital personnel will ask the patient for consent for HIV blood testing; and specimens will be obtained to screen for HIV, hepatitis B, and hepatitis C. The student should not ask the patient for this consent or for information. The source patient should be consented and drawn by hospital personnel other than the student.
   c. Information will be provided to assist the student in making an informed decision regarding postexposure prophylaxis.
   d. Vaccinations will be updated as necessary.
5. If the exposure occurs while the student is at an off-campus site, steps 1–3 above should be followed and the student should then report to the LLUMC Emergency Department for post-exposure assessment and treatment.

SECTION IV

CERTIFICATE PROGRAMS

Community Health Workers/ Promotores Program

The American Public Health Association states "A Community Health Worker (CHW) is a frontline public health worker who is a trusted member of and/or has an unusually close understanding of the community served. This trusting relationship enables the CHW to serve as a liaison/link/intermediary between health/social services and the community to facilitate access to services and improve the quality and cultural competence of service delivery.

A CHW also builds individual and community capacity by increasing health knowledge and self-sufficiency through a range of activities such as outreach, community education, informal counseling, social support, and advocacy." (APHA Community Health Worker Section)

The Community Health Workers/ Promotores Program (formerly known as The Academy) at the San Manuel Gateway College trains Community Health Workers and Promotores (CHWs/Ps) to foster and sustain health in their communities. Students receive training in individual and community capacity building, health promotion, disease prevention, cultural mediation, advocacy, care transitions, home visitation, and more. Training is delivered using popular education and adult learners' knowledge acquisition pedagogy, focused on application and practice. Students have the chance to earn certificates for foundation level and more advanced level competencies to build their CHW careers. Professional development elements are integrated in all training programs, and the CHW/Promotores Program also provides ongoing support and mentorship to further build professional and workforce capacity.

MISSION

To strengthen the workforce capacity of community health workers/promotores who promote health equity and well-being in communities.

VISION

To be a training home of excellence for community health workers/promotores.

VALUES

Wholeness Excellence Compassion Awareness Respect Empowerment (WE CARE)

Promotores Program Objectives

2. Provide a systematic mechanism of education.

3. Assist each participant to build essential skills unique to the community health worker.

4. Enhance leadership of community health workers as agents of change in communities.

5. Enhance the effectiveness of health promotion through social, behavioral, and clinic-based services.

6. Offer specialty areas to address social determinants of health and promote health equity.

Core Competencies
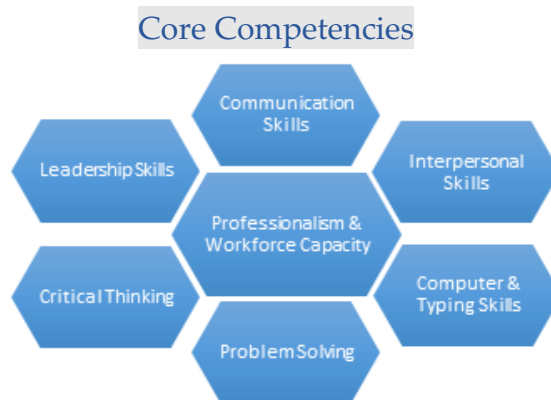
Essential Skills for Community Health Workers/Promotores Certification

The practice of a community health worker/promotor has minimum entry qualifications; however, it is not limited to minimum education requirements. An essential characteristic for the success of Community Health Workers in the field is their lived experience, which makes this profession unique. CHWs share lived experience with the individuals and communities they serve by having a deep understanding of the social drivers of health and how these can be addressed to promote health and social equity. Community Health Workers/Promotores are expected to have at least one year of documented/validated experience of direct community work, and certain physical abilities as well as competencies in reasoning and critical thinking. In addition, the following skills are required of all applicants to the San Manuel Gateway College Community Health Workers/Promotores Programs.

Psychomotor (physical) Skills

- Work with inanimate objects—including setting up, operating (controlling), manipulating, and handling.
- Stand, walk, carry, sit, lift up to fifty pounds, push, pull, climb, balance, stoop, crouch, kneel, turn, twist, crawl, and reach—within a clinical/ school/ community setting.
- Assess and intervene in the care of patients, using the physical senses—sight, touch,

taste, smell, hearing.

Cognitive (thinking) skills

- Work with intangible data, such as numbers, symbols, ideas, and concepts.
- Perform mental cognition tasks, including problem solving, prioritizing, and accurate measuring; follow instructions; and use cognitive skills to synthesize, coordinate, analyze, compile, compute, copy, and compare.
- Communicate with others using verbal and nonverbal skills. Recall written and verbal instructions, read, comprehend, and write clearly. Negotiate, instruct, explain, persuade, and supervise.

Affective (human relations) skills

- Interact positively with individuals and groups of people directly and indirectly.
- Control emotions appropriately and cope with stressful situations.
- Respond appropriately to criticism and take responsibility for personal actions, behaviors, and learning.
- Evaluate issues and make decisions without immediate supervision.

Task (work function) skills

- Function independently on work tasks.
- Demonstrate safety awareness.
- Recognize potential hazards.
- Respond appropriately to changes in work conditions.
- Maintain attention and concentration for necessary periods.
- Perform tasks that require set limits.
- Ask questions and request assistance appropriately.
- Perform within a schedule requiring attendance.

Curriculum & Delivery

The Community Health Workers/Promotores Curricula were developed based on evidence-based competencies, including public health core competencies, and gap analysis using validated roles and skill sets for community health work/Promotores practice across the nation. Community health workers/Promotores, stakeholders and content experts provide expertise in various areas of the curriculum. Curricula content, delivery methods, and implementations undergo ongoing evaluations to meet the growing standards of practice.

All training programs in the Community Health Workers/Promotores Program includes a three-pronged training approach that covers knowledge, skills, and abilities (KSAs):

1. Didactic instruction (comprehensive & specialty trainings)
2. Skills lab training
3. Field practice (practicum).

Adult learning and popular education teaching methods further encourage student engagement and participation, empowering them to contribute to the learning process by sharing their real-life experiences.

Comprehensive Didactic Training. curriculum. Didactic instruction incorporates adult learning and popular education theories to support cognitive knowledge and psychomotor and affective skills that further support the core curriculum competencies. The didactic hours vary by training, ranging from 100 to 200 hours. Didactic content areas are intended to prepare students to implement the skills in various settings, including the community, school, or clinical settings.

Specialty Trainings. Specialty training is intended to enhance the knowledge and skills of community health workers who have previous professional experience in the field. These specialty courses focus on various current needs of the communities experience such as mental health education, resiliency & trauma informed care, disease management, community diagnosis, research, and assessments, among other topics. In addition, specialty training that focuses on CHW capacity building, CHW career development, CHW integration are also offered. The specialty training hours vary by training and topic.

Skills Lab Training. Students can learn from a multi-disciplinary/multi- educational level collaboration using various case studies. CHW-focused strategies, skills and qualities are applied through case study assessment, social determinant of health assessment, problem solving skills and application of competencies and tools with the goal of building individual/patient and community capacities. Skills labs offer a safe environment to practice the application of the various competencies while strengthening individual and team work skills

Practicum or field practice. The field practicum component promotes basic competencies and application of knowledge and skills attained throughout the didactic training with the opportunity to apply them in a real-world setting. Field practice settings may vary depending on the course track and specialty. The practicum hours will be a minimum of 100 hours depending on the course track.

TRAINING PROGRAMS

GCHW 010: Community Health Worker Foundations Training

The GCHW 010 training program prepares community members to serve as Community Health Worker leaders in their communities. Community Health Workers are trained to build individual and community capacities by learning to systematically diagnose the community's strengths and weaknesses and using tools that can help them serve as agents of change to promote health equity. The training covers two main components: CHW/P foundations practice and behavioral health foundations.

Foundations Training

The Foundations Training is intended to serve as the foundational pre-requisite for CHW specialty trainings.

Training Objectives: By the end of this course, students will be able to

1. Cultural mediation among individuals, communities, and health and social service systems.
2. Provision of culturally appropriate health education and information.
3. Care coordination, case management, and system navigation.
4. Provision of coaching and social support.
5. Advocacy for individuals and communities.
6. Building individual and community capacity.
7. Provision of direct service.
8. Implementation of individual and community assessments is essential.
9. Application of outreach activities.
10. Participation in evaluation and research is encouraged.

Behavioral Health Foundations

Prepares CHWs to engage with community members in harm-reduction, health promotion, and in providing support for people in need of mental health care, linking them to the appropriate resources. Certificate of completion of the Community Resiliency Model certification and Mental Health First Aid certification is included.

Training Objectives: By the end of this course, students will be able to:

1. Advocacy for mental health for individuals and communities.
2. Implementation of individual mental health risk assessments

3. Care coordination, case management, and system navigation for mental health disorders.
4. Provision of culturally appropriate mental health education and services.

Length of Program

The training is conducted for 200 hours over a period of six months (traditional track). 100 hours are devoted for didactic instruction and 100 hours for practical experience in community settings.

Pre-requisites

Students enrolling in the Foundations training program must:
1. Be admitted into Community Health Workers/Promotores Program at San Manuel Gateway College.
2. Have High School diploma or equivalency certificate (GED)
3. Show evidence of English fluency if enrolling in the fully-English training track–workforce capacity ready.
4. Have at least one full year of experience working in a community setting, documented by two letters of recommendation.

GCHW 011: Community Health and Education Worker (CHEW) Training

The school-based specialty training program enhances the capacity of Community Health Workers who successfully complete the CHW foundations training (GCHW 010). The School-based specialty training program addresses the social determinants that drive health and education, understanding the Whole School, Whole Community, Whole Child (WSCC) model. As part of school-based teams, trained Community Health and Education Workers (CHEWs) are able to provide health and educational outreach and advocacy for the Whole Family (students and parents), and serve as liaisons between the community, resources, and the schools. Admission into this program is contract based.

School-based CHW Training Competencies
1. Demonstrate professional qualities and capacities
2. Facilitate family engagement through navigation of health, education, and social services.
3. Coordinate access to resources
4. Advocate for family and community capacity building

Length of Program

The training will be conducted for 150 hours over a period of six months (traditional track) or 5-10 weeks (intensive track): 80 hours will be devoted for didactic instruction and skills lab training,

and a minimum of 40 hours for practical experience in school settings.

Pre-requisites

Students enrolling in the specialty school-based CHW training program must:
1. Successfully completed the Foundations training (GCHW 010) or demonstrate CHW foundations competency and field practice experience.
2. Have High School diploma or equivalency certificate (GED)
3. Show evidence of English fluency if enrolling in the fully-English training track
4. Meet health and background clearances

GCHW 020: Clinic-based Community Health Worker Training

The Clinic-based CHW specialty training program enhances the capacity of Community Health Workers/Promotores who successfully completed the Foundations training (GCHW 010) or demonstrated CHW foundations competency and field practice experience. This advanced training enhances the capacity of Community Health Workers to function as members of a clinical care team and to be active liaisons between patients and medical teams, in both inpatient and outpatient settings, thus supporting population health management model approach to patient care. Students will learn four critical competencies in addition to professional and soft skills through practice-driven learning opportunities including didactic instructions, skills lab, and practicum.

Clinical CHW Training Competencies
1. Advocacy for patient and social support.
2. Care coordination, case management, and system navigation for disease management.
3. Care coordination, case management, and system navigation for transition of care management.
4. Implementation of clinic-based community interventions.

Length of Program

The training is conducted for 180 hours: 80 hours are devoted to didactic instruction and skills lab training, and 100 hours for practical experience in clinical settings.

Pre-requisites

Students enrolling in the specialty clinical CHW training program must:
1. Successfully complete the CHW Foundations Training (GCHW 010) or demonstrated CHW foundations competency and field practice experience
2. Have High School diploma or equivalency certificate (GED)
3. Show evidence of English fluency if enrolling in the fully-English training track

4. Meet health, immunization, and 2-step TB testing and screenings

GCHW 030 and GCHW 040 Series Intensive Trainings
San Manuel Gateway College offers a comprehensive CHW workforce readiness program offered in two delivery modalities: online (GCHW 030), and hybrid (GCHW 040). In addition, the training may be offered in English or Spanish. Both GCHW 030 and GCHW 040 are intensive trainings that are offered over 0 weeks through contractual arrangements. Students generally come to the training already employed as a CHW/Promotor or sponsored by an organization. The training will be conducted for 164 hours of didactic and at least 100 hours of field practicum. Field practicum hours will depend on the organization's needs and the student status (full-time, part-time, volunteer, etc.). Both trainings cover three main components:

- The Foundations training covers the fundamentals of the Community Health Workers/Promotores profession, including roles, competencies, and tools;
- The Behavioral Health training prepares CHWs to engage with community members in harm-reduction, behavior change, and supporting mental health care delivery;
- The Clinic-based training utilizes case-based approach to prepare students for patient-centered strategies such as home visitation, accompaniment, medication review and transitions of care engagements.

Additional Community Health Worker Specialties: Behavioral Health, Clinic-based with focus on Disease Management, Research and Assessments, Leadership & Management, and others.

Specialty trainings will be offered to the public based on demand. Requirements and contractual arrangements to be made with leadership.

Continuing Education Sessions
San Manuel Gateway College – Promotores Academy, offers continuing education sessions to students who have successfully completed their course. In addition, continuing education sessions may be offered to the public and organizations who request them Contractual arrangements to be made with leadership.

Medical Assistant Program

The Medical Assistant Program will educate multi-skilled professionals specifically to work in ambulatory settings performing administrative and clinical duties. The program's graduate will have a mastery of a complex body of knowledge and specialized skills acquired from both formal education and practical experience providing competence to serve as standards for entry into the profession. By completing the program and achieving certification, the medical assistant program graduate will be prepared to directly influence the public's health and well-being. Most if not all, theory classes will be conducted through digital media, primarily prerecorded lectures, occasionally Zoom with face-to-face labs twice a week. For remote synchronous classes, the date & time of the class will be as listed in the quarterly class syllabus (print/online). The following policies apply to both in person and remote learning.

Objectives of Medical Assistant Program
The objectives of the medical assistant program are:
1. To prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.
2. To provide academic assessment and development of critical thinking, effective communication, and personal and professional responsibility.
3. To prepare students who are professionally proficient to perform clinical and administrative duties of a medical assistant.
4. Based on domain competencies established by the Commission of Accreditation of Allied Health Education Programs (CAAHEP).
5. To serve the needs of the communities of interest through continuous program assessment and improvement while monitoring the ever-changing health-care environment.

Essential skills for Medical Assistants
The medical assistant has minimum entry qualifications. Medical Assistants are expected to have certain physical abilities as well as competencies in reasoning and thinking. The skills are considered essential to the practice of medical assisting and are therefore skills required of all applicants to the San Manuel Gateway College Medical Assistant Program. These include the abilities indicated in the following four areas:

Psychomotor (physical) skills
- Work with inanimate objects—including setting up, operating (controlling), manipulating, and handling.
- Stand, walk, carry, sit, lift up to fifty pounds, push, pull, climb, balance, stoop, crouch, kneel, turn, twist, crawl, and reach—within a clinical setting.
- Assess and intervene in the care of patients, using the physical senses—sight, touch, taste, smell, hearing.

Cognitive (thinking) skills

- Work with intangible data, such as numbers, symbols, ideas, and concepts.
- Perform mental cognition tasks, including problem solving, prioritizing, and accurate measuring; follow instructions; and use cognitive skills to synthesize, coordinate, analyze, compile, compute, copy, and compare.
- Communicate with others, using verbal and nonverbal skills. Recall written and verbal instructions, read and comprehend, and write clearly. Negotiate, instruct, explain, persuade, and supervise.

Affective (human relations) skills

- Interact positively with individuals and groups of people directly and indirectly.
- Control emotions appropriately and cope with stressful situations.
- Respond appropriately to criticism and take responsibility for personal actions, behaviors, and learning.
- Evaluate issues and make decisions without immediate supervision.

Task (work function) skills

- Function independently on work tasks.
- Demonstrate safety awareness.
- Recognize potential hazards.
- Respond appropriately to changes in work conditions.
- Maintain attention and concentration for necessary periods.
- Perform tasks that require set limits.
- Ask questions and request assistance appropriately.
- Perform within a schedule requiring attendance.
- Carry a normal workload.

Policy Regarding the Medical Assistant Curriculum

The Medical Assistant Curriculum was developed and implemented by the Director of Clinical Academic Programs and the Program Director following the core curriculum for Medical Assistants provided by the Medical Assisting Education Review Board (MAERB). Additional oversite of the training program will be provided by the Executive Director of San Manuel Gateway College. Continuous evaluation of the program includes anonymous student surveys and feedback from our Program Advisory Committee (PAC) regarding the program and clinical experiences.

Policy Related to Theory Training Presentation

Theory content incorporates the cognitive knowledge in performance of the psychomotor, task, and affective competencies required in the core curriculum for Medical Assistants Medical Assisting Education Review Board (MAERB). Theory classes and basic skills lab are a blended learning format, online and on campus. The theory hours cover all content areas required by MAERB and are over the required minimum of 50 hours online.

Refer to each quarter's weekly schedule for course implementation. The curriculum planning goal is implemented to have content areas discussed in an online setting and demonstrated in the basic skills lab. This is expected before the students practice the skills in the basic skills lab. Skill competency must be demonstrated before performing the skill in the clinical setting.

Policy Related to Clinical Rotations

The ratio of students participating in the clinical rotations will be a maximum of 4 students in each clinical setting or clinical specialty area. Each student will be assigned to a Medical Assistant or Licensed Vocational Nurse (LVN) with experience and knowledge of the clinical training site. Students will be under the supervised monitoring of the Medical Assistant Program Director. The hours of the clinical rotations will be arranged to be between the hours of 8:00 AM to 5:00 PM. The required clinical hours to successfully complete the clinical rotation is 160 hours.

Evaluation of Basic Skills

Basic skill grades in the Medical Assistant Program will be assigned as *pass/fail*. Students meet face–face, twice a week on campus. Specific criteria for evaluation of basic skill competency are shared with students at the beginning of each course. Students must demonstrate passing competence with all required skills before receiving a pass/fail score.

All students are required to pass all the psychomotor, affective, cognitive, and task competencies in the core curriculum. The assigned skills must be checked off by the clinical lab instructors. A maximum of three scored attempts is allowed to complete the task. A successful attempt for each task must be within the required time and must not be greater than a minimum score of 70%.

Curriculum Overview

The curriculum for the medical assisting certification includes three terms. After completion of the three terms, the student is eligible to take the medical assisting certification exam. Clinical experiences are incorporated into the third term of the curriculum. The clinical experiences will progress in a manner congruent with theoretical and clinical content covered in the program. Skills lab learning will accompany curriculum progression to assist the student in clinical competence. Students will not be able to implement skills within a clinical setting until their

competency has been tested and approved in the skills lab setting.

Term 1:

GCMA 010   Fundamentals of Medical Assisting – Patient Care

Term 2:

GCMA 011   Fundamentals of Medical Assisting- Front Office

GCMA 020   Professionalism and Preparation for Certification

Term 3:

GCMA 020   Professionalism and Preparation for Certification (cont.)

GCMA 030   Medical Assisting Practicum

Course Descriptions

GCMA 010 Fundamentals of Medical Assisting I, Patient Care

This course will introduce the health professional students to roles and responsibilities of the health professionals, including requirements for beginning concepts of professionalism, ethics, confidentiality, and certification. It will also present the California Code of Regulations, which regulates health care facilities, and specific regulatory agencies for each of the selected health professional roles. Introduces the concepts and skills required for the Medical Assistants to communicate therapeutically with patients, family members, and the health care team and the role of patient navigator and related coaching skills to provide supportive communication for health care. Introduction of appropriate documentation to report and record observations using medical terms and abbreviations, fundamental knowledge and skills for the Medical Assistant to prevent/reduce disease transmission through infection control. Hand washing, personal protective equipment, and appropriate disposal of biohazard items. The student will learn competent professional in-person screening processes of basic physical measurements (height, weight, pulse, respirations, and blood pressures) and perform personal and family health histories. The course includes appropriate preparation of patients for common examinations and laboratory procedures. Medication administration procedures for medical assistants will include fundamentals of pharmacology, measurement systems, basic mathematics, dosage calculations and the administration of oral and non-injectable medications. The course introduces injection administration. It presents the role of the medical assistant in the preparation of the patient for physical examinations and other procedures and examinations, such as evaluation tests for eyes, ears, and OB/GYN. Pediatric exams and procedures for the medical assistant include immunizations, growth charts, and medication administration. The course includes laboratory procedures including blood specimen collection, diagnostic testing, specimen collection and processing, as well as becoming acquainted with the physician's office laboratory. The multiple roles of the medical assistant in cardiology and radiological procedures will be presented, with a focus on obtaining a standard 12-lead electrocardiogram. The MA student will learn the preparation and assisting role in minor surgery. The student will learn concepts of effective communication and demonstration of professionalism by being courteous, showing respect, empathy, and culture sensitivity. Studies the structure and function of the human body, including organ systems. Prerequisite to many certificate and associate degree programs. Lecture and laboratory required.

GCMA 011 Fundamentals of Medical Assisting- Front Office

Most of the course focuses on maintaining organization and competency in working with patients in the front office, including accurate documentation and reporting of all aspects of the patient's

visit and Administration office. Business communication skills will focus on telephone communication, written communication, and the use of computers and office equipment necessary for the medical assistant role. Students will work with setting up new patients and returning patient data through the use of electronic health records, which will include scheduling appointments, receiving patients' copayments, and insurance verification. The medical record documentation filing, and medical insurance and coding. The course includes the role of medical assistants with billing and payment of medical services, and banking and accounting procedures. Management of the medical office environment will include facilities management and emergency preparedness. The course ends with guidance in doing a job search, writing a resume, skills and practice for a job interview, and writing a follow-up note. The course includes the role of medical assistants in first aid and responding to emergencies, including a basic cardiopulmonary course with first aid content resulting in certification in CPR and First Aid. The course also presents prefixes, suffixes, and root words used in the language of medicine. Terms pertaining to pathology and surgery. Terms studied by body system: gastroenterology, cardiology, neurology, musculoskeletal, dermatology, ophthalmology, otorhinolaryngology, and respiratory, female and male reproductive systems.

GCMA 020 Professionalism and Preparation for Certification
This course reviews concepts of professionalism, with a focus on beginning introduction and preparation for success in the certification exam process.

GCMA030 Medical Assisting Practicum
The practicum is an unpaid, supervised clinical experience in an ambulatory health care setting, performing psychomotor and affective competencies. Individuals with knowledge of the medical profession provide on-site supervision of the medical assistant student. The practicum includes 160 contact hours.

Pharmacy Technician Program

The Pharmacy Technician program is a six-month certificate program. The curriculum includes components of didactic (classroom and online) instruction, simulation activities, and externship/practice site learning. The externship component provides the student "hands-on" training in various settings such as community and hospital pharmacies, home care and specialty pharmacy practice, and other environments where pharmacy technicians support the work of pharmacists in dispensing and direct patient care. The program offers students a foundational understanding of healthcare systems as well as the specific duties of a Pharmacy Technician. The program is designed to prepare the student as an entry-level pharmacy technician by providing a broad range of skills in diverse settings. Upon completion of the program, the student will be prepared to take the Pharmacy Technician Certification Board (PTCB) national certification exam, and the student will have met all criteria to apply for California state licensure as a pharmacy technician.

Objectives of Pharmacy Technician Program

This program will equip the individual with the knowledge and skills to seek employment as a pharmacy technician and provide the foundation for upward career mobility to pursue specialized certifications to advance to roles as advanced pharmacy technician or specialty pharmacy technician and/or continue their education for a future career as a pharmacist.

At the completion of this course, the student will be able to:

- Demonstrate ethical conduct in health care.
- Describe the role of the pharmacy technician in the medication use process.
- Assist pharmacists in screening prescriptions/medication orders for accuracy and authenticity.
- Prepare medications for dispensing.
- Demonstrate basic understanding and skills in sterile and non-sterile compounding.
- Discuss effective inventory control processes in hospital and community practice.
- Describe the process of billing and reimbursement for prescription drugs in various practice environments (e.g., community, hospital, specialty).
- Maintain pharmacy equipment using appropriate procedures for cleaning and maintenance.
- Describe proper disposal procedures for hazardous and non-hazardous materials.
- Demonstrate ability to utilize technology and informatics related to the dispensing of medications.
- Demonstrate knowledge of pharmacy law.
- Describe body systems as they relate to medications on a basic level.

- Perform pharmacy calculations with accuracy to ensure patient safety.
- Describe the pharmacy technician's role in medication safety.
- Demonstrate proficiency in utilization of drug names, descriptions and classifications.

Essential Skills for Pharmacy Technicians

The practice of a Pharmacy Technician requires meeting minimum entry qualifications. Pharmacy Technicians are expected to have certain physical abilities and demonstrate competencies in reasoning and thinking. The skills are essential to the practice of a Pharmacy Technician and are therefore required of all applicants to the San Manuel Gateway College Pharmacy Technician Program.

These include the abilities in the following four areas:

Psychomotor (physical) skills
- Work with inanimate objects, including setting up, operating, manipulating, and handling.
- Perform physical tasks such as standing, walking, carrying, sitting, lifting up to fifty pounds, pushing, pulling, climbing, balancing, stooping, crouching, kneeling, turning, twisting, crawling, and reaching within a clinical setting.
- Carry out tasks required for objective and subjective assessment of patient health.

Cognitive (thinking) skills
- Work with intangible data, such as numbers, symbols, ideas, and concepts.
- Perform mental cognition tasks, including problem-solving, prioritizing, and accurate measuring; follow instructions; and use cognitive skills to synthesize, coordinate, analyze, compile, compute, copy, and compare.
- Communicate effectively using verbal and nonverbal skills. Recall written and verbal instructions, read and comprehend, and write clearly. Negotiate, instruct, explain, persuade, and supervise.
- Discern critical elements of a problem through observation.

Affective (human relations) skills
- Interact positively with individuals and groups of people directly and indirectly.
- Control emotions appropriately and cope with stressful situations.
- Respond appropriately to criticism and take responsibility for personal actions, behaviors, and learning.
- Evaluate issues and make decisions without immediate supervision.

Task (work function) skills

- Function independently on work tasks.
- Demonstrate safety awareness and recognize potential hazards.
- Respond appropriately to changes in work conditions.
- Maintain attention and concentration for necessary periods.
- Perform tasks that require set limits.
- Ask questions and request assistance appropriately.
- Perform within a schedule requiring attendance.

Policy Regarding the Pharmacy Technician Curriculum

The Pharmacy Technician program adheres to the guidelines set by the American Society of Health-System Pharmacists (ASHP) for Entry-Level Pharmacy Technician Education and Training Programs and complies with the California State Board of Pharmacy (CBOP) requirements for licensure, as outlined in Title 16 California Code of Regulations Section 1793.6(c). The program's implementation and evaluation will be updated as deemed necessary by the instructor and administration of San Manuel Gateway College to provide the most current and accurate information available. The course schedule will follow a syllabus, with topics discussed either in face-to-face classes, online through interactive learning, or through a hybrid approach using both methods of instruction. The training schedule consists of a minimum of 400 hours total of health-related education training over 6 months. The training schedule includes the following three modalities: didactic, simulated, and experiential. Most face-to-face lectures will occur between the hours of 8 a.m. and 5 p.m. Monday through Friday.

The student must complete 160 hours of experiential training at a designated site contracted with San Manuel Gateway College in accordance with licensing regulations. This portion of the program provides students with hands-on training. This will be graded on a pass/no pass basis. Essential skills will be practiced during the clinical course and may be checked off as part of the externship, according to the instructor and on-site clinical trainer. A skills check-off list will be available to prepare for the required tasks to be performed at the externship site. Additionally, a student attendance record will be maintained to track and very the hours completed. This is a requirement for licensing and requires documented proof of completed hours.

Policy Related to Pharmacy Terminology and Top 200 Drugs

Students will receive a schedule and self-paced learning materials for the Top 200 Drugs and key pharmacy terminology. Quizzes will be administered weekly.

Attendance

All didactic and clinical hours are mandatory to complete the program. Prompt attendance at all classes, skills labs, and clinical training sessions is required. A tardy is defined as arriving more than 10 minutes late or leaving more than 10 minutes early. Three tardies will be counted as an absence. All tardies and absences must be made up. Absences due to extenuating circumstances only (e.g., personal illness, death in the family) will require documentation.

Quizzes or examinations missed due to tardiness or absences must be made up through arrangements with course faculty during make-up time within the week. Documentation must be provided to support a reason for the tardiness or absence. Failure to participate in make-up time for all absences in didactic, skills lab, or experiential training may result in dismissal from the program.

If you will be absent from class and/or skills labs due to extenuating circumstances, you must:

- Notify the school prior to class and/or skills lab. If unavailable, leave a message in the instructor's mailbox or at the number provided. Follow-up with an email or Teams message using your LLU account (personal email accounts or text messages are not acceptable).
- Submit a doctor's note for absences due to illness.
- Make up all content missed during class and/or skills labs.

Pharmacy Technician Curriculum Overview

The curriculum for the entry-level Pharmacy Technician program will include the required number of lecture hours and simulation/skills lab training, as well as an externship site for the student to complete the required training hours to obtain a license in California. The program also will provide the opportunity to acquire information and knowledge necessary to apply for the national Pharmacy Technician Certification Board (PTCB) certification.

First Session:

GCPT 010   Pharmacy Practice I (with lab)

> This course introduces the fundamental concepts and practices in pharmacy. Students will learn the history of pharmacy; the foundation of pharmaceutical care; pharmacy laws, standards, and ethics governing the profession, along with

the role of regulatory agencies. Key topics include communication with patients and customers, pharmaceutical information and references, prescription processing, dosage forms and routes of administration. The course also emphasizes workplace safety and explores the different pharmacy practice settings, including hospital pharmacy, community pharmacy and advanced pharmacy. Instruction is delivered through a combination of didactic learning, simulation exercises and hands-on skills labs.

GCPT 020   Introduction to Pharmacology I

This introductory course covers the basics of pharmacology, focusing on drug classifications, mechanisms of action, therapeutic uses, side effects, and drug interactions, etc., of common medications. Students will learn these topics in relation to diseases, structure, and function of the nervous, musculoskeletal, endocrine, and respiratory systems. Instruction is delivered through a combination of didactic learning, simulation exercises and hands-on skills labs.

GCPT 030   Top 200 Drugs and Terminology

This course offers a comprehensive study of the Top 200 prescribed medications, including their brand and generic names, therapeutic indications, and common dosages, corresponding with pharmacology lectures. It also covers key pharmaceutical terminology and abbreviations. This course spans both terms 1 and 2.

Second Session:

GCPT 012   Pharmacy Practice II (with lab)

This course continues to explore fundamental concepts and practices in pharmacy. Students will explore insurance and billing, inventory control and management, medication safety and quality assurance, and drug actions and interactions. This course also covers basic math review (e.g., metric system and household measurements), units of pharmaceutical calculations, oral and parenteral medication calculations, pediatric dosage calculations, and more. Extemporaneous prescription compounding, aseptic techniques and sterile

compounding will also be included. Instruction is delivered through a combination of didactic learning, simulation exercises and hands-on skills labs.

GCPT 022   **Introduction to Pharmacology II**

This introductory course covers the basics of pharmacology, focusing on drug classifications, mechanisms of actions, therapeutic uses, side effects, and drug interactions, etc., of common medications. Students will learn these topics in relation to diseases, structure, and function of the cardiovascular, digestive, urinary, and reproductive systems, as well as those of the eyes, ears, nose, immune and integumentary systems. Complementary and alternative medicine will also be discussed. Instruction is delivered through a combination of didactic learning simulation exercises and hands-on skills labs.

Third Session:

GCPT040   **Externship**

This hands-on learning experience allows students to apply the knowledge and skills they have gained throughout the courses in real pharmacy settings. Under the supervision of a licensed pharmacist, students will fulfill specific objectives to complete 160 experiential hours in a minimum of one site location.

Additionally, there will also be a module-based review of the key topics covered in the pharmacy technician certification exam. Instruction will be delivered through a combination of didactic teaching and self-study activities.

Surgical Technology Program

The Surgical Technology Program is an 18-month certificate program. Didactics will be conducted through face-to-face lectures and skills laboratory sessions over the first 12 months, followed by six months of a clinical internship rotation and board exam preparation. The program provides the student with (1) knowledge and skills required to enter the field as an entry-level Surgical Technologist in accordance with the American Medical Association and the Association of Surgical Technologist guidelines and (2) meeting or exceeding the criteria set forth in the current CAAHEP Standards and Guidelines for Accreditation of Educational Programs in Surgical Technology

Objectives of the Surgical Technology Program Program's Goals and Outcomes
The Surgical Technology Program's goal is to prepare competent entry-level surgical technologists in the *cognitive (knowledge), psychomotor (skills), and affective (behavior)* learning domains.

Outcomes:
Graduates are prepared to:
- Become an integral member of the surgical team.
- Develop a sense of responsibility, self-discipline, pride, teamwork, and enthusiasm.
- Utilize the skills and knowledge based in the sciences and technologies of the Surgical Technician role.
- Develop effective communication skills.
- Develop a respect for the dignity and worth of every patient.
- Demonstrate the ability to practice independent clinical judgements under the supervision of the surgeon or registered nurse.
- Be well prepared to sit for the NBSTA certification exam.
- Have an understanding and adhere to the LLU mission and core values.
- Understand the concept of lifelong learning.

  Cognitive Domain
  The cognitive domain goal is related to the student's recall or recognition of knowledge – the intellectual development of the learner. The cognitive domain goal for the students includes the following areas:
  - Knowledge – recalling information
  - Comprehension – restating information, understanding principles of information
  - Application – use the information in standard and innovative ways

- Analysis – examines concepts, able to separate concepts into steps to better understand and apply
- Synthesis – takes understanding of knowledge and concepts to create new patterns
- Evaluation – makes judgements regarding concepts

Psychomotor Domain

The psychomotor domain deals with the manipulation of materials and equipment, motor skills, and advancing levels of a performance, a technique, or a procedure by meeting specific objectives.

- Perception – using sensory cues to guide skill performance
- Demonstration – with readiness and precision competently perform skills
- Guided Response – using imitation to demonstrate early learned skills
- Mechanism – demonstrating confidence and proficiency with intermediate skills
- Complex Overt Response – demonstrating complex movement patterns with skills
- Adaptation – able to modify skills to meet special requirements
- Origination – demonstrating ability to create new skill patterns.

Affective Domain

The affective domain deals with the student's feelings, attitudes, and values for the field of study – the student's degree of acceptance and/or rejection of the information or subject.

- Receiving – paying attention to environment
- Responding – actively participating in the interaction – interpersonal and manual skills.
- Valuing – accepting and committing to a concept
- Organization – comparing, relating, and synthesizing values into personal perspective
- Internalizing Values – consistently and with predictability demonstrating values.

Surgical Technology Student Expectations

Behavior

- Students are expected to demonstrate professional behavior at all times in the classroom, study areas and laboratory.
- All students, instructors, visitors, and employees of LLU/SMGC are to be treated with courtesy and respect.
- Inappropriate comments, bad language or behavior will not be tolerated.

Successful Course Completion
- Since the Surgical Technology Program is progressive in nature, students need to demonstrate proficiency in the courses in one quarter to be successful in the next.
- If a student earns less than a 70% in any course (didactic or lab), he/she must meet with the instructor, and program director in order to develop a plan of success. This may include additional time spent on campus (during and between quarters) completing assignments, instruction, and or other remediation.
- Students earning less than 70% in any course will be placed on academic probation. Students unable to maintain 70% for two or more quarters may be dismissed from the program.
- When a student experiences difficulty mastering the competencies of any course he/she is expected to seek extra help from the instructor. Students should contact the instructor and/or program director if he/she has any questions concerning their progress.
- Students are expected to submit their own work. Evidence of any form of cheating will result in forfeiture of the grade and/or disciplinary action. The student will be referred to the program director and the college executive director.

Quizzes
- Quizzes, in any class, can be scheduled, or non-scheduled.
- Missed quizzes due to a tardy or an absence cannot be made up.
- There will be no "retakes" of quizzes.
- Please see course syllabi for weight of quizzes on final grade.

Chapter, Midterms, & Final Exams
- There will be chapter tests, midterm exams and a final exam for each course.
- Midterms and final exams will be cumulative exams.
- Chapter tests, midterms, and final exams will become part of the student's transcript.
- Midterm/final exams maybe "retaken" once. Maximum grade a student can earn is 70% on any "retakes".
- If a student has a planned absence, he/she must take the test the day prior to the scheduled date or the exam at the end of the day. The student must obtain approval from instructor and program director.
- Any test missed, due to emergency, may be made up on the first day back to school or at the convenience of the instructor and/or program director. Students must provide proof of emergency. Ten (10) points will be automatically deducted from the score of any make- up exam.
- Exams will cover the same material, but may not be the same exam.

Professionalism

Students will have opportunities throughout the program to exhibit the following components of professionalism:

Clinical Rotation Requirements

Students must:

- Rotate through all clinical specialties, complete the required number/type of surgical procedures (120), in the proper roles, as validated by correctly completed documentation, and gain working knowledge of instrumentation, equipment, techniques, and procedures done.
- Maintain satisfactory clinical paperwork, including evaluations completed by facility staff, clinical instructors.
- Demonstrate compassion and professional conduct at all times while working with patients.
- Be able to work with fellow students, surgeons, facility staff, and instructors.

Clinical Rotation Descriptions

- Students may be assigned to health care facilities up to 50 miles from campus.
- Most clinical assignments require the students to be on-site for a minimum of 8 hours/day, beginning at 6:30 AM and ending at 3 PM, 4-5 days/week Monday-Friday.
- Students must maintain required vaccination status and current CPR status.
- Random drug testing may be administered prior to and/or during your clinical experience.
- All students must attend a Clinical Orientation class provided on campus.
- Detail instructions, evaluation materials, and case duties will be reviewed.
- Evening, night, and weekend shifts will not be available for assignment.
- Students are greatly discouraged from working full-time during externships.

Clinical Rotation Mandates

- Students may be dismissed from any hospital facility during their Clinical Rotation for failure to comply within the expected level of professionalism, and or not adhering to the policies and procedures. These include but are not limited to the following violations:
  - Drugs and alcohol
  - HIPAA violation
  - Excessive absences
  - Unsafe practices
    - Any student dismissed from their assigned facility for failure to comply may be

   dismissed from the Surgical Technology program.
-    o   Reassignment to another facility is dependent upon availability and is not guaranteed within the 30-mile radius.
- The program director reserves the right to deal individually with students in the event of any of these violations.
- Only those students who have completed all required didactic/lab hours, requirements, and who are considered safe and competent (as measured by passing the comprehensive final lab assessment) are allowed to progress to clinical assignments. Students unable to meet this criterion may be required to retake previous quarters if they wish to continue.
- Be able to work with fellow students, surgeons, facility staff, and instructors.

Clinical Work While Enrolled in the Program

It is recommended that students refrain from assuming work obligations that divert time, attention and energy from the full-time task of medical education.

Students are not to be employed by an operating suite in which they are participating in clinical hours to meet their clinical case requirements.

CLINICAL AST REQUIREMENTS

GCST 010 Orientation to Principles and Practices of the Surgical Technician

An introduction for surgical technician students to the basic principles and practices of surgical technology and how to function within the operating room environment. Includes introduction to legal concepts, risk management, and ethical issues. Perspective of the surgical patient related to illness and hospitalization, their rights, cultural and religious influences, the uniqueness of special populations, and the procedures for a patient death in the operating room. Discusses the operative physical environment and safety standards.

GCST 015 Medical Terminology for Surgical Technicians

An integrated study of the language of medicine appropriate for surgical technology. Introduces students to the process of combining prefixes, word roots, and suffixes to create medical terms related to surgery. The construction and combination of compounding words is examined. The student will learn correct pronunciation of medical terms related to surgery and how to write medical terms using correct spelling. Word construction, word analysis, definitions, and use of terms related to medical science are correlated with body systems, with an emphasis on medical terminology leading to functional knowledge of anatomy and physiology.

GCST 025 Essentials Anatomy and Physiology Surgical Technicians I

An integrated study of selected anatomical and physiological systems in preparation for surgical procedure learning activities. Concepts of anatomical orientation, homeostasis, chemistry and cell and tissue lead to a study of the structure and function of the human body, with an emphasis on the chemistry of life, cell structure, cellular metabolism, tissues, and the integumentary, skeletal, and articular/muscular systems. Analysis of the different body systems includes explanation of composition and function and application to surgical procedures. The courses will compare and contrast the various surgical pathologies of each body system and relate pathophysiology to surgical interventions.

GCST 026 Essentials of Anatomy and Physiology for Surgical Technician II

Continues an integrated study of selected anatomical and physiological systems in preparation for surgical procedure learning activities. Concepts of anatomical orientation, homeostasis, chemistry and cell and tissue lead to a study of the structure and function of the human body, with an emphasis on the nervous, endocrine, hematologic, cardiovascular, lymphatic, gastrointestinal, respiratory, urinary, and reproductive systems. Analysis of the different body systems includes explanation of composition and function and application to surgical procedures. The courses will compare and contrast the various surgical pathologies of each body system and

relate pathophysiology to surgical interventions.

GCST 030 Principles and Practice of Surgical Technology with Microbiology and Pharmacology

Establishes the principles and practices of surgical technology within a foundation of microbiology and pharmacology expanding to Biomedical Science and Minimally Invasive Surgery, Preventing Perioperative Disease Transmission, Emergency Situations and All-Hazards Preparation, Surgical Pharmacology and Anesthesia, Instrumentation, Equipment and Supplies, Hemostasis, Wound Healing, and Wound Closure and Surgical Case Management

GCST 030L Principles and Practice of Surgical Technology with Microbiology and Pharmacology Lab

This introductory laboratory course immerses students in the foundational skills essential to surgical technology. Students will learn and practice core competencies including aseptic technique, proper use of personal protective equipment (PPE), basic hand hygiene, surgical scrubbing, gowning and gloving, and assisting with sterile gowning and gloving of the surgical team. The course also introduces students to basic surgical instrumentation, laying the groundwork for safe and effective participation in the operating room environment.

GCST 040 Surgical Procedures I

Utilizes foundational knowledge of anatomy and physiology to explore the application of diagnostic examinations and the identification of relevant anatomical structures, terminology, and pathological conditions associated with selected surgical procedures. Emphasis is placed on the assessment of procedural variations and patient care considerations across the preoperative, intraoperative, and postoperative phases. Surgical cases covered include obstetric and gynecologic surgery, ophthalmic surgery, otorhinolaryngologic surgery, oral and maxillofacial surgery, and plastic/reconstructive surgery.

GCST 040L Surgical Procedures I Lab

A hands-on laboratory course providing students with practical experience in identifying anatomical structures, surgical instruments, and procedural steps relevant to obstetric and gynecologic, ophthalmic, otorhinolaryngologic, oral and maxillofacial, and plastic/reconstructive surgeries. Students will engage in simulated surgical scenarios to apply sterile technique, patient positioning, and instrumentation setup. Emphasis is placed on reinforcing surgical terminology, recognizing pathology, and adapting to procedural variations across the preoperative, intraoperative, and postoperative phases of care. Critical thinking, teamwork, and procedural accuracy are developed through guided practice and performance-based assessments.

GCST 041 Surgical Procedures II

Utilizes foundational knowledge of anatomy and physiology to explore the application of diagnostic examinations and the identification of relevant anatomical structures, terminology, and pathological conditions associated with selected surgical procedures. Emphasis is placed on the assessment of procedural variations and patient care considerations across the preoperative, intraoperative, and postoperative phases. Surgical cases covered include genitourinary surgery, orthopedic surgery, cardiothoracic surgery, peripheral vascular surgery, and neurosurgery.

GCST 041L Surgical Procedures II Lab

A hands-on laboratory course providing students practical application of advanced surgical concepts. Students will develop hands-on proficiency in the preparation, instrumentation, and procedural flow for genitourinary, orthopedic, cardiothoracic, peripheral vascular, and neurosurgical procedures. Through simulated surgical environments, students will assess and respond to variations in patient care across the preoperative, intraoperative, and postoperative phases. Emphasis is placed on critical thinking, anatomical recognition, sterile technique, and teamwork in complex surgical scenarios. Skill development is reinforced through guided practice, scenario-based learning, and performance evaluations.

GCST 050 Surgical Technologist Clinical Practices

During the Clinical Externship, surgical technology students participate in weekly seminar sessions designed to reflect on and enhance their clinical experiences in the surgical suite. These collaborative discussions provide a platform for students to share insights related to professional practice, teamwork, and communication. Guided by the instructor-facilitator, students will explore key topics including ethical and legal considerations, documentation standards, risk management, the physical environment of the operating room, and the organizational structure of healthcare facilities. This reflective learning environment fosters critical thinking, professional growth, and a deeper understanding of the surgical technologist's role within the healthcare team.

GCST 060 Clinical Externship

The Clinical Externship provides students with the opportunity to apply classroom and laboratory learning in real-world surgical settings while fulfilling the AST Surgical Rotation Case Requirements. Students must complete a total of 120 surgical cases, including a minimum of 30 general surgery cases and 90 surgical specialty cases. Within these, students are expected to complete at least 20 first scrub cases in general surgery and 60 in surgical specialties, with a maximum of 10 second scrub cases in general surgery and 30 in specialties. Students are enrolled in this course over two terms (spans two terms) and must successfully meet documentation and

performance requirements in first term to move into the second term.

All clinical experiences must be thoroughly documented by procedure, date, and student role (first scrub, second scrub, or observation). In addition to meeting case requirements, students will be evaluated on their clinical performance, including technical proficiency, adherence to aseptic technique, communication, teamwork, and professional behavior. Successful completion of the externship requires demonstrated competency in clinical skills and consistent professionalism in the surgical environment.

GCST 099 Capstone Course for Surgical Technology

The capstone course is designed to give the surgical technology students opportunity to apply the knowledge from theory, skills lab, and externship to professional management and employability skills. Presentations, discussions, and assignments will assist the student to apply the knowledge and skills gained throughout the curriculum to real-surgical suite situations, interpersonal relationships, and employment preparation. Students will participate in activities to prepare them for the Certified Surgical Technologist (CST) certification exam. Topics in preparation for the CST examination include preoperative preparation, intra/post operative procedures, administrative and personnel concepts, equipment sterilization and maintenance, anatomy and physiology, advanced principles of microbiology, and surgical pharmacology and anesthesia.

APPENDIX

Approving Agencies

The Medical Assistant Training Program is accredited with the Commission of Accreditation of Allied Health Education Programs (CAAHEP) and Medical Assistant Education Review Board (MAERB) as of 2019

The Pharmacy Technician Training Program is seeking approval from the American Society of Health-System Pharmacists, Accreditation Council for Pharmacy Education, Technician Training.

The Surgical Technology program is accredited by the Accreditation Review Counsel on Education in Surgical Technology and Surgical Assisting (ARC/STASA, http://www.arcstsa.org) As of 2020. This approval process has been confirmed by the Commission on Accreditation of Allied Health Education Program (CAAHEP, https://www.caahep.org).

Clinical Affiliation Facilities

The following clinical facilities have a contractual relationship with San Manuel Gateway College:

LLUH Beaumont/ Banning
81 South Highland Springs Ave.
Beaumont, CA 92223

LLUH Children's
Hospital 11234 Anderson
St, Loma Linda, CA 92354

LLUH Neonatal Intensive Care Unit
(NICU) 11234 Anderson St.
Loma Linda, CA 92354

LLUH Outpatient Surgery Center
11370 Anderson St.
Loma Linda, CA 92354

LLUH Surgical Hospital
26780 Barton Rd.
Redlands, CA 92373

LLUH Transitional Care Management
11234 Anderson St.
Loma Linda, CA 92354

LLUMC
11234 Anderson St.
Loma Linda, CA 92354

LLUMC: Diabetes Treatment Center
11285 Mountain View Ave #40
Loma Linda, CA 92354

LLUMC East Campus
25333 Barton Rd.
Loma Linda, CA 92354

LLUMC Murrieta 28062 Baxter Rd.
Murrieta, CA 92563

Social Action Community Health Services
(SACHS)
250 South G Street
San Bernardino, CA 92410

Community Affiliation Facilities

Cathedral City Dreams Homes
Project through LLUH –
Institute for Community Partnerships (ICP)
11188 Anderson St.
Loma Linda, CA 92354

ALSAD SDA Spanish Church
11135 Mountain View Ave
Loma Linda, California 92354

Community Academic Partners in Service
(CAPS)
Councilors Student Pavilion
24945 Mound St., Room 1402
Loma Linda, CA 92354

LLUH Community Health Development
(Community Benefits)
11175 Mountain View
Loma Linda, CA 92354

LLUH School of Pharmacy
24745 Stewart St.
Loma Linda, CA 92350

San Bernardino Mexican Consulate
293 N D St.
San Bernardino, CA 92401

United Way – 211
9624 Hermosa Ave.
Rancho Cucamonga, CA 91730

Congregations Organized for
Prophetic Engagement (COPE)
1505 W. Highland Ave. Suite 1
San Bernardino, CA. 92411

San Bernardino City Unified
School District (SBCUSD)
(through LLUH –Institute for Community Partnerships - ICP)
11188 Anderson St.
Loma Linda, CA 92354

Social Action Community
Health Services (SACHS)
250 South G Street
San Bernardino, CA 92410