



BMET 2385

Healthcare Technology

Management Applications



About Us

The College of Biomedical Equipment Technology (CBET) is a majority Veteran owned and operated private college offering Biomedical Equipment Technician (BMET), Healthcare Technology Management (HTM) and Healthcare Information Systems Management training at the certificate and associates degree levels. Our leadership team is comprised of individuals with decades of experience in the healthcare industry and education. Similarly, our instructional staff is comprised of industry experts and award-winning educators dedicated to providing quality education, training, and career services to our students.

Location

Main Campus
105 Windy Meadows, Suites 201 & 202
Schertz, Texas 78154
www.cbet.edu

Mission

"The College of Biomedical Equipment Technology delivers premier education and training in Healthcare Technology Management and Information Technology to equip students to meet the evolving needs of the industries we serve."

About the Course

The Healthcare Technology Management Applications is a 6-week course designed to review and strengthen the student's understanding of the role of biomedical equipment technicians in the healthcare system, and their roles and responsibilities. This is the final part of the BMET program, which will focus on the understanding of equipment repair action plans, healthcare technology management, healthcare safety, medical equipment function, troubleshooting, repair, and calibration along with medical databases, multiple technical references, information systems and information technology.

- Skills & Knowledge Assessment
- Medical Databases
- Problem Solving Model
- Troubleshooting Techniques

Course Description

Troubleshooting Theory and Methodology is a 6-week course designed to introduce students to the basic concepts and theories of troubleshooting. The course focuses on troubleshooting methodologies that identify a problem and employing manageable, practical steps to correct the problem. These steps include identifying the problem, determining the probable cause, testing cause-hypothesis, creating a feasible solution, implementing, and verifying the resolution, and adjusting for re-engagement. Just as important, the BMET then records the solution through quality documentation of actions, outcomes, and lessons learned. These skills will be taught and reinforced using guided discussions, case studies, and lessons learned from experiences in the BMET field from the instructor and fellow students.

Prerequisites: *All courses in the AAS program*

Learning Objectives

After studying all the content presented in this course, the student will be successfully able to:

LO1. Demonstrate use of repair methodologies and presentation skills.

LO2. Explain the fundamentals of medical equipment repair documentation and draft a Written Repair Action Plan.

LO3. Review and discuss the fundamentals of electronics and multiple technical references.

LO4. Demonstrate safety in healthcare technology as it pertains to federal regulations, hazards, infection control and accrediting organizations.

LO5. Understand medical equipment and the function of test equipment, monitoring equipment, diagnostic equipment, and therapeutic equipment.

LO6. Identify troubleshooting procedures on different types of medical equipment, prioritize repairs, use device error, and identify training needs for monitoring equipment, diagnostic equipment, and therapeutic equipment.

LO7. Review and discuss calibration of medical equipment.

LO8. Review and discuss the fundamentals of Information Systems.

LO9. Understand Healthcare Information Technology standards to troubleshoot PC hardware.

LO10. Demonstrate healthcare applications.

Time-on-Task.

Time on task is the total learning time spent by a student in this course, including instructional time and time spent studying and completing course assignments and other activities (e.g., reading, research, writing, individual and group projects.) These activities are:

- Attending the weekly webinars
- Reading course presentations/ "lectures"
- Reviewing course notes
- Reading assignment references, books, or other course materials
- Participation in online discussions
- Conducting research
- Writing papers or other assignments
- Completing Virtual Reality Labs
- Completing other individual or group assignments (e.g., projects)

The entire course Time-on-Task is 127 hours.

Instructional Team

The Healthcare Technology Management Applications course is led by instructors via webinar and interactive distance learning formats. In addition to the weekly live sessions, instructors are accessible via the Learning Management System (LMS) daily, and by appointment via Zoom between the hours of Monday through Friday from 0800-1700 (CST).



John Schmidt is an instructor at cbet.edu teaching both CBET 2305 (Biomedical Equipment II) and CBET 2385 (Healthcare Technology Management Applications).

Prior to joining the College, John spent 28+ years at General Electric Healthcare in a variety of Engineering and Technical Instructor roles. He specialized in the areas of Anesthesia/Life Support equipment, Ultrasound, and Information Technology including Networking, DICOM and HL7. John holds a bachelor's degree in electrical engineering and technology, and a master's degree in computer science - as well as certifications including Net+ and CTT+. Throughout the course, John can be contacted directly through CANVAS messaging or via the following.

Email: jaschmidt@cbet.edu

Phone/Text: 414-405-5295

Instructional Methods and Activities

The student online learning environment is structured to mirror the course syllabus and includes all the information students require to successfully navigate the course. The online learning environment referred to as CANVAS, provides a means for students to engage, communicate, and learn. CBET instructors will actively engage students in CANVAS via discussion board forums and other activities designed to cultivate student engagement and participation.

Online Classes (Daily). Students are expected to engage in CANVAS. Courses includes weekly assignments, quizzes, tests, and other requirements prescribed by the instructor. Students are responsible for completing weekly assignments in a timely manner as prescribed by the instructor(s). It is important to remember that in addition to the resulting grades, completion of weekly assignments is also used to measure student engagement, attendance, and participation.

Weekly Live Webinars. Mandatory instructor led webinars will be conducted at least once per week (60 Minutes). Additionally, students may request one-on-one counseling or tutoring sessions based on the instructor's availability. Webinars are not optional; however, we understand that from time-to-time students may not be able to attend in person. If you cannot attend a live session, the webinars will be posted in CANVAS for review.

Online Discussion Forum (daily/weekly). CANVAS includes a discussion board with weekly prompts and instructions for completing daily/weekly assignments. Students are required to respond to all weekly discussion board topics and instructor-directed prompts. Responses must be substantive and meet the minimum word count requirement. Additionally, students are required to engage with peers by responding to no fewer than two student responses per week. Student participation and attendance in CANVAS is reported to the Director of Education on a weekly basis and the information is used, in part, to measure attendance and participation in the course.

Module 1 (Week 1 and 2) - Repair Plan and Communication Fundamentals

Learning Objective 1. Understand the purpose of Troubleshooting and Troubleshooting Methodologies

TLO 1	Identify the components of Troubleshooting Methodologies
TLO 2	Demonstrate and apply repair using troubleshooting methodologies

Learning Objective 2. Explain the fundamentals of writing a Written Repair Action Plan documentation and preparing a Presentation in a Narrated PowerPoint

TLO 1	Identify, understand and implement maintenance fundamentals
TLO 2	Understand the components of Repair Action Plans
TLO 3	Demonstrate and apply presentation skills

Learning Objective 3. Identify and use service documentation to perform troubleshooting procedures on different types of medical equipment

TLO 1	Identify equipment diagnostic procedures, outline faults and status, and components that must be repaired or replaced
TLO 2	Demonstrate and apply repair methodologies

Week 1 Overview – For Module 1, students will work with a Dental Chair scenario. Students will apply their knowledge and critical thinking skills to properly diagnose, troubleshoot, maintain and repair basic BMET equipment. Students will draft a Written Repair Action Plan and Introductory/First Look narrated PowerPoint. Students respond to Discussion Board prompts and respond to colleagues' discussions over the material, topics covered and identify facts relating to their chose equipment.

- Webinar Lecture: Introduction. Discuss syllabus, course outline, weekly assignments, and discussion board questions. Instructor introduces Written Repair Action Plans.
- Weekly assignments:
 - Student submits Introductory/First Look narrated PowerPoint for Module 1.
 - Student submits Draft written Repair Action Plan for Module 1, providing summary of troubleshooting for the Module 1 scenario utilizing the 7-Step Troubleshooting Methodology.
 - Discussion Board Topic Posts/Replies
 - Respond to Topic (300 words)
 - Respond to 2 classmates (150 words)
 - Weekly summary (400 words)

Time-on-Task. The Time-on-Task for this module is 20 hours.

Week 2 Overview – Students will continue to work with a Dental Chair scenario. By the end of week 2, based on instructor feedback, students will complete research to revise, finalize and resubmit the Written Repair Action Plan in a finalized form. Additionally, the student submits the oral presentation. Students respond to a Discussion Board question and submit weekly summary.

- Webinar Lecture: Instructor discusses narrated PowerPoint (oral presentation) assignments. Instructor also provides feedback on best practices, and provides formative feedback on Week 1 Assignment, the Written Repair Action Plan on the basic BMET equipment. Instructor covers the repair methodology in detail.
- Weekly assignments:
 - Student submits Final narrated PowerPoint for Module 1.
 - Student submits Final Written Repair Action Plan for Module 1, providing summary of troubleshooting for the Module 1 scenario using new/additional information for the Module 1 scenario.
 - Discussion Board Topic Posts/Replies
 - Respond to Topic (300 words)
 - Respond to 2 classmates (150 words)
 - Weekly summary (400 words)

Time-on-Task. The Time-on-Task for this module is 22 hours.

Module 2 (Week 3 and 4) - Technical Performance, Testing, and Research Techniques

Learning Objective 4. Demonstrate an understanding of the risks working in Healthcare

TLO 1	Understand the various risks including Hazmat, electrical, fire, etc.
TLO 2	Understand the use of safety equipment including fire extinguishers, emergency procedures, etc.

Learning Objective 5. Understand safety in the Healthcare Environment as it pertains to federal regulations, hazards, infection control and accrediting organizations

TLO 1	Demonstrate an understanding of the various internal roles in a Healthcare facility and how they protect employees, patients and visitors
TLO 2	Demonstrate an understanding of the various external organizations that play a role in establishing a safe working environment including the FDA, CDC, OSHA, etc.

Learning Objective 6. Understand the use of Computerized Maintenance Management Systems (CMMS) in the Healthcare Environment

TLO 1	Demonstrate an understanding of the functions and features of a CMMS
TLO 2	Understand the Biomed Technicians role with CMMS

Week 3 Overview – Students apply their knowledge to properly diagnose, troubleshoot, maintain and repair Highly Technical BMET equipment. Students will demonstrate and apply repair methodologies using multiple technical references to draft an Written Repair Action Plan on the assigned BMET equipment. Additionally, students respond to Discussion Board prompts and respond to colleagues' discussions over the material, topics covered and identify facts relating to the equipment. Students will be able to construct discussions over the material, topics covered and identify facts relating to the equipment. For module 2, students will work with an anesthesia system.

- Webinar Lecture: Instructor discusses details of week 3 and week 4, including assignments. Instructor discusses best practices to use multiple technical references along with equipment repair, and equipment repair methodologies. Instructor provides feedback on final Week 2 assignments. Instructor covers BMET Safety topics.
- Weekly assignments:
 - Student submits Introductory/First Look narrated PowerPoint for Module 2.
 - Student submits Draft written Repair Action Plan for Module 1, providing summary of troubleshooting for the Module 2 scenario utilizing the 7-Step Troubleshooting Methodology.
 - Discussion Board Topic Posts/Replies
 - Respond to Topic (300 words)
 - Respond to 2 classmates (150 words)
 - Weekly summary (400 words)

Time-on-Task. The Time-on-Task for this module is 22 hours.

Week 4 Overview – By the end of week 4, based on instructor feedback, students will complete research to revise, finalize and resubmit the Written Repair Action Plan. Additionally, the student

submits the oral presentation. Students also respond to Discussion Board prompts and respond to 2 classmates.

- Webinar Lecture: Instructor discusses narrated PowerPoint (oral presentation) assignments. Instructor also provides feedback on best practices, and provides formative feedback on Week 3 Assignment, the Written Repair Action Plan on the assigned BMET equipment. Instructor introduces the use of Computerized Maintenance Management Systems.
- Weekly assignments:
 - Student submits Final narrated PowerPoint for Module 2.
 - Student submits Final Written Repair Action Plan for Module 2, providing summary of troubleshooting for the Module 2 scenario using new/additional information for the Module 2 scenario.
- Discussion Board Topic Posts/Replies
 - Respond to Topic (300 words)
 - Respond to 2 classmates (150 words)
- Weekly summary (400 words)

Time-on-Task. The Time-on-Task for this module is 22 hours.

Module 3 (Week 5 and 6) Conceptual Problem Solving for High-Risk Medical Equipment)

Learning Objective 7. Understand the various types of Log Files generated by medical equipment

TLO 1	Demonstrate an understanding of the various types of log files and their purposes
TLO 2	Understand how to use log files to enhance troubleshooting activities

Learning Objective 8. Understand the use of Log files with Healthcare equipment/devices in the troubleshooting experience

TLO 1	Understand the layout of Log Files
TLO 2	Use Log Files as part of troubleshooting a course scenario

Learning Objective 9. Understand tools used in troubleshooting network hardware/software in the Healthcare environment

TLO 1	Identify the variety of tools to help troubleshoot a network issue
TLO 2	Understand best practices to troubleshoot, and diagnose network issues

Learning Objective 10. Demonstrate healthcare applications

TLO 1	Review and discuss proper equipment repair documentation
TLO 2	Demonstrate and apply equipment maintenance logs
TLO 3	Demonstrate and apply presentation skills

Week 5 Overview – Students apply their knowledge to properly diagnose, troubleshoot, maintain and repair Critical BMET equipment. Students will demonstrate and apply repair methodologies using multiple technical references to draft a Written Repair Action Plan on the assigned BMET equipment. Additionally, students demonstrate calibration procedures, understand federal maintenance standards, and demonstrate proper equipment repair documentation. Lastly, students respond to Discussion Board prompts and respond to colleagues' discussions over the material, topics covered and identify facts relating to the BMET equipment. Students will be able to construct discussions over the material, topics covered and identify facts relating to the assigned BMET equipment. For Module 3, students will work with an Ultrasound system.

- Webinar Lecture: Instructor discusses details and assignments for week 5 and week 6. Instructor also discusses using multiple technical references along with equipment repair methodologies for Critical Equipment. Instructor provides formative feedback on final Week 4 assignments. Instructor introduces Equipment Maintenance Logs, and diagnostic equipment available for assignments.
- Weekly assignments:
 - Student submits Introductory/First Look narrated PowerPoint for Module 3.
 - Student submits Draft written Repair Action Plan for Module 3, providing summary of troubleshooting for the Module 1 scenario utilizing the 7-Step Troubleshooting Methodology.

- Discussion Board Topic Posts/Replies
 - Respond to Topic (300 words)
 - Respond to 2 classmates (150 words)
- Weekly summary (400 words)

Time-on-Task. The Time-on-Task for this module is 22 hours.

Week 6 Overview – Based on instructor feedback, students will complete research to revise, finalize and resubmit their final Written Repair Action Plan. Additionally, the student submits the oral presentation. Students also respond to Discussion Board prompts and respond to 2 classmates.

- Webinar Lecture: Instructor discusses narrated PowerPoint (oral presentation) assignments. Instructor also provides feedback on best practices, and provides formative feedback on Week 3 Assignment, the Written Repair Action Plan on the assigned BMET equipment. Instructor discusses best practices for network troubleshooting.
- Weekly assignments:
 - Student submits Final narrated PowerPoint for Module 3.
 - Student submits Final Written Repair Action Plan for Module 3, providing summary of troubleshooting for the Module 3 scenario using new/additional information for the Module 3 scenario.
 - Discussion Board Topic Posts/Replies
 - Respond to Topic (300 words)
 - Respond to 2 classmates (150 words)
 - Weekly summary (400 words)

Time-on-Task. The Time-on-Task for this module is 19 hours.

IV. Weekly Summary: Each week students are required to submit a 400-word summary describing course related activities for the week. The content of the summary can include topics/content from the weekly webinar, comments related to assignments, comments related to the weekly discussion question, etc.

V. Evaluation and Grade Assignment

In computing grades, the following distribution will be used:

Participation (Discussion Boards and Weekly Summary)	25%
Module 1, Written Repair Action Plans/Narrated PowerPoints:	25%
Written Repair Action Plans:	12%
Narrated PowerPoints:	13%
Module 2, Written Repair Action Plans/Narrated PowerPoints:	25%
Written Repair Action Plans:	12%
Narrated PowerPoints:	13%
Module 3, Written Repair Action Plans/Narrated PowerPoints:	25%
Written Repair Action Plans:	12%
Narrated PowerPoints:	13%

GRADING SYSTEM - DISCUSSION BOARD REQUIREMENTS / RUBRIC

Students are required to respond to the discussion prompts and to two students each week of the course. Grading of the discussions will be compiled using the following Rubric:

Criteria	Levels of Achievement			
	Beginning	Developing	Accomplished	Exemplary
Activity	0 to 13 points	14 to 15 points	16 to 17 points	18 to 20 points
	Usually contributes only 1 posting on the last possible day of the designated period.	All required postings submitted on time; however, there was not adequate time for others to read and respond to some postings before the deadline.	All required postings submitted on time; adequate time for others to read and respond before the deadline.	Exceeds required postings by Thursday ; postings spread over the designated period; provides more than enough time for classmates to read and respond before the deadline.
Engagement	0 to 13 points	14 to 15 points	16 to 17 points	18 to 20 points
	Negligible responses to fellow student(s) posting(s). Rarely engages with students and generally ignores others' posts and/or has a negative effect through misrepresenting content in other posts, inappropriate comments made, and/or attempts to dominate the discussion.	Somewhat contributes to the student(s) posting(s), but the focus is generally on own posts. Occasionally interacts with others' postings but little attempt to involve other students in the discussion. Short statements such as "I agree with...".	Frequently contributes to the student(s) posting(s). Often attempts to direct group discussion to present relevant viewpoints and meaningful reflection by others. Interacts respectfully with students.	Consistently and effectively contributes to the student(s) posting(s). Frequently initiates dialogue and motivates group discussion by providing feedback to students' postings, asking follow-up questions, and through thoughtful, reflective comments. Respectfully encourages a variety of viewpoints and invites contributions from others.
Content	0 to 41 points	42 to 47 points	48 to 53 points	54 to 60 points
	Postings only slightly related to discussion topics. Generally inaccurate. May occasionally contain a gross factual error.	Postings address peripheral topics. Generally accurate, but with some omissions and errors. The tendency to recite fact.	Postings produce adequate, general answers but may not always directly address discussion questions. Dominated by opinions rather than by analysis and scholarly thought. Assertions are not supported by evidence.	Postings are characterized by clarity of argument, depth of insight into course content, application of course content, relevancy, and unique insights.

GRADING SYSTEM - NARRATED POWERPOINT REQUIREMENTS / RUBRIC

Repair Plan and Communication Fundamentals. Students are required to submit their Narrated PowerPoint on time. Grading of the video assignment will be compiled using the following Rubric:

Criteria	Levels of Achievement			
	Beginning	Developing	Accomplished	Exemplary
(A) Presentation Readiness	0 points	1 to 8 points	8 to 16 points	17 to 25 points
	Not Submitted/Present.	Developing. Student is not adequately prepared and struggles during the presentation. Does not meet minimum time limits. Slide content read word-for-word or student reads from service manual.	Proficient. Student is somewhat prepared, but additional rehearsal is needed. Meets the minimum time limit. Use of notes minimizes reading word-for-word.	Advanced. Student is completely prepared and has adequately rehearsed. Meets/exceeds the minimum time limit. Student enhances slides with additional verbal information. No slides are read word-for-word.
(B) Presentation Content and Use of Resources	0 points	1 to 8 points	8 to 16 points	17 to 25 points
	Not Submitted/Present.	Developing. Missing introduction to self/equipment/scenario. Missing content called out in assignment instructions and provided outline. No use of Service Resources. Does not follow provided outline.	Proficient. Provides adequate introduction to self/equipment/scenario. Includes most required content. Minimal references to Service Resources are included. Minimal adherence to the provided Narrated PowerPoint outline.	Advanced. Excellent introduction and coverage of equipment and scenario. Includes all required content. Significant use of Service Resources. Includes new information for scenario. Fully adheres to the provided Narrated PowerPoint Outline.
(C) Effective use of Troubleshooting Methodology and connection to the specific troubleshooting scenario.	0 points	1 to 8 points	9 to 16 points	17 to 25 points
	Not Submitted/Present.	Developing. Little if any reference/mention of the Troubleshooting Methodology. Little if any connection between the troubleshooting steps, the methodology and the scenario and equipment.	Proficient. Presentation contains some/minimal mention of the Troubleshooting Methodology and related troubleshooting steps for the scenario, along with references to the scenario and equipment.	Advanced. Presentation contains all relevant content to explain how troubleshooting is approached - utilizing the steps in the methodology AND adequately explains how those steps are used with the scenario and equipment.
(D) Presentation Mechanics and Formatting. Adequate visuals and audio. Information Literacy, Accuracy. Spelling, Grammar	0 points	1 to 8 points	9 to 16 points	17 to 25 points
	Not Submitted/Present.	Developing. Inconsistent or non-functional layout. Font formatting makes it very difficult to read the material. Less than 3 visuals are presented as well as inadequate text on slides. Audio issues. The content contains several inaccuracies, spelling, grammar, and/or punctuation errors.	Proficient. Effective slide layout. Minimal readability issues. 3-4 visuals are presented. No audio issues. Minimal use of bullets and supporting oral content. Content is for the most part accurate. Fewer than 4 errors in spelling, grammar, and punctuation is present.	Advanced. Excellent readability and content. 5+ visuals are presented. No audio issues. Effective use of bullets and supporting oral content. Proper ending of presentation. All content throughout the presentation is accurate. No errors in spelling, grammar, and punctuation are present.

GRADING SYSTEM - WRITTEN REPAIR ACTION PLAN REQUIREMENTS / RUBRIC

Students are required to submit a Written Repair Action Plan each week (Draft/Final). Grading of the Written Repair Action Plan is compiled using the following Rubric:

Criteria	Levels of Achievement			
	Beginning	Developing	Accomplished	Exemplary
(A) Uses all available Information and technical resources appropriately to identify the likely cause of the problem in the scenario	0 points	1 to 8 points	9 to 16 points	17 to 25 points
	No Assignment was submitted.	Developing. Repair action plan is not complete and show little to no use of technical resources and information from the user who submitted the service request.	Proficient. Repair action plan is nearly complete and show some usage/reference to technical resources. Utilizes some information from the user submitting the request for service. A partial explanation is provided explaining the cause of the problem.	Advanced. Repair action plan is complete. Extensive use of all technical resources and information available user submitting the request for service. Final plan addresses newly supplied information for the scenario and provides a full explanation of the likely cause of the problem.
(B) Uses provided Template. Answers and completes all questions/sections in/on the template meeting minimum word requirements	0 points	1 to 8 points	9 to 16 points	17 to 25 points
	No Assignment was submitted.	Developing. Doesn't use the template and/or doesn't answer all the questions provided on the template.	Proficient. Uses the template and answers most questions on the template. Not all word count minimums are achieved.	Advanced. Full use of the provided template. All questions answered with minimum word count reached.
(C) Demonstrates Understanding of the Troubleshooting Methodology and uses Effectively in the Troubleshooting Scenario	0 points	1 to 8 points	9 to 16 points	17 to 25 points
	No Assignment was submitted.	Developing. Little use of the troubleshooting methodology and reasonable troubleshooting methods. Report likely comes to inaccurate, incomplete conclusions and solutions to the troubleshooting scenario.	Proficient. Moderate use of repair methodology and troubleshooting methods, leading to reasonable conclusions and solutions to the troubleshooting scenario.	Advanced. Demonstrates solid understanding and use of the repair methodology as well as general troubleshooting techniques and methods, leading to accurate and complete conclusions and solutions to the troubleshooting scenario.
(D) Information Literacy, Accuracy, Spelling, Grammar	0 points	1 to 8 points	11 to 16 points	17 to 25 points
	No Assignment was submitted.	Developing. Written Repair Action Plan is not accurate and contains many mistakes including more than 4 errors in spelling, grammar, and punctuation.	Proficient. Written Repair Action Plan is partially accurate. Fewer than 4 errors in spelling, grammar, and punctuation are present.	Advanced Written Repair Action Plan is completely accurate. No errors in spelling, grammar, and punctuation are present.

CBET uses the four (4.0) point grading system. The grade, point, and percentage equivalents are as follows:

A	(4.0)	90-100	F	(0.0)	59 and below
B	(3.0)	80-89	W	(0.0)	Withdrawal
C	(2.0)	70-79	I		Incomplete
D	(1.0)	60-69	TC		Transfer Credit
			PE		Proficiency Credit

INCOMPLETES AND COURSE REPEATS

To receive an incomplete "I", the student must petition the instructor for an extension to complete the required coursework. The student must be able to pass the course with the completed work and garner a grade of 70 or better. Incomplete grades that are not completed within 7 business days after the beginning of the next session will be converted to the existing grade earned in the course and will affect the student's GPA accordingly. CBET reserves the right to extend the time needed to fulfill the incomplete.

An "I" does not count towards the Grade Point Average (GPA) until a grade is assigned. A "W" is given when a student is dropped from the roster during the course and does not replace the previous grade(s). Grades of "W" and "F" are recorded in the academic transcript and reflected in the GPA. When a course is repeated after failure or withdrawal, the later grade will replace the first grade in calculating the CGPA. The clock hours of the course repetition are counted toward the maximum timeframe.

CBET shall record a grade of "incomplete" for a student who withdraws but is not entitled to a refund if the student requests the grade at the time the student withdraws, and the student withdraws for an appropriate reason unrelated to the student's academic status.

A student must repeat a course in which a grade of "F" was received. A student can repeat each course once, however, once they reach 1.5 times the length of time required for graduation, they will be dropped from the program. If a student fails any course a second time, he/she will be dropped from the program.

A failed course will be rescheduled for the earliest possible module at the discretion of the Director of Education. Students will be charged to retake the course.

VI. Class Policies and Procedures

A. Attendance Policy:

All students are expected to attend no less than 80% of any course. Additionally, students must maintain a cumulative attendance of 80% for the duration of their program.

Attendance is recorded weekly by each course instructor for his/her respective courses within the Canvas LMS. Weekly and cumulative attendance is monitored by the office of the Director of Education. To be marked as present in any course week, it is the responsibility of each student to attend and participate in each scheduled online course, submit the required coursework, submit initial post and two replies in discussion forums, and engage in instructor-led weekly training sessions and webinars.

For failure to meet the 80% attendance requirement for any one course, students will automatically receive an attendance failure (F) and placed on Attendance probation. Beginning any course, failure to correspond via the interactive distance learning/Canvas learning management system for fourteen (14) consecutive days will result in automatic withdrawal from the course, automatic placement on Academic Probation by the office of the Director of Education and contacted for counseling.

Failure to maintain a cumulative attendance at any point in a student's program will result in Attendance Probation, whereby the student has one term to bring their cumulative attendance marks above 80% or be dropped from the program at the discretion of the Director of Education.

Additional Attendance criteria:

1. Attendance is administered by the course instructors and recorded weekly.
2. Students engaged in externships must log time and skill mastery data in the online adaptive learning platform. Hours and competencies are documented by externship preceptors and reviewed and approved by the College.
3. Students are reminded it is their responsibility to be always current on all assignments. Absences do not excuse program obligations, which lead to satisfactory progress.
4. Students should remember that attendance records reflecting absences are kept by the College. Any agency that provides educational, financial assistance to a student may request information concerning attendance and progress.

B. Late/Make-Up Work

All assignments must be completed on time and as instructed to receive full credit. Make-up work shall:

1. Be approved by an instructor for the subject being made up. Be supervised by an instructor approved for the subject being made up.
2. Require the student to demonstrate the same level of knowledge or competence expected of a student who attended the scheduled class session or whose work was submitted on time.

No more than 5% of the missed work can be made up. All work must be completed and submitted within six (6) calendar days of its original due date. All coursework must be submitted no later than six (6) calendar days after the course ends.

If there are extenuating circumstances that prevent a student from attending College for an extended time period (e.g., hospitalization and recovery from a severe accident or illness), the student should apply for a Leave of Absence (LOA) under the institution's published LOA policy.

Course Evaluation Policy: Students are expected to complete the online course evaluation at the end of the semester. A link will be provided by the instructor following completion of the course.

C. Student Services

ACADEMIC ADVISEMENT

The CBET Administration is available to advise students on academic challenges, and if needed, provide a referral to special counseling services when required. If a student needs assistance in any course, the student should notify their instructor, the Student Advocate, and the Director of Education, or the Director. Tutoring takes place outside of class time, and at a time, that is mutually convenient to the student and the relevant faculty member.

ORIENTATION

An online student orientation program is conducted prior to each start date to acquaint new students with the college's online Learning Management System (LMS), CANVAS, and to review policies, and procedures.

CAREER SERVICES ASSISTANCE

Career Services aids students while they are in school and after graduation to find the right fit in the workforce. The College conducts one-on-one counseling sessions, mock interviews, guidance on professional dress and communications, and aids in resume preparation.

LIBRARY

CBET's makes available to its student an electronic library. The library is embedded in the CANVAS LMS and accessible to active enrollees.

STUDENTS WITH DISABILITIES OR SPECIAL NEEDS

Per the Americans with Disabilities Act (ADA), the College has made appropriate accommodations such as designated parking facilities, ramped entrances, and accessible water fountains and restrooms. Pursuant to the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act (Section 504), the College provides equal opportunity for qualified persons with disabilities. As appropriate, the College will make reasonable accommodations to offer persons with disabilities the opportunity to participate fully in its programs, activities, and services. A reasonable accommodation is defined as an adjustment that allows a student with a disability to participate fully in the College educational experience.

It is the responsibility of the student to inform the College of any disability or special needs that might affect the student's academic progress and require a reasonable accommodation. All requests for accommodation must be made in writing to the Director of Education. Approval and preparation of accommodations may delay entry into the program.

To receive Information about other CBET student services, contact:

- Your instructor: jaschmidt@cbet.edu
- Your Student Advocate: Ms. Terri Gomez: tgomez@cbet.edu
- Director of Education, Dr. Brian Clark: bclark@cbet.edu

D. Academic Integrity

Students attending CBET must respect the rights and welfare of the other students, faculty, administration, and guests. Conduct that disrupts the class, and does not cease after two warnings, may cause a student to be terminated under the same rules as withdrawal. Students who retake the class and are unable to refrain from disrupting the second class may be terminated without the option to renew.

Prohibited acts include possession or use of firearms or weapons, possession and/or distribution of narcotics or any controlled substances, assault, disruptive behavior interfering with teaching, academic dishonesty, theft of property, abuse of technological resources, accessing obscene or pornographic materials online, and harassment on the basis of gender, ethnicity, national origin, religion, disability, or any other characteristic.

Violation of the CBET student conduct policy may be grounds for dismissal, depending upon the severity of the misconduct. After a preliminary investigation, the allegation may be dismissed, or the student will be informed of the charges. If it is determined that severe misconduct or felony has occurred, defined by any act punishable by incarceration under federal or state law, CBET retains the right to immediately suspend the student until such time that a hearing determines the outcome. Penalties may include a warning, suspension, or dismissal.

CBET reserves the right to dismiss a student from the program at any time for behavior that is deemed unethical or unprofessional. Students are expected to adhere to the standards of conduct both in the classroom and on college premises. Violation of these rules will subject the student to reprimand, probation, suspension, and dismissal. The College reserves the right to assess all penalties.

A student found to violate College regulations has the right to appeal the decision, following the grievance protocol. A student who has been dismissed for violating the policy may not apply for readmission for one year.

COPYRIGHT POLICY

CBET does not condone or tolerate the unauthorized copying of licensed computer software by staff, faculty, or students. CBET shall adhere to its contractual responsibilities and shall comply with all copyright laws and expects all members of the CBET community to do so as

well. Members of the CBET community who violate this policy may be subject to discipline through standard CBET procedures. An individual engaged in the unauthorized copying or use of software may also face a civil suit, criminal charges, and penalties and fines. Subject to the facts and circumstances of each case, such individuals shall be solely responsible for their defense and any resulting liability. Questions about this policy should be directed to the School Director. Policy information is available at <http://copyright.gov>.

PLAGIARISM POLICY

Plagiarism is defined as the act of using words and ideas from another person or source without giving proper acknowledgment to that person or source. A student is plagiarizing if they:

- Turn in someone else's work as their own,
- Copy words or ideas from someone else without giving credit by using proper in-text citations and a work cited page.
- Fail to put a quote in quotation marks, change words, but copy the sentence structure of a source without giving credit by using proper in-text citations and a work cited page.
- Student's work and ideas are less than 40% whether or not credit is given.

Plagiarism is against the law if it infringes on an author's intellectual property rights and will result in a failing grade for the assignment and may even result in suspension from CBET. First offense: Director of Education advises student and documents offense. Second Offense: Student can be dismissed from CBET at the discretion of the Director of Education. The Director of Education will advise the student. Advising documentation will be placed in the student's academic file.

DROP DATE: The last day to drop the course with a full refund is no later than 14 days after the start of the course.

NOTE: THE INSTRUCTOR RESERVES THE RIGHT TO MODIFY THIS SYLLABUS and COURSE OUTLINE