

ASIC COLLEGE
Advance Science International
College Catalog
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ADVANCE SCIENCE INTERNATIONAL COLLEGE
15485 Eagle Nest Lane, Suite 210, Miami Lakes, FL 33014
305.626.6007

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COLLEGE CATALOG

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"Ignem Vicimus; Habemus Scientiam; Ad Astra Eamus"

License, Accreditation, Recognition, Registration and Approval

ADVANCE SCIENCE INTERNATIONAL COLLEGE is a private college licensed by the Commission for Independent Education (CIE), Florida Department of Education. Additional information regarding this educational organization may be obtained by contacting the Commission for Independent Education
325 West Gaines Street Suite 1414 Tallahassee, Florida 32399-0400
Toll-Free Phone: 888.224.6684
wwwfldoe.org/cie

ADVANCE SCIENCE INTERNATIONAL COLLEGE is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC)
2101 Wilson Blvd., Suite 302 Arlington, VA 22201
Phone: 703.247.4212
wwwaccsc.org

["ADVANCE SCIENCE INTERNATIONAL COLLEGE has been recognized by ACCSC as a 2008-2009 ACCSC School of Distinction"](#)

ADVANCE SCIENCE INSTITUTE, Inc. hold the registration, with the State of Florida Department of State and the Trademark Principal Register, of the school fictitious names "Advance Science International College" and "ASICollege" as published in this Catalog. Additionally, the School's ensures that all advertising, promotional materials, statements, and claims are truthful and accurate with respect to the School, its location, and it's training. The School's documentation also references "Advance Science International College" or the corporation's name "Advance Science Institute, Inc." as applicable.

The Florida Board of Nursing (BON) granted Advance Science International College granted approval for a Professional Nursing Program¹. The Board granted approval status per s.464.006 and s. 464.019 F.S.

The above documents are available for inspection in the College administration office during regular working hours

ADVANCE SCIENCE INTERNATIONAL COLLEGE
15485 Eagle Nest Lane, Suite 210, Miami Lakes, FL 33014
Phone: 305.626.6007.
wwwasicollege.edu

¹ Bachelor of Science in Nursing (BSN).

LETTER FROM THE PRESIDENT

Congratulations for your interest in Advance Science International College. For the last twenty seven years our organization has been proudly committed to offering quality educational opportunities to the adult working community of the Miami Dade County. We have taken them out of poverty and welfare because we have revealed their potential to benefit, have enrolled them, trained them, and have placed them to work in positions related to their field of training.

As a school licensed by the Florida CIE and institutionally accredited by ACCSC, our institution develops people attracted to the fields of nursing and radiologic technology. Then educated by experienced, qualified, and licensed instructors, following institutionally accredited curricula, and supported by a contemporary learning resource system, our students might achieve working skills that comply with the fast-paced demands of the U.S. health care system, where information gets its foot in the door of the physical world, acquires the upper hand over energy, and look after communities by delivering outstanding health care services.

As the most vital part of our scholastic team, the students are not left alone during their learning experience. Since the very first day of classes, the faculty and support staff shapes their professional identity formation to internalize a commitment to quality and safety, crafting into their souls and minds valuable knowledge, strong habits of study, and the responsibility to attend the program classes every day. We also organize their energies to crystalize means for critical thinking, and continually drill application and analysis strategies needed to successfully pass, on the first attempt, the Florida licensing examination after graduation date. Hence, we choose to educate them because their forthcoming specialization will protect the lives, health, and wellbeing of families, children, the elderly, and ourselves.

The challenge of responding to the professional aspirations for progress of our community fellows, committed to accomplishing professional success and progress is one we are willing to accept and triumph. Hence, we ask you to have faith in yourself and to follow our educational strategies, our preparation methodology to succeed licensing examinations and, above all, to believe in our great nation the United States of America whose glowing beacon still guides us toward freedom and learning improvement.

Sincerely,

Dr. Pablo J. Perez Ph.D., MSEE, BSEE
College President

GENERAL INFORMATION

COLLEGE MISSION

Advance Science International College (ASICollege) is a private institution of higher and technical education dedicated to educating students for the diverse opportunities offered by the nursing and radiologic technology fields of work. The College fulfills the professional and educational needs of people who have determined to revolutionize their careers and lives for the good of their families, community and our nation. The integrity and honesty of our allegiance with the students is fundamental and critical to our educational purpose, as we are committed to the uniqueness of students gaining knowledge, skills, and attitudes, with the distinctiveness of students truly becoming free, through an institution that is continually open and available for them. We offer quality education in a safe atmosphere where students discover their capabilities through collaboration with their peers, faculty, and the college support staff.

INSTITUTION PURPOSE

The institution purpose is focused in training and graduate students with a passion, talent and commitment to promote, sustain, and maintain life and health, and that can assist people who are experiencing limitations in their ability to care for themselves, recover from disease or injury, and/or cope with their effects. Hence, the institution drives to train and graduate students using established and emerging methods to advance health care by:

1. Satisfying nursing learning strategies that documents theoretical and clinical instruction in medical, surgical, obstetric, pediatric, geriatric and psychiatric matters taught in a model woven with QSEN² competencies, which has integrated recommendations from the Institute of Medicine (IOM) that teaches students to maximize their own role development, seeking the opportunity to learn, and to function effectively within nursing and inter professional teams, fostering open communications, mutual respect and shared decision making to achieve quality patient care.
2. Satisfying radiologic technology strategies that documents clinical experience and theoretical instruction in the use of x-rays to create images of the body and perform a wide variety of diagnostic x-ray procedures, besides preparing students to become balancing members of the medical team that coordinates, plans, and provides imaging diagnostic services in hospitals, schools, the armed forces medical system, community settings, home health agencies, orthopedics and pain management clinics, and independent diagnostic tests facilities.
3. Making graduates of each program able to meet educational eligibility requirements to take the NCLEX-RN or the ARRT licensing examinations respectively in compliance with F.S. 6E-2.004 Standards and Procedures for Licensure.
4. Minimizing economic disadvantages of adult working class people, as a barrier to postsecondary education, by providing financial aid services to applicants that qualify and by accepting students without regard to age, sex, religion, race, physical challenges, and economic or social background.
5. Assisting graduates to achieve employment in paid occupations whose work duties are aligned with the training objectives of their program of specialization.

PROGRAMS COMPLIANCE WITH 6E-2.004

In compliance with 6E-2.004 Standards and Procedures for Licensure, Standard 4: Educational programs and curricula, the Bachelor of Science in Nursing (BSN) and the Radiologic Technology (RT) Associate of Science are independent undergraduate programs related to the institution's educational purpose. Because the school prepares the students to practice in the nursing or the radiography occupations, which are both regulated and licensed by the State of Florida, the successful completion of both undergraduate programs will make the graduate eligible to take the NCLEX-RN or the ARRT licensing examination respectively.

GOVERNING BODY

Advance Science International College³ is administered by Advance Science Institute Inc. with governing body located at 15485 Eagle Nest Lane, Suite 210, Miami Lakes, FL 33014.

OFFICE OF THE PRESIDENT

- Dr. Pablo J. Perez Ph.D., MSEE, BSEE. President/CEO.
- Olga L. Perez BSEd, TR, XR(L). Vice President.

ADMINISTRATIVE STAFF

- Dr. Pablo J. Perez Ph.D., MSEE, BSEE. College Director.

² Quality and Safety Education in Nursing (QSEN).

³ A legal fictitious name, registered in the State of Florida, representing the school.

- Pablo Perez, MSEd, BSB, ASGRT, RT(R), ARRT. Director of Education.
- Dr. Dirza K. Almestica, Ph.D., MSIS, BSA, LRS Coordinator.
- Rossana Garcia Prado MSN, MBA, BSN, RN. Nursing Chairperson.
- Olga L. Perez, BSEd, TR, XR(L). Radiologic Chairperson.
- Maritza Leyva, Admissions Director.
- Leticia Quan, Financial Director.
- Christina Perez, BANS, BAPsy, Monsignor Pace Magna Cum Laude. LRS Officer.

INSTITUTIONAL HISTORY

The School was founded in August 1997 as “Advance Science Institute” and has been operational and licensed by the Florida Commission of Independent Education (CIE), Department of Education since 1998. On August 2018 the school, having operated continually as an educational institution at the college level since May 14, 2014 and maintaining its college level capacity, having a majority of offerings to the public and enrollment at undergraduate college degree programs of nursing and radiologic technology, and meeting all Florida 6E-2.004 standards and procedures for licensure, besides informing the community of its college educational level, the school changed its name to “Advance Science International College”.

The school became an accredited member of the Accrediting Commission of Career Schools and Colleges (ACCSC) on February 2003 and has been reaccredited on five (5) consecutive occasions in 2008, 2013, 2018, and 2023. The college was recognized by ACCSC as a 2008/2009 College of Distinction. The mark of an accredited college is its commitment to continuous improvement.

The school has been providing quality education in the fields of health care, nursing and radiologic technology to the working class community of several neighboring cities Hialeah, Miami Gardens and Miami Lakes within the Miami-Dade County.

In July 1, 2025, Advance Science International College moved its campus to a new location at 15485 Eagle Nest Lane, Suite 210, Miami Lakes, Florida 33014. The residential zone around the school campus is characterized by a mixed-use environment with commercial and business establishments, including medical offices like Suite 210, situated within a planned community known for its residential areas and proximity to major roadways like the Palmetto Expressway (SR 826). This location is within the 31st municipality of Miami-Dade County, which was incorporated in 2000 and serves a population of approximately 30,000 residents and supports over 1,700 businesses. The area's features include its relatively new development, a diverse and Hispanic-majority demographic, and its location in the northwest part of Miami-Dade County, bordering Hialeah and Miami Gardens.

ALLEGATION OF CONTROL

The school is owned and controlled by the Advance Science Institute Inc., a Florida corporation founded in 1997, with corporate offices located at 15485 Eagle Nest Lane, Suite 210, Miami Lakes, FL 33014. The corporation does business as “Advance Science International College” and “ASICCollege” and possesses both trade mark rights registered in the State of Florida. The school directs its continued attention towards ensuring that all advertising, promotional materials, statements, and claims are truthful and accurate with respect to the school, its locations, and its training. Additionally, the school's documentation references Advance Science International College or the corporation's name Advance Science Institute Inc. as applicable.

CORPORATIVE CURRENT OFFICERS

Current officers of the corporation Advance Science Institute, Inc. are Mr. Pablo J. Perez, President; and Ms. Olga Perez, Vice-President.

COLLEGE FACILITIES AND EQUIPMENT

Advanced Science International College is a private postsecondary college with physical resources that ensure the achievement of the end-of-program student learning outcomes and program outcomes, and meet the needs of the faculty, staff, and students. The college physical facility is central air-conditioned with a main entrance, administrative offices, and a theory classroom and a practice lab. There is an open Learning Resource System with text and reference books, materials and Digital Learning Area supporting students and faculty. The building has adequate and well illuminated parking area, fire escape staircases, safety exit conditions, and central elevator. There are two (2) restrooms in the building's second floor and two (2) more in the first floor with handicapped capabilities ready to be used by the students from morning to evening sessions. Smoking is not allowed on campus.

ACCREDITATION

Advance Science International College is institutionally accredited by the Accrediting Commission of Career Schools and Colleges (www.ACCSC.org).

COLLEGE HOURS OF OPERATION

The college operates Monday to Friday from 9:00 a.m. to 10:00 p.m. Program class hours can be scheduled in three (3) daily sessions. Each session is subdivided into four (4) classes of fifty (50) contact minutes and ten (10) minutes breaks.

Class Session	Teaching Time Periods	
Morning session	9:00 a.m. to 9:50 a.m.	Class (1)
	9:50 a.m. to 10:00 a.m.	Break
	10:00 a.m. to 10:50 a.m.	Class (2)
	10:50 a.m. to 11:10 a.m.	Long Break
	11:10 a.m. to 12:00 p.m.	Class (3)
	12:00 p.m. to 12:10 p.m.	Break
	12:10 a.m. to 1:00 p.m.	Class (4)
Afternoon session	2:00 p.m. to 2:50 p.m.	Class (1)
	2:50 p.m. to 3:00 p.m.	Break
	3:00 p.m. to 3:50 p.m.	Class (2)
	3:50 p.m. to 4:10 p.m.	Long Break
	4:10 p.m. to 5:00 p.m.	Class (3)
	5:00 p.m. to 5:10 p.m.	Break
	5:10 p.m. to 6:00 p.m.	Class (4)
Evening session	6:00 p.m. to 6:50 p.m.	Class (1)
	6:50 p.m. to 7:00 p.m.	Break
	7:00 p.m. to 7:50 p.m.	Class (2)
	7:50 p.m. to 8:10 p.m.	Long Break
	8:10 p.m. to 9:00 p.m.	Class (3)
	9:00 p.m. to 9:10 p.m.	Break
	9:10 p.m. to 10:00 p.m.	Class (4)

However, Saturdays may also be scheduled for classes from 9:00 a.m. to 1:00 p.m. Additionally, other educational activities as health fairs, community voluntary work, etc., may be scheduled on campus for the student attendance.

HOLIDAYS AND VACATION DAYS

Every calendar year, the college observes the following holidays and vacation breaks:

- Martin Luther King Day
- President's Day
- Memorial Day
- Independence Day
- Juneteenth Day
- Labor Day
- Columbus Day
- Veterans Day
- Thanksgiving
- Two (2) weeks Break in December

MAX NUMBER OF STUDENTS IN CLASSROOM SETTING

For all the school programs offered to the public the maximum number of students in classroom setting is sixteen (16). The maximum number of students in any laboratory setting of an Integrated Lecture/Lab course is eight (8). This allows efficient student attention and individualized instruction by a faculty member.

STUDENTS CONDUCT

Students must conduct themselves at all times with proper decorum, respect and attention to the instructors and classmates, and in a manner that will enable the college to advocate them to prospective employers as professionals. Therefore:

1. Students must look professional in their program: that is courteous, considerate, and well-mannered.
2. Students will come to class on time and must remain in their classroom for the entire class session.
3. Students must observe the class breaks within the designated time frame of ten (10) minutes per every fifty (50) minutes of lecture. Students must return after break promptly because degree classes are above and beyond technical ones.
4. The student must follow all campus safety rules.
5. Students (both sex) with long hair must wear hair bands in the laboratories and clinical sites.
6. Students must follow the attire code while they are on college campus and during all college activities such as clinical rotations, workshops, health fair, etc.
7. Guests and visitors will not sit in any classrooms, laboratories, or Learning Resource System (LRS) offices while class instruction is going on.
8. Under no circumstances are children to be allowed in classrooms, laboratories, or the LRS during regular class times.
9. Eating and drinking are not permitted in classrooms, laboratories, or the LRS.
10. Smoking is permitted outdoors only.
11. No alcohol or drugs are permitted on college grounds. Failure to comply will result in student expulsion from program.
12. Serious disturbances of order on college campus will lead to suspension and/or expulsion.
13. Respect for personal and college property, and a sense of responsibility about their own security and the security of others, is expected of all students at all times.
14. Students shall support college procedures, to comply with the *Clerly Act*, for gathering statistics for any reported crimes based on where the crimes occurred, to whom the crimes were reported, the types of crimes that were reported, and the year in which the crimes were reported.
15. Under the 2020 Title IX, prohibited student behaviors are forms of sex-based discrimination, including sexual harassment, sexual violence, dating and domestic violence, stalking, and gender-based harassment.

- **Sexual Harassment:** Any unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, or other verbal, nonverbal, or physical conduct of a sexual nature.
- **Sexual Violence:** Physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent.
- **Dating Violence:** Violence that occurs between individuals in a close relationship.
- **Domestic Violence:** Violence that occurs within a family or household relationship.
- **Stalking:** Repeated and unwanted contact, threats, or other behavior that causes a person to feel fearful or threatened.
- **Gender-Based Harassment:** Sex-based verbal, nonverbal, or physical harassment that does not involve sexual conduct but is intimidating, hostile, or offensive. This can include bullying or derogatory comments based on sex or gender stereotypes.

Examples of Violations of Student Conduct Policy

- No responding the software practice assignments to maintain a high fitness licensing landscape.
- No respecting their commitment to protect people by advocating to preparation excellency during classes.
- Renouncing to their social compromise toward supporting their degree classmates by abandoning their dedication to progress during classes.
- Destroying or damaging college campus property.
- Use of any illegal drugs or alcohol while on college campus, or attending classes or any educational activities under the influence of illegal drugs or alcohol.
- Cheating on program examination or evaluation activities.
- Engaging in any unlawful or improper actions or events.
- Exhibiting violence, insubordination, or inappropriate language toward any college staff or another college student.
- Committing any acts of violence or making threats to any other student or the college personnel.
- Using on Campus cell phones, pagers, or other electronic devices including computers for non-college related activities.
- Coming repeatedly late to classes late or leaving classes early without prior notification for cause.
- Bringing children to classes, laboratories, or LRS offices while instruction is going on.
- Attempting to attend externship clinical sites outside the scheduled participation times, or outside the supervision of the college Instructor in charge.
- Failure to comply with requests from externship instructors and center's managers.
- Bringing any fire weapons, concealed or otherwise, to college premises or clinical rotation sites.
- Creating chat lines, web pages or other documents used to attack or ridicule other students, staff, faculty, or the College itself.

- Misuse of any College electronic equipment, copiers, faxes, e-mail accounts, internet services, for viewing or sending obscene material.
- Harassing or attacking any individual verbally by e-mail or social media.
- Any violation of copyright regulations.
- Verbal: Sexually suggestive jokes, whistling, catcalling, or making derogatory comments based on someone's gender.
- Non-Verbal: Sexually suggestive gestures or the circulation of inappropriate or explicit materials (texts, pictures, videos).
- Physical: Unwanted touching, assault, or any non-consensual sexual contact.
- Cyberbullying: Using electronic platforms to harass or bully someone based on their sex or gender.

Students in violation of any college policy during classes, outside of classes activities, licensing preparation, externship or clinical rotation classes, will be excused immediately from the activity, and will have their violations reviewed by the proper Division Chair Person which will determine whether the student ought to be subject to any disciplinary procedures. If such disciplinary action results in the student being terminated from enrollment, the student's recourse is to submit a written appeal to the College Director demonstrating why the student believes the termination is unwarranted. After a proper investigation is conducted a final decision will be provided to the student in writing.

NO VISITORS ALLOWED IN CLASSES

General visitors, including children, are not allowed in classrooms, labs, and LRS facilities because instructors and students may be distracted from the teaching/learning process. Also, children safety considerations must be taken into account, because campus activities are designed to attend an adult community and are not organized to covering intellectually the safety of young children.

DRUG, FIREARMS AND ALCOHOL POLICY

Advance Science International College fully endorses the government's efforts to discourage the possession, use or distribution of illicit drugs and all other controlled substances. Hence that college maintains a zero tolerance for substance abuse. Possession, use or distribution of any type of drugs is strictly prohibited anywhere on college campus premises. Firearms, drugs, alcoholic beverages and weapons are also strictly prohibited. Failure to abide by this college policy will result in the immediate dismissal of the student attendance and appliance of collection procedures. Anyone needing confidential assistance or more information may contact the College Director.

STUDENT ATTIRE

Since the primary purpose of this institution is to prepare the student for future employment in the Health Care industry, students are required to be neat and clean in appearance while attending classes. Items of dress which are objectionable in the area of health and safety or items that may create classroom disturbances are prohibited. Students are required to wear medical uniforms, perhaps the most noticeable item in their general appearance. Any student not observing properly the uniform dressing code will have an advising session with the Division Chair Person. If the problem persists the student may be dismissed from the program.

CHANGES OR CANCELATION OF SEMESTER START DATE

Although the school is committed to a continuity of training without interruptions, the school reserves the right to postpone or even to cancel a semester start date. Certain courses may on occasion vary in availability due to insufficient enrollment levels, availability of medical centers or facilities for conducting clinical rotations, natural disasters, pandemics, hurricanes, or other unexpected restrictions out of the school power and control, that may not warrant the commencement of a semester classes. Under these circumstances the students may experience certain delays in beginning or completing their particular program of enrollment. Additionally, the refund policy described in this Catalog does not change and is an alternative option for the student.

NATURE AND EXTENT OF CHANGES IN PROGRAMS

The college reserves the right to change or modify the program courses contents, equipment, staff or materials, classes and/or preparation training software and the examination contents and context as it deems necessary. Such changes may be required to keep pace with technological advances, regulations, Florida Statutes mandates, besides improving teaching methods or procedures. No possible program change will neither diminish the competence, competency, nor the content of any curricula, nor shall result in any additional financial charges to the student. All text books, materials, and supplies necessary for the completion of any college program change are the complete responsibility of the student. Students are expected to be familiar with the information published in this Catalog and in its signed Enrollment Contract.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

1. Students and parents of dependent students have the right to:
 - Inspect and review student education records.

- Give prior consent to the disclosure of personally identifiable information.
- Request an amendment to the student records.
- Request a hearing (if the request for an amendment is denied) to challenge the contents of the educational record, on the grounds that the records are inaccurate, misleading or violate the rights of the student.
- Place a statement regarding contested information in the record indicating the nature of the disagreement.

2. Parents of a student must make a request in writing to review educational records.

3. Records will be made available in the appropriate institutional office with an appointment. No personally identifiable information will be released to a third party without the written consent from the parent or the student unless it is intended for:

- Officials of other schools where the student seeks or intends to enroll.
- Representatives of the comptroller general of the United States.
- The secretary of education.
- The Florida State or local education authorities.
- State officials if required by state statutes.
- Organizations conducting studies for educational agencies
- Accrediting agency to perform accrediting functions.
- Parents of a dependent student.
- Comply with a judicial order of subpoena.
- Meeting a health or safety emergency.
- An alleged victim of a crime of violence regarding the results of disciplinary proceeding against the alleged perpetrator of the crime.

4. All disclosures of information will be recorded in the file and will include the parties receiving information and the legitimate interest of the parties for the inspection of the student's records.

5. Personally, identifiable information which is designated as directory information includes students name, address, telephone listing, place and date of birth, major field of study, participation in officially recognized activities, diplomas and awards received and the most recent previous educational agency or institution attended by the student.

EQUAL OPPORTUNITY STATEMENT

All college students and employees are entitled to study and work in an atmosphere free from illegal discrimination. Therefore, Advanced Science College encourages registrations from qualified applicants without regard to sex, physical handicap, cultural, racial, religious, ethnic background or association. The college is an equal opportunity employer, prohibiting discrimination against students and employees on the basis of their race, color, creed, age, disability, gender, religion, marital status, or natural origin, to the extent of the law.

LIMITATIONS DUE TO A CRIMINAL RECORD

Ensuring student success is of Paramount importance to Advance Science International College. Generally, individuals who have been found guilty of a felony, or pleaded guilty of a felony, might not eligible to take licensing examinations by the State of Florida regulatory agencies. Hospitals and medical facilities hiring the college graduates will have that type of question on their job application as well. The fact is that each specific medical facility decides what crime they **will or will not accept** and to what degree the crime is. Regardless of the college understanding and support offered to its served community since 1998, the fact is that individual with criminal records would never be authorized by Hospitals and medical centers to participate in clinical rotation classes at their premises; might not ever be approved by the Florida Board of Nursing or Florida Board of Radiation for becoming certified; and wouldn't ever benefit by reaching a working position in the Health Industry related to the college field of training. Consequently, the college had no option but to deny enrollment to convicted persons.

Additionally, hospitals require that a Level 2 Background check must be repeated by the student every semester and negative results are always expected. Any student having positive results in the use or abuse of drugs or alcohol, during any given semester, will be banned to participate in clinical site facilities. Hence the clinical rotations classes, necessary for program graduation, will not be completed. As a direct consequence the student will be terminated from his college program. Financial collection actions might apply.

HAZING PROHIBITED IN COMPLIANCE WITH F.S. 1006.63

The College, as a nonpublic postsecondary educational institution, has adopted written anti-hazing policy and under such policy has rules prohibiting students or other persons associated with any student organization from engaging in hazing. The College Director is the responsible authority for the sanctioning of such any violations. According to F.S. 1006.63, "hazing" means any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student for purposes including, but not limited to, initiation or admission into or affiliation with any organization operating under the sanction of a postsecondary institution. "Hazing" includes, but is not limited to:

- Pressuring or coercing the student into violating state or federal law;
- Any brutality of a physical nature, such as whipping, beating, branding, exposure to the elements, forced consumption of any food, liquor, drug, or other substance, or other forced physical activity that could adversely affect the physical health or safety of the student, and also;
- Any activity that would subject the student to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct that could result in extreme embarrassment, or other forced activity that could adversely affect the mental health or dignity of the student.

DISCLOSURE OF CAMPUS SECURITY AND CRIME STATISTICS

By October 1st of each year, the school posts in its website an Annual Security Report that includes crime statistics for the previous three (3) years and information on campus security policies. This allows students to make informed decisions about their safety when choosing a school.

TITLE IX COORDINATORS ON THE SCHOOL WEBSITE

The school posts at asicollege.edu layman information about how Title IX prohibits discrimination on the basis of sex in education programs or activities by recipients of federal financial assistance. Specifically, the Title IX regulations require the school to designate a Title IX coordinator, adopt and disseminate a nondiscrimination policy, and put grievance procedures in place to address complaints of discrimination on the basis of sex in educational programs and activities. This information is posted at asicollege.edu

EMERGENCY PREPAREDNESS PLAN STATEMENT

The School is committed to ensuring a safe educational and work environment for all its employees, students, and visitors. The school has prepared an Emergency Preparedness Plan (EPP) to ensure the most effective response possible for the protection of students, employees, and visitors during emergency events that may occur. The purpose of the school's EPP is to determine roles and responsibilities for establishing emergency readiness and response to hazards that may affect the College campus. An electronic copy of the School's written emergency preparedness plan is accessible at the school website asicollege.edu.

ADMISSIONS POLICIES AND PROCEDURES

ADMISSIONS GENERAL REQUIREMENTS

The College neither denies admission nor discriminates against any applicants, or students enrolled at the college, on the basis of race, religion, color, gender, sexual orientation, genetic information, age, disability, or national origin.

The College is responsible before its students, visitors, prospective students, and the community served for the actions and representations of what its admissions representatives say and do. The college admission administrators, staff and personnel **do not conduct** any type of recruiting activities whatsoever. Accordingly, the college's admissions department:

1. Conduct the complete admission's application process on Campus, at the Admissions Office, with admissions trained employees⁴ in charge, and who will clearly identify themselves at all times to visitors and prospective students.
2. Uses advertising and promotional materials that are accurate, not misleading, and approved by the College Director in advance.
3. Do not make false, exaggerated, or misleading statements about the college, its personnel, its training, its services, or its accredited status.
4. Do not make any explicit or implicit promises of employment or salary prospects to anybody.
5. Describes to visitors and applicants the college programs offered fully and accurately and follow practices that permit prospective students to make informed and considered enrollment decisions without undue pressure.
6. Do not execute any form of student recruiting or advertising practice that unduly induces applicants to enroll.
7. Provides visitors and applicants with an electronic copy of the college catalog.
8. Provide the applicant with a receipt for any money paid during the admissions procedures.

On the other hand, the admission staff:

1. Are not involved in signing and accepting the enrollment agreement contract.
2. Do not complete application forms for financial aid.

By the clear and present actions of the admissions personnel the prospective student will understand that all schools are valuable and that the darkness imposed by ignorance, spoiling our world, is too much to endure. Therefore, admissions personnel **do not discredit** any other schools by falsely imputing to them dishonorable conduct, inability to perform contracts, or questionable credit standing; **do not make** any false representations or falsely disparaging the character, nature, quality, value, or scope of their program of instruction or services; and **will not** ever demean students from other schools, colleges, or universities.

ADMISSION PROCEDURES PRIOR TO ENROLLMENT

It is the responsibility of the school to make a determination that an applicant meets the school's admissions criteria prior to enrollment in any of the degree programs offered to the public, in the fields of nursing and radiologic technology, as a means to ensure that the student can perform the level of work required by the specific program curricula of choice. According to its ACCSC⁵ standards "prior to enrollment" means prior to the acceptance of the student through the full execution of the enrollment agreement (e.g., signed by the accepting college official) and before allowing a student to start classes. The fundamental rationale is that admissions criteria are a key and front-line indicator of a potential student's ability to be successful in a degree program and, as such, the school should not admit students to any program of study until the prospective student can show that those qualifications have been met.

Criminal Records Affecting Potential of the Student Success

Beyond the college dedication to serve students, adult workers, and the community educational needs, there are regulations that severely impeded convicted persons or those reported with drug and alcohol abuse problems to work in health care fields. As a matter of fact:

- Florida State agencies licensing health industry professionals require the submission of a **Level 2 FBI Background Check** screening for positions that involve significant levels of trust or responsibility, involving working with children, adult, elderly persons, or vulnerable population.
- Upon graduation when applying for a Registered Nurse (RN) licensure with the Florida Board of Nursing (FBON), or when applying for a Radiologic Technology (RT), ARRT licensure with Florida Department of Health (DOH), the school graduate must submit a **Level 2 FBI Background Check**, with each licensing application package. This type of background checks which will

⁴ In compliance with Florida CIE requirement the school trains every year "Staff Members Who Participate In The Admissions Of Prospective Students."

⁵ Accrediting Commission of Career Schools and Colleges. ACCSC.org

pull up any offense, whether in the Florida State or elsewhere in the United States. If a **Level 2 FBI Background Check** returns conviction data in any of the 435.04(1), F.S. categories, the Florida BON and DOH regulatory agencies might and will not concede registration for any licensing examination required by such graduate.

➤ Contracted Hospitals, entitled to increasing their security rules according to their corporate directives indicate, as responsibilities of the school, that all students, faculty, employees, agents and representatives of the school while on Hospital premises during clinical rotation classes (defined as program participants) shall be accountable to the Hospital's Administrator. This means that Advance Science International College has to comply with the center's administrator's instructions of each participant having a **clean Level 2 FBI Background Check**, besides having no reports of drug or alcohol abuse, or risk its Affiliation Agreement terminated and the sure suspension of any future participation in the Hospital premises of other degree students.

Consequently, regardless of the college profound understanding and support offered to its served community since 1998, to allowing the enrollment of a person with a conviction record, or without a clear record related to drugs or alcohol abuse, is beyond the college control and power.

APPLICATION FOR ADMISSION

An application for admission is a voluntary action by part of an applicant who wishes to be accepted, as a student, in one of the school's academic degree programs offered to the public. The notion that colleges share information about applicants and take into consideration where else they have applied is simply not true. So, prior to a particular semester start date all the applications for admission are reviewed and evaluated, by college officers trained in admissions matters, on the applicant own merits, and in comparison, to the other applicants. The application for admissions procedure is as follows:

1. An admissions representative gives an electronic copy of the college catalog to the visitor. Based in the catalog information an admissions representative will conference the visitor to understand his interests in relation to the college educational goals.
2. Based on the visitor's program of interest, the admissions representative will describe:
 - a. The program objectives and its relation to the institution's purpose;
 - b. The organized sequence of the program leading to the attaining of competence in the respective area of field of study;
 - c. The program scholastic requirements;
 - d. The Program fees, tuition, and classes on campus;
 - e. Employment and additional careers opportunities;
 - f. The Florida State pre-licensure characteristics of the program;
 - g. The number of academic years of the programs;
 - h. The academic calendar;
 - i. Student services offered by the school; and
 - j. How the completion of the program will make the graduate eligible to take the licensing examination.
3. The visitor is informed that to be admitted as a first year student of the College, an applicant must have earned at least a high school diploma or recognized equivalency certificate prior to starting class. Any foreign credentials and transcripts documentation presented during the admissions procedures must be translated to English by the ATA⁶ Certified Translation services.
4. The visitor is also informed that the school may use in-house examination, at no cost for the applicant, to assess whether an applicant have the potential to benefit from the training provided by the undergraduate degree-programs offered to the public. The admissions office will handle the scheduling and logistics of the assessment examination. The expected approval score of the school assessment examination is a minimum overall score of 55%.
5. The visitor is made aware that all applicants have to be first admitted to the college as a student, and must complete a set of General Education (GENED) courses before applying for the major courses of any of the school's undergraduate degree programs.
6. The visitor is made aware that after being accepted as a college student but preceding the commencement of any degree major courses, to enroll in a College's degree program the student must:
 - (1) Complete the General Education courses;
 - (2) Apply for the Radiologic Technology Associate of for the Science, or the Bachelor of Science in Nursing (BSN) program major respectively;
 - (2) Must take and pass a Programmatic Entrance Examination⁷; and
 - (3) Must be endorsed by the College Undergraduate Committee.

⁶ American Translators Association.

⁷ The Mometrix Test Preparation. Kaplan Nursing 2023-2024.

7. Once it is determined that the visitor will benefit from the undergraduate program of choice, the admissions representative will describe all the required supporting documentation needed for commencing the admission process on a second visit to Campus, scheduled at the convenience of the visitor. This additional added time will allow the person to make an informed and measured enrollment decision without undue pressure.
8. When the visitor returns, the person must complete and sign a Preliminary College Application (PRSA), submit all the required supporting documentation, and pay a non-refundable application fee of \$150. At the admissions decision, the visitor may be scheduled to participate, on campus, in an additional entrance examination at a given date. When filling up the PRSA form the applicant must:
 - a. Submit Up-to-date Addressing Information.
 - b. Specify the college program of interest
 - c. If applicable declare and detail any Non-Seeking Degree student intentions
 - d. Bring originals (to be copied) of:
 - ❖ High School Diploma; or
 - ❖ High School Transcript; or
 - ❖ General Equivalency Diploma (GED); or
 - ❖ College Credential; or
 - ❖ College Transcripts; or
 - ❖ Other High School level document and detail.

Note: All foreign education documentation must be ATA translated-certified demonstrating equivalency to U.S. education documentation.

- e. Shall present to be copied:

- ❖ Driver License
- ❖ Social Security Card

U.S. Residency/Legal U.S. residency documentation may be requested.

- f. Declare any postsecondary degree credential.
- g. Declare any previous working experience in the college fields of training.
- h. Declare whether he/she has been found GUILTY OF A FELONY, or PLEADED GUILTY OF A FELONY.
- i. Declare whether ever been arrested by Driving Under the Influence (DUI).
- j. Declare petition of a Level 2 FBI Background Check.
- k. Declare about taken an independent Drug Test.
- l. Sign Substance Abuse Policy Student Statement (SAPAS) Form.
- m. Corroborate payment of \$150 application fee and stamp receipt number.
- n. Authorize college staff to contact him in multiple cases.
- o. Sign and date the PRSA form.

According to the college cancellation policies, applicants who have not visited the college prior to enrollment will have the opportunity to withdraw without penalties within three (3) business days following either a scheduled Orientation Meeting or following a tour of the college facilities.

9. School Receiving Applicant's Level 2 FBI Background

Florida state agencies licensing health industry professionals require the submission of Level 2 FBI Background Check screening for positions that involve significant levels of trust or responsibility, that involve working with children, elderly persons, or other vulnerable populations. The Florida Statutes section 435.04(1), F.S provides a list of disqualifying offenses, including sexual misconduct, kidnapping, murder, manslaughter, incest, fraudulent sale of controlled substances, relating to drug abuse prevention and control and virtually any charge involving minors or the elderly. For instance, nursing graduates applying for Registered Nurse (RN) licensure with the Florida Board of Nursing (FBON) must submit a Level 2 FBI Background Check, with each licensing application package which will pull up any offense, whether in Florida or elsewhere in the United States.

Licensing applicants are also requested to use an external service provider to have their fingerprints submitted electronically to the Florida Department of Law Enforcement (FDLE) for conducting a search for any Florida and national criminal history records that may pertain to applicant. The results will be returned to the Care Provider Background Screening Clearinghouse (Clearinghouse) and made available to the Department for consideration during the licensure process. Live Scan fingerprints

submitted by the applicant will be retained by FDLE and the Clearinghouse. If a Level 2 FBI Background Check returns conviction data in any of the 435.04(1), F.S. categories, the Florida Board of Nursing and the Florida Department of Health might not concede registration for licensing through the NCLEX-RN²⁰ or the ARRT²¹ examinations respectively.

Additionally, Hospitals Directors of Education and administrators will not authorize students to participate in the Nursing or Radiologic clinical rotations at their centers, without submitting a clean “Level 2 FBI Background Check” every semester the student participates. Even without a delinquent conclusion, just an adverse Driving Under the Influence (DUI)²² event reported separately from alcohol or drug abuse can result in the no authorization for a college student to participate in hospitals and medical centers facilities. A DUI involvement of any hospital employee is today cause of job termination of the employee even without a guilty verdict. Although the college’s students are not hospital employees whatsoever the rule applies to all personnel authorized to participate in the hospitals sites.

10. School Receiving Applicant’s Ten Panel Drug Test

The college has adopted and implemented a drug prevention policy for all students. Our approach is to educate them about substance abuse in a variety of ways, to set a clear and firm policy regarding the possession and/or use of illegal drugs, alcoholic beverages, mood-altering substances, prescription and non-prescription drugs, or drug-related paraphernalia, and to impose severe consequences for violations of this policy. The college seeks the cooperation of parents and students, as well as that of every segment of our community, in our endeavor to keep any of our students from using any influencing hazardous substances, which may jeopardize their own lives and working future style, as well as the lives of their classmates or any members of the community.

11. Once the entire admission requirements are met the applicant will be referenced to the Financial Department for exploring the applicant financial qualifications and the generation of a financial ledger.

SIGNATURE OF ENROLLMENT CONTRACT

The applicant and a College authorized college official (with **Representation on Authority of Parties/Signatories**) must both sign an Enrollment Contract to become a college student. Please note that neither the Admissions nor the Financial officers can participate in the signature of the Enrollment Contract. The school enrollment is the contractual relationship and a legal agreement between a school and the student. The school’s enrollment contract sets forth the terms of the agreement, the outline payment terms, require students and/or parents to adhere to school rules, and require “student cooperation” by maintaining a “positive, collaborative and constructive relationship” with the school. The official signature of the Enrollment Contract concludes the admission procedures.

REENTRY

Any returning student who has been out of the college for two (2) semesters will be classified as a reentry case. The former student must complete a new enrollment agreement, must follow the complete admissions procedures and will be subject to the program requirements, tuition, fees, and college regulations effective at the time of the re-entry.

FINANCIAL AID INFORMATION TO STUDENTS

TUITION AND FEES

Program's tuition may be subject to change, without prior notification, from one semester start to the other. Tuition charges do not include admissions fees, textbooks and supplies, drug tests, preparatory licensing tests, etc. Once an Enrollment Contract is signed by the student and an authorized school representative, the contracted program tuition will remain the same for the duration of the program.

HOLDING RELEASE OF DEGREE CREDENTIAL AND TRANSCRIPTS

1. A student who is delinquent in the contracted financial obligations won't be issued a degree credential, or a transcript, or any other evidence of course completion.
2. Any amount owed to the college by a student upon completion or withdrawal of a contracted program must be paid in full before a student's credential, or official transcript can be processed and released. Any non-financial outstanding holds on a student's account also must be resolved before a credential or official transcript can be released.
3. If a student's balance is not paid in full at the time scheduled to graduate, the student will not receive either final transcripts or credential until final payment is made.
4. When a student pays an account balance with a check, or electronic payment, all final submission of documentation will be held until the payment clears.

COLLEGE PARTICIPATION IN TITLE IV FUNDS PROGRAMS

Advance Science International College is approved by the Department of Education to participate in the Federal Student Financial Assistance Programs. Our college integrity, the rigorous enforcement of our ACCSC standards, and the college compliance with the student financial aid programs guarantees that Advance Science International College: does not misrepresent information of its programs, nor the costs and the outcomes of our programs, and does not perform any form of student recruiting or advertising practice that unduly induces students to apply for financial aid in the institution.

FINANCIAL AID ASSISTANCE FOR THOSE WHO QUALIFY

Advance Science International College is committed to assisting its students in meeting college expenses through federal aid, if the student qualifies, and/or other methods such as loans or deferred payment plans. Federal Student Aid is financial help for eligible students to pay for educational expenses when the student is enrolled in an eligible program. There are three categories of federal student aid: grants, work-study and loans. Although Advance Science International College assists its qualified students in obtaining this type of financial assistance the college personnel do not override the student responsibilities to complete applications for financial assistance.

Financial Aid Eligibility

Financial aid eligibility begins with an assessment of a family's ability to contribute to the cost of education. To be considered for federal student aid (for those who qualify), the student must complete a FAFSA form, which collects financial, and other information used to calculate the Expected Family Contribution and to confirm eligibility through computer matches with other agencies. Based on information provided on the FAFSA, an expected family contribution is calculated. This amount determines eligibility for financial aid. Financial Aid Office personnel will review the results of the analysis and make appropriate awards. FAO will explain to the applicant all the procedure in detail. No fee will be charged for processing the FAFSA form. In determining eligibility, students may be asked to provide additional documents such as high college diploma, federal tax forms, untaxed income verification, etc.

FAFSA on the Web

Students can use FAFSA on the Web at www.fafsa.ed.gov to complete an application online and submit it directly to the Central Processing System. Students can also correct any of their previously submitted data except for social security number and date of birth. There is a great deal of online help, and students can also call 1-800-4-FED-AID.

FAFSA Verification Procedures

Advance Science International College adheres to the provisions of the law and regulations. Our integrity, enforcement of our ACCSC standards, and compliance with the student financial aid programs guarantees that the school: does not misrepresent information of its educational programs, nor the costs and the outcomes of our programs, and does not perform any form of student recruiting or advertising practice that unduly induces students to apply for financial aid in our institution. Unequivocally according to 34 CFR 668, Subpart E the college has written policies and procedures on verification issues. In the even that a student might make significant errors in their application, the college has procedures for verifying the reported information. The law includes a verification process as part of the FSA program requirements. The Department of Education only requires that a portion of the FAFSA student files at our college be verified, as selected by the Central Processing System. However, the college also has the authority to verify students additionally.

Application for Financial Assistance

1. Get free information and help from a Financial Aid officer.
2. Get a Federal Student Aid PIN, a personal identification number. A PIN lets you apply, “sign” your online Free Application for Federal Student Aid (FAFSA). Go to www.pin.ed.gov to get one.
3. Collect the documents needed to apply, including income tax returns and w-2 forms (and other records of income). A full list of what you need is at www.fafsa.ed.gov.
4. Complete the FAFSA between January 1st, and June 30th. Apply as soon as possible after Jan. 1st to meet state aid deadlines. Advance Science International College Federal Code: **037573**. Apply online by going to www.fafsa.ed.gov.
5. ED will send you your Student Aid Report (SAR) that is the result of your FAFSA. Review your SAR and bring the information to the Financial Aid Department.
6. The Financial Aid Department might request additional information from you. Be sure to respond by any deadlines, or you might not receive federal student aid.
7. All applicants must contact the Financial Aid office if you have any questions about the aid being offered.

QUALIFICATIONS

In order to qualify for federal financial aid, students must:

- Have a high college diploma; or GED diploma; or technical certificate or degree credential above high school. All equivalent to or above HS educational documentation from foreign schools, colleges, and universities need to be evaluated by at least a Florida Certified translator evaluator. For Admission Requirements to be met, the evaluation results must be the equivalent or above graduating from an accredited high college in the United States.
- Be enrolled as a full-time student in an eligible college program of study.
- Demonstrate good academic standing through HESI examination.
- Demonstrate financial need.
- Be a U.S. citizen, or eligible non-citizen.
- Certify compliance with Selective Service Registration requirements.
- Not to be in default or owe a refund to any Title IV program.
- Make satisfactory academic progress toward completion of the program.
- Register (if you haven't already) with the Selective Service, if you're a male between the ages of 18 and 25.

LOANS

On May 10, 2017, the U.S. Treasury's 10-year Treasury note auction resulted in an increase in interest rates for federal student loans disbursed on or after July 1, 2017. The interest rates will be fixed for the life of the loan. Since 2013, interest rates on federal student loans have been set annually according to the 10-year Treasury note rate, plus a fixed percentage that differs by loan type (e.g., subsidized Stafford, unsubsidized Stafford, PLUS). Interest rates for loans first disbursed on or after July 1, 2017, along with a comparison of the last two years, are as follows:

Student loans, unlike grants and work-study are borrowed money that must be repaid, with interest. You cannot have these loans canceled because you did not like the education you received, did not get a job in your field of study or because you are having financial difficulty. Loans are legal obligations, so before you take out a student loan, think about the amount you need and do not request more than you need for your education. Your Federal Student Loans: “Learn the Basics and Manage Your Debt” can help you learn more about federal student loan debt. www.FederalStudentAid.ed.gov

FEDERAL PELL GRANT PROGRAM

A Pell Grant is an entitlement program designed to assist undergraduates in paying for their education.

1. The U.S. Department of Education evaluates applications.
2. The Department of Education uses a standard formula in their evaluation, which guarantees equal treatment for all applicants, but it also means that, except for a few specific cases, there are no exceptions made for unique financial circumstances of students or their families. The formula used to determine the Estimated Family Contribution (EFC) is too long to be included in this catalog. However, a pamphlet that describes the formula in detail can be obtained by writing to Federal Student Aid, P.O. Box 84, Washington, DC, 20044.
3. Demonstrate financial need. The Department of Education mails an Institutional Student Information Record (ISIR) directly to the student, which the student submits to the school, even if there is no award.
4. Be a high college graduate or hold a GED diploma. The amount of the award is determined by the Estimated Family Contribution (EFC), which is reported in the ISIR.

Recipient of Baccalaureate or Professional Degree Ineligible for Pell

According to Eligibility for Specific FSA Programs a student who has earned a baccalaureate degree or a first professional degree cannot receive a Pell Grant. Any student with a baccalaureate or professional degree is ineligible even if the degree is from an unaccredited college or is not recognized by the school. Similarly, a student with a baccalaureate or professional degree from a foreign college usually isn't eligible for a Pell Grant. But because a foreign degree often won't translate neatly into the American classification, the college must judge whether it equates to a U.S. bachelor's degree. Therefore, these types of professional applicants must furnish degree transcripts (at least Florida officially certified) for academic analysis by the proper Academic Division. Documents supporting such a conclusion may include information about the type of college the student attended and total years of education leading to the degree. On the other hand, once the applicant provides written certified translated documentation that the foreign degree is not equivalent to a bachelor's degree awarded in the United States, the college shall determine that applicant does not have a bachelor's degree.

FEDERAL SUPPLEMENTAL EDUCATION OPPORTUNITY GRANT

Federal Supplemental Education Opportunity Grants (FSEOG) is awarded to undergraduate students with exceptional financial need who will also receive Federal Pell Grants during the award year. FSEOG funds are limited and students should apply at the time of admission to the college for these funds. In order to serve the best interests of our students, the college allocates a percentage of these funds for each starting class. First priority for receiving an FSEOG award will be an applicant with the lowest expected family contribution who is also Pell eligible. If all Pell eligible students receive an FSEOG award, the next priority would be students with the lowest expected family contribution who are not Pell eligible.

FINANCIAL AID VERIFICATION

Advance Science International College (ASICollege) has developed the following Policies and Procedures regarding verification of information provided by applicants for Federal Aid under the Title IV Program:

1. Only those students who are selected for verification by the Department of Education will be required to submit supporting documentation.
2. No Pell or Campus Based Funds will be disbursed prior to the completion of verification.
3. The institution prior to the completion of verification will certify a Federal Family Education Student Loan application. However, the student has but 45 days from the time the check arrives to the institution to provide the necessary documentation. If not completed by that time the check will be returned to the lender.
4. For the Federal Pell Grant the student will have until 120 days after his/her last day of attendance or the end of the calendar year, whichever is earlier, to complete verification. However, in the interim the student must have made arrangements with ASICollege for payment of all tuition and fees. After the passage of the aforementioned period, all Financial Aid that might have been due is forfeited.
5. All students will be notified on a timely basis if they have been selected for verification, and the supporting documentation that is required. The institution will use as its reference, the most recent verification guide supplied by the Department of Education. At that time the student will be informed of the time parameters and the consequences of not completing the verification cycle. The institution will notify the student of the result of verification and any other documentation needed. The institution will assist the student in correcting any information that is inaccurate.
6. If the student supplies inaccurate information on any application and refuses to correct it, after being counseled by the institution, ASICollege must refer this case to the Department of Education for resolution. Unless required by the Department of Education, no financial aid will be disbursed to the student.

TRANSFERRING FINANCIAL AID

Financial Aid does not transfer automatically when a student transfers from one college to another. To continue receiving aid at Advance Science International College (ASICollege), the student must check with a Financial Aid officer to find out what programs are available and what steps are necessary. Students who decide to transfer must have the former college send a financial aid transcript to the school. If a transcript is not received the student will have difficulty receiving financial aid.

Transfer students who have a Federal Pell Grant must get a duplicate copy of their Student Aid Report and submit it to the ASIC's Financial Aid Office.

Transfer students who have a Federal Perkins Loan or a Federal Supplemental Educational Opportunity Grant should check with ASIC's Financial Aid Office to find out if funds from these programs are available.

FEDERAL STUDENTAID.GOV NOTIFICATION OF FINANCIAL AWARDS

The student is notified in Studentaid.gov about the financial awards allocated to student account. It is important that the student maintains a proactive verification of this financial information periodically. In case of doubts or discrepancies the student should consult with the school Financial Department.

REESTABLISHING ELIGIBILITY FOR FINANCIAL AID

Students who have been terminated for lack of satisfactory academic progress (2.0) and seek to reestablish their eligibility for financial aid must first successfully complete courses without benefit of financial aid in order to reestablish good academic standing.

DISBURSEMENT PROCEDURES

Awards will be made in accordance with the award letters issued by the Financial Aid Department. Federal Pell Grant or campus base checks will be made payable directly to Advance Science International College in a separate check for each student's account. Financial Aid awards will be disbursed electronically and will be applied to each student's account.

CLASSIFICATION OF STUDENTS OR STATUS

Students are classified in various ways:

By class load

1. Full time (12 credit hours minimum per semester).
2. Half time (6 credit hours minimum per semester).

By program of study

1. Bachelor of Science

Notice: Students receiving full financial aid cannot carry less than six (6) credit hours per semester. Students carrying less than the required minimum number of credits may receive financial aid proportionally.

By legal status

1. Florida residents.
2. Non-Florida residents.

By sponsorship

1. Personal resources.
2. Grant.
3. Loan.

STUDENT RESPONSIBILITIES

Education cost time, money and effort. Because it represents such a big investment, you as a student and as a consumer should carefully evaluate the scholastic program you are considering to enroll in. To help you make a good choice, you should gather information about the school, its academic programs, directors, faculty members, dropout rate, complete costs of education, pro-rata refund policy, student financial responsibility, program completions, placement rate, and any other information you may find helpful in making a wise decision. The enrolled student has the following responsibilities:

- Review all information about the division program of interest before you apply for admission.
- Provide all documentation, verification, corrections, and/or new information requested by the college when submitting the application for enrollment.
- Pay special attention to the enrollment contract and complete it accurately, submitting all required information accordingly with the college requirements, accepting and completing all agreements signed in the enrollment contract.
- Read and understand all forms that you are asked to sign and retain all copies given.
- To know and comply with the college deadlines dates for tuition payment.
- To know and comply with the college refund procedures.

Students must notify the Financial Director in writing if any of the following conditions occur during the program:

- Change of name.
- Change of addressing information.
- Change of financial status.
- Change of division program.
- Student terminating regular attendance to school.

STUDENT CONSUMER RIGHTS

Students have the right to ask Advance Science International College about:

- Its programs, instructors, laboratories and facilities.
- The cost of attending to a college program.

- The refund policies to students who decide to terminate their school's attendance.
- Its payment responsibilities.
- Banks or financial institutions that can be your financial assistance.
- What are the procedures and deadlines for submitting a student registration.
- How the college determines whether a student is making satisfactory progress; and what happens if he is not.
- Any special facilities and services available to the handicapped.

CHECKS

1. The Financial Department may accept personal checks for any amounts due to the college. These checks must be in the exact amount due only.
2. The Financial Department will not accept checks above the amount due, third party checks or checks for cash.
3. State law requires that a service fee be assessed on a check returned unpaid by the bank for any reason. Service fees are based on the amount of the unpaid check. Checks for \$0.01 - \$50.00 are charged a \$25.00 fee; \$50.01 - \$300.00, a \$30.00 fee; \$300.01 - \$800.00, a \$40.00 fee; and a fee of 5% of the amount of the check for all checks greater than \$800.00.
4. Checks returned by the bank can be redeemed only by cash, cashier's checks, or money orders.
5. A personal check will not be accepted to replace a dishonored check.
6. If a check is returned from an on-line payment, returned check fines will also be charged as per the amounts indicated above.
7. Returned checks will be assigned to an agency for collection if not promptly paid.
8. When an account has been assigned, the collection agency fee will be added to the college charges for collection at the current contract rate.
9. Returned checks on student accounts will result in cancellation of classes.
10. The Student Financials Office will not accept any additional check on any student's account which had a previous dishonored check at any time period.

STUDENT LOAN REPAYMENT

Students who receive financial aid payments are subject to repayment rules as outlined by the federal government. Students who withdraw, drop out, or receive all failing grades are required to repay all financial aid funds received. Students who owe a repayment of federal financial aid will be referred to the Cohort Default Rate department for collection.

The college has an obligation to encourage and facilitate repayment of financial obligations, including guaranteed loans used to finance students' education and training. This has a potential impact upon the schools' financial stability and consequently, its educational effectiveness and accredited status. The college will address two major factors affecting student loan repayment: willingness to pay and ability to pay. The college will influence willingness to pay by providing information and advice to the student or its parents; and also, will develop an ability to pay by providing training and skills that enhance the value of their graduates to employers.

REFUND POLICY

Should a student be terminated or cancelled for any reason, all refunds will be made according to the following:

1. Student cancellation of enrollment after the third business day of signing a program's enrollment contract, but before the first day of the program's class attendance, will result in a refund of all monies paid with the exception of the registration fee. Cancellation of the enrollment by the student must be made in person or by certified mail or in writing.
2. The college charges degree tuition to the student per fifteen (15) weeks semesters with a drop/add period of one (1) week⁸ at the beginning of each program's semester date for which the student is financially committed. If a student, with a financially balanced contracted account, withdraws before the end of a semester's first week drop/add period, the student will be refunded that semester's tuition and fees, as well as any funds paid to the college for supplies, books, or equipment for that semester which can be and are returned to the institution.
3. To ensure the refund of any student tuition payment amount unearned by the college there will be a financial tuition computation considering the total tuition payments, made by the withdrawing student, and the tuition cost of the number of class days since the program's start date. The student's termination date to be used in this calculation is the student's Last Date of Attendance (LDA). A differential computation will be made between the tuition amount due by the student at LDA minus the total student tuition's payments made by the student at LDA. Any resulting refund to the student will be made accordingly to the School pro-rata refund policy no later than thirty (30) days from the student's withdrawal or termination date.
4. If a student is withdrawn from a class due to a class cancellation by the school, the student is entitled to a full refund for that semester's class for which the student is financially committed.

⁸ Seven (7) regular days since the start date of each program semester.

Three-Day Cancellation Cooling Off Period

Students are entitled to a full refund of all monies paid if they withdraw within three (3) business days of signing the enrollment contract. This constitutes a cooling off period between the date of signing the contract and the date the contract starts counting for the student.

Other Cancellation Policies

1. Applicants who have not visited the college prior to enrollment will have the opportunity to withdraw without penalty within three business days following either the regularly scheduled orientation procedures or following a tour of the college facilities and inspection of equipment where training and services are provided.
2. All monies paid by an applicant must be refunded if requested within three days after signing an enrollment agreement and making an initial payment. An applicant requesting cancellation more than three days after signing an enrollment agreement and making an initial payment, but prior to entering the school, is entitled to a refund of all monies paid minus a registration fee of 15% of the contract price of the program, but in no event may the college retain more than \$150. A student requesting cancellation more than three (3) days after signing an enrollment contract and making an initial payment, but prior to entering the school, is entitled to a refund of all monies paid less the college application fee.
3. A student requesting cancellation more than three (3) days after signing an enrollment contract and making an initial payment, but prior to entering the school, is entitled to a refund of all monies paid less the school application fee.
4. Students who have not visited the college but a parent or responsible party signed the enrollment contract can withdraw with a full refund within three business days, following either attendance at a regular class, regularly scheduled college orientation section or following a tour of the school's facility.

Return of Title IV Funds (R2T4) When Student Withdraws

The requirements for the treatment of Title IV funds when a student withdraws apply to any college student recipient of Title IV grant or loan funds that ceases all attendance to classes. For purposes of these requirements, a recipient of grant or loan assistance is a student who has actually received Title IV funds or has met the conditions that entitled the student to a late disbursement. This section of the catalog explains how Title IV funds are handled when a student recipient of those funds ceases to be enrolled (100% withdrawal) prior to the end of a semester payment period or period of enrollment. These requirements do not apply to a student who does not actually cease attendance at the school. For instance, when a student reduces his or her course load from 18 credits to 12 credits, the reduction represents a change in enrollment status, not a withdrawal. Therefore, no Return of Title IV (R2T4) funds calculation is required.

When a Student is Considered to Have Withdrawn

The standard terms of the college degree programs are measured in credit hours. A student is considered by the college to have withdrawn, from a payment period or period of enrollment, if the student does not complete all the days in the payment period or period of enrollment that the student was scheduled to complete.

Please note that if the student never actually began attendance for the payment period or period of enrollment, R2T4 does not apply. Likewise, if a student began attendance but was not and could not have been disbursed Title IV grant or loan funds prior to withdrawal, the student is not considered to have been a Title IV recipient and the requirements of R2T4 do not apply.

Pro Rata Schedule

Up through the 60% point in each semester payment period or period of semester enrollment, a pro rata schedule is used to determine the amount of Title IV funds the student has earned at the time of withdrawal. After the 60% point in the semester payment period or period of semester enrollment, a student has earned 100% of the Title IV funds the student was scheduled to receive during the period. For a student who withdraws after the 60% point-in-time, there are no unearned funds. However, the college will still determine whether the student is eligible for a post-withdrawal disbursement (PWD). If the school determines that a student has withdrawn, the student is no longer considered to be enrolled and in attendance. Therefore, the student is no longer eligible for in-college status or an in-college deferment, and the college will report the student as withdrawn in NSLDS Enrollment Reporting. Title IV funds are awarded to a student under the assumption that the student will attend college for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of Title IV funds that the student was originally scheduled to receive. A student begins earning Title IV funds on his or her first day of attendance. Therefore, even if a student withdraws before a school's census date, the college will perform a Return to Title IV (R2T4) calculation using the number of days the student attended.

Order of Return of Title IV Funds

Any refund due to the Federal Pell Grant, Federal Perkins Loan, or FSEOG programs will be made within thirty (30) days of the date the college determines the student is no longer in attendance. Any other refunds including the Federal Family Education/Direct Loan Programs will be made within thirty (30) days of the date the college determines the student is no longer in attendance.

The college will return Title IV funds to the programs from which the student received aid during the payment period or period of enrollment as applicable, in the following order, up to the net amount disbursed from each source:

1. Unsubsidized Direct Loans (other than Direct PLUS Loans).
2. Subsidized Direct Loans.
3. Perkins Loans.
4. Direct Grad PLUS Loan.
5. Direct Parent PLUS Loan.
6. Pell Grants for which a return of Title IV funds is required.
7. FSEOG for which a return of Title IV funds is required.
8. TEACH Grant.
9. Iraq and Afghanistan Service Grant
10. Student.

R2T4 Calculations

If a recipient of Title IV grant or loan funds withdraws from a college after beginning attendance to program, the amount of Title IV grant or loan assistance earned by the student will be determined using **the student last day of attendance to classes**. If the amount disbursed to the student is greater than the amount the student earned, the unearned funds will be returned to the U.S. Department of Education. The college will perform an R2T4 calculation, using the number of days the student attended class, to document the refund of unearned funds.

If a Student Remains Enrolled Only in Non-Title IV-Eligible Courses

The college degree courses are offered in modules per semesters. A student's schedule sometimes includes degree courses the student is taking for credit and for which the student may receive Title IV funds, and courses for which the student may not receive Title IV funds—courses the student is auditing, completing (courses in which he or she previously received an “Incomplete”), or repeating for a second time. If a student ceases attendance (drops or withdraws) from all the student Title IV eligible courses in a semester period of enrollment, the student must be considered a withdrawal for Title IV purposes. The principle is the same for programs offered in modules within terms. For instance:

1. A student is scheduled to attend one course in each of five modules during a semester.
2. The student receives an incomplete in course number two in the second module and, because the student may not progress to course number three until course number two is completed, the student completes the remaining portion of course number two in the third module.
3. While the student is completing the incomplete portion of module number two in the period during which the student was to have been taking the third module, the student is not considered to be enrolled in the course for Title IV purposes, so attendance of just that course does not count as attendance for purposes of the R2T4 requirements.
4. Therefore, in accordance with the requirements for the treatment of students in a program offered in modules, the institution would need to obtain written confirmation of future attendance in a Title IV eligible course later in the semester at the time that would have been a withdrawal in accordance with 34 CFR 668.22(a)(2)(ii).
5. Because there is no option for the student of being placed on an approved leave of absence, an R2T4 calculation would be required.
6. However, if the student subsequently returns to a Title IV eligible course later in the period, the student's R2T4 calculation would be undone in accordance with 34 CFR 668.22(a)(2)(iii).

For the student enrolled in modules within terms not to be considered a withdrawal for Title IV purposes, in accordance with the requirements for the treatment of students in programs offered in modules, the college would need to obtain written confirmation of future attendance in a Title IV eligible course later in the term.

Tuition refunds

Tuition refunds following a student's withdrawal have no impact on the amount of Title IV Aid that the student has earned under a R2T4 calculation. If a student withdraws during a term and a college provides a full tuition refund for that term (for example, for special circumstances such as medical reasons), the college may not return more Title IV aid than the R2T4 calculation specifies unless it seeks, and subsequently receives, the student's permission to do so.

Post-withdrawal disbursement (PWD)

If the student receives less Title IV aid than the amount earned, the college must offer a disbursement of the earned aid that was not received. This is called a post-withdrawal disbursement. If a student is due a post-withdrawal disbursement, then the date of the school's determination must allow for the college to meet the 30-day post-withdrawal disbursement notification requirement. The college may not make a post-withdrawal disbursement of Title IV funds to the account or estate of a student who has died.

PWD of Title IV Grant funds

A college is permitted to credit a student's account with the post-withdrawal disbursement of Title IV grant funds without the student's permission for current charges for tuition, fees, and room and board (if the student contracts with the school) up to the amount of outstanding charges. The college must obtain a student's authorization to credit a student's account with Title IV grant funds for charges other than current charges. The college must credit the student's account with the post-withdrawal disbursement for current charges within 180 days of the date of determination. The college must disburse any amount of a post-withdrawal disbursement of grant funds that is not credited to the student's account. Moreover, the college must make the disbursement as soon as possible but no later than 45 days after the date of the school's determination that the student withdrew.

PWD of Title IV Loan Funds

The college will notify a student, or parent for a Direct Parent PLUS Loan, in writing prior to making any post-withdrawal disbursement of loan funds, whether those loan funds are to be credited to the student's account or disbursed directly to the student (or parent). The information provided in this notification must include the information necessary for the student, or parent for a Direct Parent PLUS Loan, to make an informed decision as to whether the student or parent would like to accept any disbursement of loan funds and must be provided within 30 days of the date of a school's determination that a student has withdrawn. In addition, the notice must request confirmation of any post-withdrawal disbursement that the student or parent, as applicable, wishes the college to make.

Refund(s) Via Direct Deposit to Student Account

Any resulting student refund of moneys paid will be issued via direct deposit to an active student bank account. If direct deposit information is not provided, the refund might be mailed by check once the student address shown on the admission's files is verified. A student due a refund of moneys paid is not being required to submit a refund application to receive such a refund; it will automatically be calculated by the school financial department. If there is an amount due to the college in the student financial account, established by the signature of the student enrollment contract, any calculated refund of moneys paid by the student will be held until an arrangement to pay first the prior balance in full has been made by the student.

Exceptional Circumstances

In the following exceptional circumstances tuition and registration fees paid for program courses in a semester will be refunded:

1. Any course cancelled by the College.
2. Involuntary call to military service. Original orders are required.
3. Death of a student or immediate family member (parent, spouse, child or sibling). Official death certificate is required.
4. Illness of student of such severity or duration, as confirmed in writing by attending physician, that completion of the semester is precluded.

BORROWER RESPONSIBILITIES

Borrowers must be aware of their rights and responsibilities, student loan information, advising and monitoring, cooperation with lenders, and collection of info to facilitate location of borrowers, allocating resources for guaranteeing the student's financial future. The student-borrowers must be aware that:

1. There are consequences for becoming a defaulted borrower at any point of time.
2. Future graduates or early withdraws alike, evading loan repayment, becoming defaulted repayment, or claiming nolo contendere with financial debts responsibilities, are performing erroneous actions that will multiply penalties and will bring upon them damaging financial consequences as time goes by; hence
3. The school expects a proactive cooperation with any calls or emails from the Financial Department personnel.

COMPLETION OF EXIT COUNSELING IN FEDERAL STUDENT AID WEBSITE

If the student has received a subsidized, unsubsidized or PLUS loan under the Direct Loan Program or the FFEL Program, the student must complete an Exit Counseling in the Federal Student Aid (FSA) website at <https://studentaid.gov> each time you:

- Drop below half-time enrollment
- Graduate
- Leave or withdraw school

How long will it take?

The entire Exit counseling process must be completed in a single session. Most people complete counseling in 20-30 minutes.

What do you need?

- Verified FSA ID
- Details on your income, financial aid, and living expenses
- Names, addresses, e-mail addresses and phone numbers

Confirmation of Exit Counseling Completion

The student must remain aware that the completion of an **Exit Counseling** is a condition of graduation, receiving a degree credential and transcripts. Once you complete the **Exit Counseling** in the “FederalStudentAid” (FSA) website, the school will directly receive an email-confirmation feedback.

INSTITUTIONAL CHARGES

The institutional charges used in the calculation usually are the charges that were initially assessed the student for the entire payment period. Initial charges may only be adjusted by those changes the institution made prior to the student’s withdrawal (for example, for a change in enrollment status unrelated to the withdrawal). If, after a student withdraws, the institution changes the amount of institutional charges it is assessing a student or decides to eliminate all institutional charges, those changes affect neither the charges nor aid earned in the calculation.

Fees as No Institutional Charges

Application fees are excluded from institutional charges because they are not an educational cost. A degree student who withdraws from the college degree programs will be subject to all the terms and conditions of the school’s refund policy. Students are responsible for any tuition, program fees, or contract balances incurred by withdrawing from classes. A degree student, who officially cancels the enrollment contract within five (5) business days of the semester term start, will receive a 100% refund of any credits value paid **excepting** fees associated with admissions application, HESI evaluation exams, background and drug tests, insurance, CCSCP, college student ID, and any custom testing package. Supplies, books or equipment can only be returned prior to the first day of classes and if unused. Degree students who terminate their enrollment contract after five (5) business days of the semester term start will be charged a 100% of the tuition and fees for the term. If any refund will be made within thirty (30) days of the last date of attendance (LDA).

Refunds will be processed and issued to all degree students whose fee accounts show an overpayment after the last day to pay fees. Refunds will be issued via direct deposit to student account. If direct deposit information is not provided, the refund will be mailed by check to the address shown on the admission’s files. Degree students due a refund will not be required to submit a refund application to receive their refund, it will automatically be calculated. If there is an amount due to the college in the degree student account, the refund will be held until an arrangement to pay the prior balance has been made.

Institutional Charges After Withdraw

The student must consider that if he or she withdraws from the program of study, the institutional charges that were previously paid by Title IV funds might become a debt that the student would be responsible for paying.

NO LEAVE OF ABSENCE OPTION POLICY

A Leave of Absence (LOA) for R2T4 purposes is a temporary interruption in a student’s program of study. LOA refers to the specific time period during a program when a student is not in attendance. However according to current college policy, a student enrolled in any of the degree programs offered, [does not have the option](#) to request any leave of absence of any kind during the degree program duration.

STUDENT SERVICES**EMPLOYMENT ASSISTANCE**

Advance Science International College, in the process of preparing people for life, is vigilant with student employability. All the college programs are designed to prepare graduates for entry-level positions. The school’s staff will start working on student’s employability the moment they enroll, although during admissions process students are informed clearly that the college offers degree and technical education not employment. The college does not disclose information relating to market and job availability.

The college will assist graduates to find employment in the nursing and allied health care fields for which they have been trained and whose major duties are aligned with the learned curricula training objectives. The college’s placement officers relentlessly search the health care industry market, newspapers ads, and the Internet, looking for available related employment positions. Contacts are carried out with medical companies and interviews will be coordinated for program graduates. Placement employment activities, resume preparation, and job interview training are scheduled in by the Library Resource System. The programs Chair Persons, upon student request, may issue letters of recommendation to prospective employers.

The integrity and honesty of Advance Science International College allegiance with its graduates, job ready for entering the health care workforce, is fundamental and critical to demonstrate successful employment achievement. By assisting enrolled students to find regular local employment for covering immediate economics needs, as well as, finding related employment for graduates, the college staff and faculty members will make every effort to secure employment positions available in the market. However, the college cannot guarantee employment; therefore, no guarantee of placement will be made or implied by the college ever. Students will attend LRS’s employment workshops, which are given throughout the duration of their program where resume preparation, mock interviews and other beneficial employment related information is taught.

Employment Assistance Length

All students and graduates are entitled to employment services without any additional charge. The college will make every workable effort to ensure program training for every enrolled student and is determined to assist all graduates in locating a working position best suited to the particular abilities and skills obtained during their program development. Nevertheless, the employment assistance is not a lifetime service. The college placement efforts range from three (3) months to twelve (12) months maximum after the student's graduation date. Additionally, students and graduates are advised to proactively participate in searching for employment positions in their own time.

GRADUATES TESTING PREPARATION WEBINARS

College graduation is an exciting time for students. After years of study, you're now free to choose from an infinite amount of life paths. However, you don't stop being part of the school just because you graduated as a nurse or a radiologist technologist. As alumni, you're still a part of the school served community, and that entitles you to perks and special events with fellow graduates, nursing instructors and support staff, that can help you in your post-graduate life. Therefore the Nursing Division and the Radiologic Division coordinate with the Learning Resource System the online offering of "Licensing Preparation Webinars" so the student can maintain after graduation date its testing behavioral characteristics toward succeeding in their licensing examination.

Delaying After Graduation Increases NCLEX-Rn Failure

It is important to make the student aware that the NCLEX-RN examination, required by the Florida Board of Nursing for becoming a Registered Nurse (RN) is a strong, dynamic, adaptive examination created to test you are safe to protect people. When challenging the NCLEX-RN there is no time to think, applying memory tricks, or calling friends. If you have not kept a daily test-practice after graduation date the NCLEX-RN will eat you alive. Therefore, delaying to registering for taking the NCLEX-RN in the first forty five (45) days, after graduation date, increases your probability of failing the examination 1st attempt, which is the only parameter, used by F.S.464.019 to measure and report your quality as a new nurse.

The unassailable fact is that after graduation date, no matter how well prepared the student feels, with every single day wasted without exercising with nursing QBanks and remedial sessions: the mind goes elsewhere; a universe of daily complications rushes into your live; and the student behavioral characteristics (testing competency) to recognize NCLEX-RN questions without thinking vanishes. Delaying to take the NCLEX-RN 1st attempt without keeping an intense daily preparation, is to guarantee failure in such an important licensing examination. On the other hand, a secure way to successfully pass such a "dynamical monster examination" is to continue a daily practice of thousands of different test-questions formatted in the NCLEX-RN style, until without thinking recognition is achieved the question is read. Hence, to pass the NCLEX- RN in the 1st attempt immediately after graduation date it is paramount to:

1. Immediately register without delay with the Florida Board of Nursing for the licensing NCLEX-RN examination;
2. Purchase the latest edition of available nursing QBanks testing and remedial software; and concentrate to practice, at home, no less than four (4) hours every day, during forty five (45) consecutive days (including Saturdays and Sundays);
3. Take into consideration the Florida Board of Nursing (FBON) offer to work in a medical facility as an authorized Graduate Nurse, without a license but under the surveillance of an experienced Registered Nurse, while preparing for the NGN test;
4. Follow the "Green Monster Strategy" recommended by the Nursing Division toward a strong preparation for the NCLEX-RN examination; and
5. Keep at all times an active communication with the College's nursing support staff which are always just one (1) email or telephone call away.

ADVISING

College student advising is a collaborative partnership between a student and an advisor to help students navigate their academic and career goals. Adequate advising is provided as appropriate to the students and the program's subject taught. Faculty members and support staff are available for advising on satisfactory progress, attendance, financial aid, and placement opportunities. The ultimate goal is to empower students to make informed decisions and successfully complete their education. Building a relationship with the advisors can be beneficial throughout your college journey, so it is helpful to reach out even for small interactions; therefore, students are encouraged to make appointments in order to receive advising regarding their academic progress and other College related matters.

COUNSELING REFERRALS

When counseling services to students may be needed based on the student circumstances (i.e. drug/alcohol abuse, domestic violence, etc.) the college will refer those students to available Miami-Dade County agencies which are able to provide such counseling services as may be needed. School officers should make the initial contact to assure the student is being referred to the correct agency. All the information is confidential.

CHILDCARE SERVICES INFORMATION

The Advance Science International College does not provide childcare for students. Nevertheless, school officers can help the student needed such services in finding information about childcare services near the school campus.

LEARNING RESOURCE SYSTEM

There is a dedicated Learning Resource System (LRS) section that provides a stimulating learning environment toward enhancement of the classroom experience, enables students to study collaboratively as well as individually, and provides access to a specialized collection of text and reference books, besides electronic resources. The Learning Resource System (LRS) offer services to students from Monday through Friday from 10:00 a.m. to 5:00 p.m.

REFERENCE OF TRANSLATION & CERTIFICATION ATA SERVICES

Because of the importance of admissions requirements and the role those requirements play in allowing schools to make informed admissions decisions, the college diligence in requiring documentation is a key component to institutional success. Therefore, the college does not consider a self-certification by a student, that he or she has a high college diploma or equivalent, to be "documentation" proving the student has met this admissions requirement. According to its ACCSC standards Advance Science International College will support its admissions decisions with independent documentation such as transcripts and copies of diplomas or other documentation of equivalency. Then all documentation from foreign countries (non-English speaking countries) must be at least translated using services from at least a Florida Certified Translator. This might produce a document equivalent to the credential required by the college in its admissions criteria (e.g., a U.S. high college diploma). In all cases, it is the Advance Science International College responsibility to determine whether the student credential is appropriate and meets established criteria.

REQUESTING STUDENT RECORDS

Records of credentials and transcripts are kept protected at the college campus and will be delivered to the student, person or institution designated by the student or graduate. Students and graduates must request official copy of transcripts in writing to the Director of Education. No records are to be released if the student or graduate has a financial liability with the school. Duplicate copies of transcripts and/or Credentials could be obtained in the administration office for a fifty (50) dollars processing fee per copy. There is a forty five (45) business days processing period.

STUDENT COMPLAINTS AND GRIEVANCE PROCEDURE

Advance Science International College endeavors to be responsive to the needs of its students. In the event that a complaint arises, students are expected to resolve such grievances in a constructive and appropriate manner. Most complaints are resolved on an informal basis; however, if necessary, students may pursue more formal channels by contacting their program instructor. Complaints that are not satisfactorily resolved at this level should be submitted in writing to the College Director. The nature and characteristics of the complaint and remarks will be investigated and a reasonable solution will be reached for all concerned parties. The school shall acknowledge a student complaint within five (5) few business days and resolve it within forty five (45) working days. Complaints associated to any services offered by Advance Science International College shall be sent directly to:

Office of the President
Advance Science International College
15485 Eagle Nest Lane, Suite 210, Miami Lakes, FL 33014. Phone: 305.626.6007.

If the student feels that the college has not adequately addressed a complaint or concern or has not satisfactorily resolved it, the student may bring the information to the attention of the Florida Commission for Independent Education. Please direct all inquiries to the attention of:

Commission for Independent Education, Florida Department of Education
325 West Gaines Street. Suite 1414 Tallahassee, FL 32399-0400.
Toll-Free Phone: 888.224.6684.

Student Complaint Procedure

Schools accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC) must have a procedure and operational plan for handling student complaints. If a student does not feel that the school has adequately addressed a complaint or concern, the student may consider contacting the Accrediting Commission. All complaints reviewed by the Commission must be in written form and should grant permission for the Commission to forward a copy of the complaint to the school for a response. This can be accomplished by filing the ACCSC Complaint Form. The complainant(s) will be kept informed as to the status of the complaint as well as the final resolution by the Commission. Please direct all inquiries to:

Accrediting Commission of Career Schools & Colleges 2101 Wilson Boulevard, Suite 302
Arlington, VA 22201
(703) 247-4212
www.accsc.org | complaints@accsc.org

A copy of the ACCSC Complaint Form is available at the school and may be obtained by complaints@accsc.org or at <https://www.accsc.org/Student-Corner/Complaints.aspx>

PUBLIC TRANSPORTATION

Public transportation is available to all students by Metro-Dade transit authority of the Miami-Dade County. For general transit information visit www.miamidade.gov/transit.

PARKING

Parking facilities are available at the college grounds for the student's use in the building area. No decal is required for parking vehicles.

ASSISTANCE WITH DOH APPLICATION FOR FLORIDA LICENSING

College officers are ready to assist graduates with the application for the State of Florida ARRT licensing examination or the application for the Florida Board of Nursing (BON) licensing examination respectively. Further information about such Licensing Examinations and Regulation can be found at <https://www.floridahealth.gov/licensing-and-regulation>

WEB PAGE

An interesting body of current information about Advance Science International College is available at <http://www.asicolllege.edu>.

PROGRAM ADVISORY COMMITTEE

The Program Advisory Committee (PAC) is an external independent experienced panel of the health care industry representatives, medical, nursing, and radiology practitioners, employers, business administrators, and community representatives, characterizing a cross-section of the Radiologic Imaging and Registered Nurse fields, which are able to provide a meaningful review of the school's programs, educational facilities, resources and materials. PAC exists as a means to enhance institutional success in providing students with employment ready knowledge, skills, and competencies. In compliance with the school's ACCSC standards and as a proper link to the health care industry, the PAC nursing and radiologic specialists will review each year the college performance and continuous compliance with Florida CIE, Florida Board of Nursing, and the School's ACCSC standards. Students are invited to participate in the school's PAC meetings and be heard.

COLLEGE IDENTIFICATION CARD

Students, faculty and staff, are issued a picture identification card to be used during regular classes, official activities, externship participation, and receiving benefits from some City public services which allow so.

EMERGENCY PREPAREDNESS PLAN

The school offers to students an Emergency Preparedness Plan (EPP) to ensure the most effective response possible for the protection of students, employees, and visitors during emergency events that may occur. The purpose of the school's EPP is to determine roles and responsibilities for establishing emergency readiness and response to hazards that may affect the College campus. Copy of the written EPP is posted at [asicolllege.edu](http://www.asicolllege.edu) under student services.

ACADEMIC INFORMATION

ACADEMIC STRUCTURE

Advanced Science International College academic structure is formed by two (2) academic divisions, overseen by the College Director of Education which controls all academic degree education programs and responds to the College Director.

CLASS ATTENDANCE POLICY

The school promotes and enforces continuous attendance to all schedule degree classes. Hence the students must attend all programs' lessons regularly and arrive punctually, to developing good attendance habits required to enjoy successful careers. Instructors will check student attendance before the class starts. Consequently:

- It is the responsibility of the student to notify of his inability to attend any classes.
- To maintain satisfactory attendance, the student must be present for an 80% of theory classes and a 100% of the clinical externship rotations scheduled for the total program duration.
- A student's absentee for more than 20% of the total theory attendance hours of the program will be dismissed from school. "W" grades will result in all classes. Financial collection procedures may apply.
- Any student with ten (10) consecutive calendar days of absences will be withdrawn from the college program. A "W" grade will result. Financial collection procedures may apply.
- Drinking or eating in the college classrooms, laboratories, Library Resource Center or Digital Learning Center is not permitted. Independent cafeterias and restaurants are located on the first floor of the building and open for operation during the student's class break time and intermediate periods.
- Smoking is not permitted in any of the college facilities.
- Telephones within the offices are for college personnel use only. Incoming calls for students will be accepted only in case of emergency.
- Children are not allowed in classrooms, laboratory or staff offices. There is a childcare facility on the first floor of the building.
- All students must cooperate for keeping classrooms work areas clean and organized.

MAKE-UP WORK AFTER CLASS ABSENCE

It is the responsibility of the student to make up all assignments, exams, or other work missed as a result of any excused or unexcused absence to class. The student must make arrangements with the instructor(s) to ensure that all work is made-up before the end of the module in which the work was missed. Arrangements to take a missed exam must be made with the instructor within two (2) days of returning from an absence.

COURSE INCOMPLETION GRADE

An incomplete grade "I" is a temporary status given at the discretion of the course instructor for degree course work not completed because of serious interruption not caused by the student's own inattention. Students with incomplete courses will receive a written notice and are required to make up any incomplete assignments or examinations within two (2) weeks of such notice in order to receive credit. An "I" will be changed to "F" if assignments or examinations are not satisfactorily completed by the agreed upon date. When a degree student repeats a program course for which an incomplete "I" grade was received, both grades will appear on the transcript. If the program course is repeated, only the higher grade will be used in calculating the grade point average on the student's academic record. Repeating a course will imply additional fees due to course repetition. Students who achieve satisfactory standing as the result of a grade recalculation will be evaluated and informed about graduation date change and reinstatement of financial aid provided the change occurs within the calendar year and all other eligibility criteria are met

DEFINITION OF PROGRAM CLOCK HOUR

One program clock hour means a period of sixty (60) minutes with a minimum of fifty (50) minutes of instruction in the presence of an instructor and a ten (10) minutes break.

DEFINITION OF A CREDIT HOUR

A credit hour is defined as an amount of work represented in intended learning outcomes and verified by evidence of student achievement for academic activities as established by the institution comprised of the following units: didactic learning environment; supervised laboratory setting of instruction; externship; and out-of-class work/preparation. The following are the measures of these units for establishing credit hour awards:

One semester credit hour equals 45 units (and one quarter credit hour equals 30 units) comprised of the following academic activities:

- One clock hour in a didactic learning environment = 2 units
- One clock hour in a supervised laboratory setting of instruction = 1.5 units
- One hour of externship = 1 unit

- One hour of out-of-class work and/or preparation for the didactic learning environment or supervised laboratory setting of instruction that are designed to measure the student's achieved competency relative to the required subject matter objectives = 0.5 unit

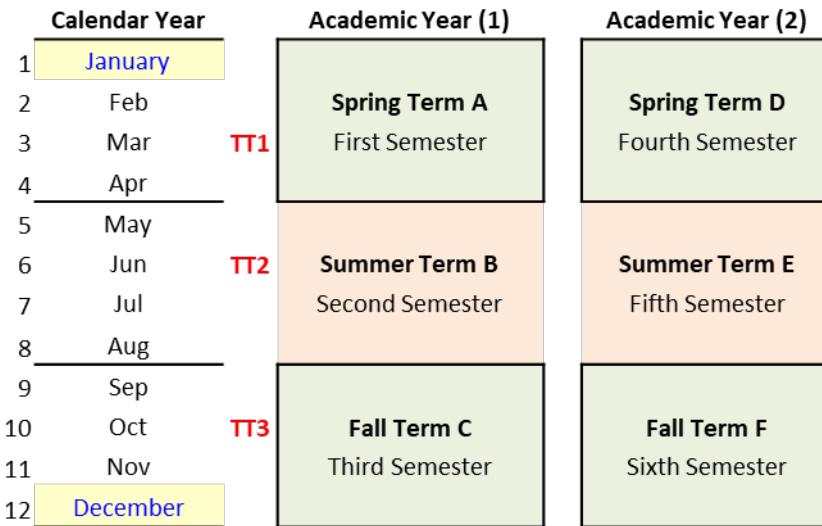
DEFINITION OF YEARS

Definition of Academic Year

The college organization defines an academic year as a teaching-term period of three (3) semesters, Spring (TT1), Summer (TT2), and Fall (TT3). With each semester having a length of sixteen (16) weeks, and fifteen (15) weeks of instruction, an academic year has a total of forty-eight (48) weeks.

Definition of Calendar Year

A calendar year is defined as twelve (12) months from January 1st to December 31st, covering one (1) academic year.



CREDIT HOUR AWARDED PER SEMESTER

- One theory credit hour represents 15 hours of class preparation plus 30 hours of out of class student preparation.
- One lab credit hour represents 30 hours awarded.
- One clinical credit hour represents 45 hours awarded.

COURSE IDENTIFICATION

The courses composing the school degree programs are identified by a combination of three (3) components: prefix, numbers, and post letter(s) with the following meanings:

Prefix Letters

A three (3) letter course prefix indicates the general department or academic discipline offering the course. Most of these prefixes are easy to figure out: ENG is English, SBS is Social and Behavioral Sciences, NUSC is Nursing Specialization Courses, and so forth. The prefix is not intended to identify the department in which a course is offered. Rather, the content of a course determines the assigned prefix identifying the course.

Course Numbering

A three (3) digit number follows the course prefix and gives some information about where a program course falls in the curriculum outline. According to the organization's ACCSC standards the college's associate of science programs use a course numbering system that differentiates between the lower-level courses required at the associate degree level; e.g., 100 for general courses and 200 for specialization level courses. Then ENG 100 English Composition and NAT 112 Anatomy and Physiology I are general courses, while NUSC 206 is Fundamental of Nursing and NUSC 216PR Maternal/Infant Nursing Practicum are nursing specialization courses. The course number identifier does not necessarily represent the order on which the program courses are taken by the student along the academic years.

Post Letter(s)

Some letter(s) after each Course Number indicates the method of instruction and assembly type components of the class. A course can have more than one component; however all components must be scheduled. The primary component is always the graded one.

- The absence of letter(s) after the course number indicates a classical “lecture” class. This type of class, e.g., NUSC 210 Medical Surgical Nursing I, RADT 230 Orientation to Radiology, is the traditional method of instruction in which students are taught a subject, on campus, by a qualified member of the faculty and are graded as a lecture.
- A “C” after the course number represents a “combined lecture/laboratory” class. This type of integrated classes, e.g., NUSC 208C Fundamentals of Nursing, RAD 255C Radiographic Procedures and Position II, have majority lecture hours and some hands-on lab hours but do not require a separate time and faculty like a traditional lab. In doing so, students would be better able to blur the lines between lecture, where students are fairly passive and taking notes, and lab, where students are expected to be very active. In this structure, the instructors can shift back and forth between mini-lectures, problem solving in pairs, and lab work, all in the same teaching time. Nevertheless, the whole combined lecture/laboratory course is graded as a “lecture.”
- An “L” after the course number represents a “traditional laboratory course or the laboratory part of a course” that has the same prefix and course numbering system but that happens at a different time and place and different faculty, e.g., RADT 240L Radiographic Image I Lab. The hands-on, workshop component of a lab class is held in a campus laboratory. The laboratory time, although regularly associated to a given course, is separate from the lecture and is graded as a lab.
- A “PR” after the course number represents a “practicum class or clinical rotation part of a course” structured as a real-world experience, off campus. These courses e.g., NUSC 210PR Medical Surgical Nursing I Practicum and RADT 285PR Radiographic Clinical Practicum II, are conducted at professional contracted medical centers with supervision by a center’s preceptor as well as college faculty.

TWELVE CREDITS FULL TIME DEFINITION FOR DEGREE STUDENT

For all the current school undergraduate educational programs the student’s academic progress is measured in semester credit-hours. Therefore, a degree student must earn at least twelve (12) credits per semester, which gives a minimum of twenty-four (24) credits per academic year for student to be defined as a full time. Remaining a full-time student during the two (2) academic years of a college’s degree program is an essential requirement for maintaining enrollment in the program.

GROUNDS FOR DEGREE STUDENT DISMISSAL BY SCHOOL

The college reserves the right to dismiss or terminate an enrolled degree student for violation of any of the following issues:

- a. Failure to maintain a Cumulative Grade Point Average of 2.5 (C+) on major semester.
- b. Academic failure in any two (2) program courses, including the same one.
- c. Failure to maintain a full-time status.
- d. Failure to comply with the school’s conduct policy.
- e. Failure to comply with the school’s attendance policy to on campus classes.
- f. Failure to comply with the 100% attendance policy to clinical rotation externship.
- g. Failure to complete all out-of-class work activities.
- h. Failure to complete all clinical rotations classes or any of the clinical participation requirements.
- i. Refusal to participate in a scheduled out-of-state clinical rotation.
- j. Failure to pay on time the Student Monthly Payment settled in the student’s Enrollment Contract.
- k. Student becoming a convicted person while enrolled in program.
- l. Student resulting positive in any drug test while enrolled in program.
- m. No completion of the degree program in its maximum time period.
- n. Violation of any of the conditions set forth to, signed and agreed by student, in the Enrollment Agreement.
- o. No compliance with the vaccination’s requirements from hospitals and medical centers for participating in clinical rotation classes.
- p. Abandonment of any program classes.
- q. Failure to use correctly the required uniform when attending to college campus classes or clinical rotation sites.
- r. Vandalism with the school property or any clinical site property.
- s. Improper behavior or attitude during campus classes or the clinical rotation classes.

TERMINATION APPEAL PROCESS

A student terminated from a college degree program have the right to appeal in writing to the College Director, within ten (10) business days of the termination date, clearly documenting the circumstances that caused the degree student dismissal by the school. If after an appeal process the enrollment termination is confirmed, the individual will not be permitted to re-apply to any College program for a period of two (2) calendar years or twenty-four (24) months.

WITHDRAW FROM PROGRAM

The student has the option to withdraw from a program of study. Verbal communication of the student's withdrawing choice is accepted and the student is verbally notified about the no program graduation option of his/her withdraw decision. However, the student's withdraw decision generates the following sequence of actions:

1. A school meeting may be scheduled to inform the student about the significances of withdraw with no graduation.
2. If student is a minor, it may be requested a voluntary written notice from the student's parent or legal guardian consenting to the student withdrawal.
3. The student may voluntarily complete the school withdraw form informing the school about his decision to cancel the enrollment contract and explaining the causes of that decision.
4. Written notification of withdrawal from the student is not required for refund payment, and any refunds to the student will be made accordingly to the School pro-rata refund policy in no excess of 30 days from the student's withdrawal or termination date.
5. Any Title IV refunds will be made within 30 days from the student's Last Day of Attendance (LOA) to classes.
6. The school maintains indefinitely a permanent official transcript for a student that withdraws from a program. The transcript will receive a "W" grade on any incomplete courses during the withdraw semester, which doesn't directly hurt previous student GPA but signals non-completion.
7. In the presence of any unbalanced student's financial account collection procedures may apply, and the submission of any school official documentation, transcripts or records to the withdrawn student will be placed on hold.

Note: The school does not offer to students the option to drop/withdrawal from any program course.

TRANSFER OF CREDITS FROM PREVIOUS RELATED PROGRAMS

Applicants shall report all previous educational training, related to any of the College Divisional programs, to the admission representative. Although Advance Science International College does not participate, at this moment, in Florida's common coursing the College may consider previous applicant's credits that are:

1. From degree programs from approved colleges and universities.
2. In compliance with the Florida Department of Education Curriculum Framework.
3. Within the scope of the college's ACCSC accreditation.

Previously Earned Nursing Credits

Acceptance of transfer nursing credit is *always* at the discretion of the Nursing Division. The fact is that F.S.464.019 makes Advance Science International College accountable of its Bachelor of Science in Nursing (BSN) program quality by considering only the numerical results of those BSN graduates that pass the NGN on their first attempt; everything else is irrelevant. Therefore, the School must take the utmost care during the analysis of previously earned nursing credits and reserves the right of not acceptance where other institution's nursing credits are concerned.

Transfer of Foreign Earned Credits into Degree Academic Programs

Upon the applicant request, the academic degree divisions may accept previous credits earned by foreign Medical Doctors, Registered Nurses, Nurse Technicians, Radiographers, or any other degree credential recipient related to health care fields. Applicants who have graduated from an institution of higher learning (college or university) outside of the United States and its territories will need to provide an original copy of a qualitative and quantitative equivalency of the foreign degree, education program(s), and specific courses translated⁹ to English language, which will be used by the college for academic analysis and equivalency corroboration before acceptance. Nevertheless, the acceptance of any applicant's foreign related credits is at the discretion and decision of Advance Science International College.

TRANSFER OF SCHOOL CREDITS AT THE DISCRETION OF OTHER RECEIVING INSTITUTION

Although the college does not participate in the Florida's common coursing, regardless of the public or nonpublic control of the institution, the school's degree credits hours and subject distinctiveness:

1. Are academically equivalent to credits offered by other U.S. colleges and universities, licensed by the Florida Commission for Independent Education (CIE), Florida Department of Education
2. In compliance with the Florida Department of Education Curriculum Framework requirements.
3. Granted, in the Bachelor of Science in Nursing (BSN) program case, by the Florida Board of Nursing (BON).
4. Granted, in the Radiologic Technology A.S. program case, by the American Registry of Radiologic Technologists (ARRT).
5. Taught by experienced instructors, license by the State of Florida in their specialization, and in possession of degree credentials that comply with ACCSC and CIE.
6. Based on textbooks, reference books, and educational materials compliant with the Florida 6.E.2.004. Standards and Procedures for Licensure.

⁹ At least by American Translators Association (ATA).

- 7. Within the scope of the college's ACCSC institutionally accreditation and the Florida CIE licensing approved data.
- 8. Are not experiential learning.

However, in the State of Florida there is no guarantee for the transfer of credits from one educational institution to another. The acceptance of any credits earned at is at the discretion of any other external receiving institution. Therefore, it is the student's responsibility to verify that his/her earned credits are transferable to any other institution of choice.

The Student Right to Protect Its Earned Degree Credits

When fulfilling your responsibility to verify that other educational institutions in the State of Florida, or the U.S., accept degree-credits earned at Advance Science International College, the abovementioned credits distinctiveness must be clearly described to admissions representatives of any future educational institution of choice. Whether a rejection of earned degree-credits arises, the student always has the option to contacting the Commission for Independent Education, Florida Department of Education, and the federal U.S. Department of Education. These influential institutions are always ready to offer assistance and to protect the student's right to the pursue of happiness through education.

GENED INSTRUCTORS

Dr. JOEL HERNANDEZ, RD

Radiologist Doctor

Dr. JORGE OLIVERA, MDD, RN

Medical Dentistry Doctor

Florida Registered Nurse

Dr. PABLO J. PEREZ, PhD., MSEE, BSEE

Doctor in Science in Electrical Engineering

Master of Science in Electrical Engineering

Bachelor of Science in Electrical Engineering

PABLO PEREZ, MSEd, BSB, ASGRT, RT(R), ARRT

Master of Science in Higher Education Administration

Bachelor of Science in Biology

Associate of Science in Radiologic Technology

Florida Certified Radiologic Technologist, Radiographer

Recognized by American Registry of Radiologist Technologists

DEGREE DIVISIONS GRADING

DETERMINATION OF CUMULATIVE GRADE POINT AVERAGE (CGPA)

The degree academic divisions use the value system, shown in degree values table below, for determining the Cumulative Grade Point Average (CGPA), of students enrolled in the college academic degree programs, which has equivalency to the traditional 4.0 grading scales:

Degree CGPA Values Table (b)

Percentage Range	Grade	Grade Index
95 - 100	A+	4.00
90 - 94	A	3.75
85 - 89	B+	3.50
80 - 84	B	3.00
** 78 - 79	C+	2.50
70 - 77	C	2.00
65 - 69	D	1.00
≤ 65	F – Failure.	00.00
Incomplete	I	No grade point
Repeat	R	No grade point
Transfer Credit	T	No grade point
Withdraw	W	No grade point

** Minimum student CGPA to remain enrolled in a degree program at any time.

SATISFACTORY ACADEMIC PROGRESS

A student must make Satisfactory Academic Progress (SAP) toward the completion of the academic program to be eligible for federal, state and institutional aid, and the institution have a reasonable policy for monitoring that progress. The school reviews the student's SAP at the end of every program semester term after grades have been posted. All students, including those who have transfer credits, are required to meet three measures of academic progress in order to maintain eligibility for federal financial aid which includes grants, loans and work-study:

1. Maintain a Cumulative Academic Grade Point Average (CGPA) of at least 2.5; and
2. Successfully complete at least 67% of credits attempted; and
3. Complete the degree within 150% of the published length of the program.

In order to be eligible to receive federal financial aid, all students must meet all the Satisfactory Academic Progress (SAP) requirements listed above. If the requirements are not met the student will be notified immediately by phone, or by email.

Course Incompletes and Repeat Grades

Successful completion of coursework is defined as earning a grade of A+, A, B+, B, or C+. All other grades (see Degree CGPA Values Table (b) above) are defined as unsuccessful completion. Students who have grades of 'I' (Incomplete) or 'R' (Repeat) that result in an unsatisfactory standing may have their Satisfactory Academic Progress (SAP) status recalculated if those grades are later changed. Students who achieve satisfactory standing as the result of a grade recalculation will be evaluated and informed in writing about changes in graduation date and/or reinstatement of financial aid provided the change occurs within the calendar year and all other eligibility criteria are met.

Transfer Credits

Transfer credits that count toward the student's current program must be included in both attempted and completed hours.

Warning Status

Students who are not meeting the CGPA of C+ or quantitative (67%) components of SAP will be given a status of 'Warning' for one term or payment period. Students in a warning status may continue to receive federal aid.

APPEALING SAP STATUS

Students who experienced extenuating circumstances which interfered with their academic progress may submit an appeal to have their "Not Meets Satisfactory Academic Progress (SAP) status" reviewed by a financial aid representative. Extenuating circumstances include but are not limited to accidents, medical situations, death in the immediate family or difficult personal situations.

Students who do not meet SAP due to exceeding 150% of the required hours for their program and have a valid reason for exceeding the maximum timeframe may submit an appeal to have their SAP status reviewed by a financial aid representative under the guidance of the Director of Financial Aid.

GPA and Completion Rate

Students who fail Satisfactory Academic Progress (SAP) due to GPA or completion rate may submit an appeal within 30 days from the date they are notified of their SAP status by providing the following documentation. Please note: Students whose appeals are received after 30 days will have their appeal evaluated for future terms only.

- A written and signed explanation from the student describing the extenuating circumstance(s) which interfered with their ability to be academically successful.
- Documentation which supports the extenuating circumstance(s).
- An academic plan signed by both the student and the Academic Advisor listing the coursework the student is required to attempt in order to be academically successful in the continuation of their program.

Exceeding 150% of credits or hours

Students who fail Satisfactory Academic Progress (SAP) due to exceeding 150% of the attempted credits or hours for their program may submit an appeal within 30 days from the date they are notified of their SAP status by providing the following documentation:

- A written and signed statement from the student describing why they have exceeded 150% of attempted credits or hours in their program along with an explanation of their intended career goals.
- Documentation which supports the extenuating circumstance.
- An academic plan signed by both the student and the Academic Advisor listing the coursework the student is required to attempt in order to be academically successful in the continuation of their program.

Appeals submitted with incomplete or unsigned documentation or submitted beyond the 30-day deadline will not have their aid eligibility evaluated for the current term. Students will be notified of the decision regarding their SAP appeal via email within 30 days of receipt of their appeal.

Probation Status

If a student's Satisfactory Academic Progress (SAP) appeal is approved they will be assigned a status of "probation." Depending on their situation, they may be granted one to two additional terms or payment periods of federal financial aid eligibility. Failure to meet SAP standards after the probationary period will result in the termination of federal aid eligibility.

RE-ESTABLISHING ELIGIBILITY FOR FEDERAL AID

A student's eligibility for federal student aid is re-established when they meet the minimum 2.5 (C+) CGPA, have completed at least 67% of their attempted coursework and have attempted less than 150% of the credits or hours in their program of study.

Understanding Satisfactory Academic Progress (SAP) Status

Meeting SAP – Student has a cumulative academic CGPA of 2.5 (C+) or higher, has completed at least 67% of all attempted credits and has attempted less than 150% of the maximum timeframe for their program of study.

Warning – Student has not met the GPA or completion rate requirements for one term or payment period.

Not Meets – Student has not met the GPA or completion rate requirements for two terms or payment periods.

Probation – Student has successfully appealed their 'Not Meets' SAP status and has been granted one or two terms or payment periods of federal aid eligibility.

Termination – Student has failed to meet SAP during their probationary status and cannot appeal their status.

DEGREE ACADEMIC TERMINATION

In case the degree student was unable to overcome his academic difficulties after probation, the student will be dismissed from the degree program. If, at the time of program termination, the degree student is passing other courses a grade of 'W' will be awarded for those courses and listed on the transcript. Collection procedures may apply. A dropped from a degree program by probation failure may reapply for Admissions after two (2) complete calendar years (24 months) after the drop date.

CHANGES IN PROGRAM COURSES OFFERED

The courses composing the program curriculum are not necessarily taught in the same order than they appear in the catalog's curriculum outline. The student should be aware that there are circumstances beyond the school control (low student enrollment, financial constraints, hurricanes, natural or human made disasters, and other extenuating situations) which might result in the program courses not being offered in the same order, according to an original schedule, or in all daily class teaching sessions (morning or evening). Hence the school is not responsible for such extraordinary events impeding a course to be offered as originally scheduled. Any resulting uncontrolled time delay will be added to the maximum program completion time.

COURSE REPETITION POLICY

The student cannot replace grades in an earlier course by retaking the same course later. During the whole program the student may repeat up to two (2) failed courses, including the same one, with additional financial obligations. While the student may believe that other schools, employers, surveying agencies, and state regulators do not take into account a pattern of repeated courses, this is not the case; therefore, forgiveness academic notations on a transcript may negatively affect the student's admission to further education or employment opportunities. Consequently, the course repetition forgiveness policy is not to be taken casually by the student, which must dedicate fully to having a good program performance through commitment to studying, class participation and attendance, and compliance with the out-of-class activities. The student will be notified in writing if the expected program graduation date will change.

Additional Fees to Pay Due to Course Repetition

Any course repetition implies additional financial fees to pay which will be the total student's responsibility. When a student is repeating an academic combined course containing laboratories, simulations, clinical rotation externship, and Assessment Technologies Institute (ATI) nursing educational resources, the student will be required to pay for all those related activities, in addition to the monthly payment, regardless of the grade received previously in any of those components.

ACADEMIC CALENDAR 2025–2026

Spring Semester 2025 (16 weeks)	Start of Summer 2025
Monday, January 6, 2025	Start of Spring 2025
Monday, January 20, 2025	Martin Luther King
Saturday, February 17, 2025	President's Day
Wednesday, April 30, 2025	End of Spring 2025

Summer Semester 2025 (16 weeks)	Start of Summer 2025
Thursday, May 1, 2025	Memorial Day
Monday, May 26, 2025	Juneteenth Day
Thursday, June 19, 2025	Independence Day
Thursday, July 4, 2025	
Friday, August 30, 2025	End of Summer 2025

Fall Semester 2025 (16 weeks)	Start Fall Semester 2025
Monday, September 1, 2025	Columbus Day
Sunday, October 13, 2025	Thanksgiving
Thursday, November 27, 2025	Commencement of Student Vacation 2025
Friday, December 20, 2025	
Monday, December 30, 2025	End of Fall 2025

Spring Semester 2026 (16 weeks)	Start of Spring 2026
Tuesday, January 6, 2026	Martin Luther King
Monday, January 19, 2026	President's Day
Monday, February 16, 2024	
Thursday, May 30, 2026	End of Spring 2026

Summer Semester 2026 (16 weeks)	Start of Summer 2026
Friday, May 1, 2026	Memorial Day
Monday, May 25, 2026	Juneteenth Day
Friday, June 19, 2026	Independence Day
Tuesday, July 4, 2026	
Friday, August 30, 2026	End of Spring 2026

Fall Semester 2026 (16 weeks)	Start Fall Semester 2026
Wednesday, September 4, 2026	Columbus Day
Saturday, October 12, 2026	Thanksgiving
Thursday, November 26, 2026	
Thursday, December 17, 2026	
Wednesday, December 30, 2026	End of Fall 2026

NURSING SCIENCES DIVISION

BACHELOR OF SCIENCE IN NURSING

The College Nursing Division offers a nursing professional program of study leading to the degree of Bachelor of Science in Nursing (BSN) that is:

- Approved by the Florida Board of Nursing, 4052 Bald Cypress Way, BIN CO2, Tallahassee, FL 32399.
- Institutionally approved by the Accrediting Commission of Career Schools and Colleges (ACCSC), 2101 Wilson Boulevard, Suite 302, Arlington, Virginia 22201, and included within the school's scope of ACCSC accreditation.
- Licensed by Means of Accreditation by the Commission for Independent Education, Florida Department of Education 325 West Gaines Street Suite 1414 Tallahassee, Florida 32399-0400.

FLORIDA STATE RN LICENSING

Because the school prepares the nursing students to practice in the nursing occupations, which is regulated and licensed by the State of Florida, the successful completion of the Bachelor of Science in Nursing (BSN) undergraduate programs will make the graduate eligible to take the Next Generation NCLEX-RN (NGN) licensing examination to become a Registered Nurse (RN). More information and clarifications about the State of Florida licensing regulations can be found by contacting the college's Nursing Division office during regular school hours. The student can also visit www.leg.state.fl.us/Statutes/ and search for F.S. 464.008. 3.

NURSING CHAIR PERSON

ROSSANA GARCIA PRADO MSN, MBA, BSN, RN

Master of Science in Nursing
Master of Business Administration
Bachelor in Science in Nursing
Florida Registered Nurse

NURSING INSTRUCTORS

Dr. MARTA E. ABASCAL, MSN, ASN, APRN, RN

Homologated-Equivalency-Certified U.S. Medical Doctor
Master of Science in Nursing
Associate of Science in Nursing
Florida Advanced Practice Registered Nurse
Florida Registered Nurse

Dr. IVAN R. GARCIA, MSN, APRN, ASN, RN

Homologated-Equivalency-Certified U.S. Medical Doctor
Master of Science in Nursing
Associate of Science in Nursing
Florida Advanced Practice Registered Nurse

EUNICE FOMBU, MSN, BSN, RN

Master of Science in Nursing
Bachelor of Science in Nursing
Florida Registered Nurse

ANIEL DE LA ROSA, MSN, BSN, ASN, APRN

Master of Science in Nursing
Bachelor of Science in Nursing, Associate of Science in Nursing
Florida Advanced Practice Registered Nurse

CLAUDIA VELAZQUEZ, MSN, APRN

Master of Science in Nursing
Bachelor of Science in Nursing
Associate of Science in Nursing
Advanced Practice Registered Nurse

BSN PROGRAM PURPOSE

The educational objectives of the Bachelor of Science in Nursing (BSN) program is to:

1. Graduate nurses that in compliance with the Florida Board of Nursing¹⁰ “Application for New Nursing Programs” requirements and the “6E-2.004 Standards and Procedures for Licensure”, are eligible to take the Next Generation NCLEX-RN (NGN) licensing examination after completion of the Bachelor of Science in Nursing (BSN) program;
2. Satisfy nursing learning strategies based on documented theoretical and clinical instruction in medical, surgical, obstetric, pediatric, geriatric and psychiatric matters taught in a model woven with QSEN competency (with integrated recommendations from the Institute of Medicine) to teach students to maximize their own role development, seeking the opportunity to learn, and to function effectively within nursing and inter professional teams, fostering open communications, mutual respect and shared decision making to achieve quality patient care;
3. Give students a nursing education based on a holistic experience attending to the intellectual, physical, and passion components of learning what it means to be a nurse, and developing the students identity as safe nurses that protect people, in harmony with the National League for Nursing (NLN) “Building a Science of Nursing Education: Foundation for Evidence-Based Teaching Learning¹¹” and the “Clinical Nursing Education: Current Reflections¹²” publications, besides recognizing the warnings signs of “Curriculum based on teaching for the NCLEX” of the major themes emerging from Delphi Round of the “NCSBN Regulatory Guidelines and Evidence-Based Quality Indicators for Nursing Education Programs¹³”; and
4. Follow up the NCSBN assessments of the Next Generation NCLEX (NGN) changes in the types of questions on the licensing test and the nursing clinical judgment, that ensure public protection, to maintain an ongoing development of the student’s NCLEX-testing behavioral characteristics, based on one’s interests and experiences influenced by the individual motivation and attitude.
5. Create in the students since day one of classes a strong daily habit of practice toward succeeding the Next Generation NCLEX (NGN) licensing examination on the 1st attempt, through a complementary quality rehearsal of simulated NGN questions, examinations, and out of class activities, based on the [ATI Review Module Package¹⁴](#) of nine (9) specialized review books which compliments, with over 4,600 pages of comprehensive nursing content and over 2,000 critical thinking and application exercises.

NURSING ENTRANCE EXAMINATION TEAS

Finding college students with the potential to complete a Bachelor of Science in Nursing (BSN) major begins with the student taking the Test of Essential Academic Skills exam, or TEAS, which evaluates the basic academic knowledge of college students who plan attending the Bachelor of Science in Nursing (BSN) program. The TEAS exam includes one hundred and seventy (170) questions and consists of four sections: Reading, Math, Science, and English and Language Usage. The questions on the test are set up in multiple-choice format giving test-takers four choices for each question. In most cases, the academic preparedness levels provide the students and the Nursing Division an idea of how they did on the overall exam. In addition to the various scores assigned to the different sections of the TEAS exam, test-takers are also given an academic preparedness rating to determine their readiness to attend a health sciences program. It is expected that the student meets the minimum 58.7% proficient score.

Academic Preparedness Levels for TEAS	TEAS Score Range
Developmental	0.0%-40.7%
Basic	40.7%-58.0%
Proficient	58.7%-79.3%
Advanced	80.0%-91.3%
Exemplary	92.0%-100%

By looking at the Reading section of the exam, a student can determine what area of the section they struggled with the most. The number of attempts allowed on the TEAS exam is three (3) times per academic year.

TEAS Test Prep

Creating a study plan before taking the [TEAS test](#) is the best way to ensure that test-takers pass the exam the first time. It is recommended that candidates plan for about six (6) weeks before the test for their preparation time. This allows sufficient time for

¹⁰ DH-MQA 1211, 08/18, 64B9-2.017, F.A.C.

¹¹ Cathleen M. Shultz, PhD, RN, CNE, FAAN. Editor. Essentials of Nursing: Nell Ard, Ph.D., RNC, CNS, CNE.

¹² Nell Ard, Ph.D, RN, CNE, ANEF. Theresa M. Valiga, EdD, RN, FAAN, ANEF.

¹³ Volume 11/Issue 2 Supplements July 2020. www.journalofnursingregulation.com

¹⁴ <https://www.atitesting.com/review-module-package>

test-takers to complete a thorough plan of study for the exam. To identify areas of strength and weakness it is recommended that applicants prepare for the exam with available preparation material such like the Mometrix Test Preparation ATI TEAS Study Guide¹⁵ and the professionally-designed guide at Study.com TEAS Practice Test¹⁶.

BSN SCHOLASTIC REQUIREMENTS

To remain in good academic standing a student accepted in the Bachelor of Science in Nursing (BSN) program must maintain a Cumulative Grade Point Average (CGPA) grade of 2.5 (C+) or higher.

Repeating Nursing Program Courses and Dismissal

1. Any BSN major course that is failed must be repeated while the student continues its attendance to regular semester classes.
2. If a course is not passed during the first repetition, then the BSN student may be offered the opportunity to repeat the same course for a second time and a third time, while continue its attendance to regular semester classes.
3. The higher pass grade achieved by the student course repetition will be used to calculate the Cumulative Grade Point Average.
4. All the additional financial and fee costs related to the repetition of a course are the student responsibility.
5. On the other hand, once the student reaches the three (3) courses repetition threshold, the Department of Education will form a Committee to review the academic record and any documented extenuating circumstances to determining whether a dismissal from the BSN programs is appropriate.

ACADEMIC WARNING AND PROBATION

An undergraduate Bachelor of Science in Nursing (BSN) student is subject to the following types of academic statuses based on the Cumulative Grade Point Average (CGPA):

1. **Warning:** a student whose CGPA falls below 2.5 (C+), which indicates an academic difficulty, shall be given a WARNING.
2. **Probation:** a student on WARNING whose CGPA remains below 2.5 (C+) at the end of the following semester will be placed on PROBATION, indicating a serious academic difficulty. The school may communicate in writing conditions which must be met by the student in order to continue enrollment in the BSN program.
3. If a student in probation status meets the required CGPA of 2.5 (C+), the student will be removed from probation.
4. **Dismissal:** A student on PROBATION who fails to meet a CGPA of 2.5 (C+) after two (2) consecutive semesters will be automatically dismissed from the Bachelor of Science in Nursing (BSN) program for one (1) academic year. Transcripts will include a notation of the academic dismissal.

LEVEL 2 CRIMINAL BACKGROUND CHECKS AND DRUG TESTING

The Florida Board of Nursing, and hospitals and medical centers voluntarily accepting students for clinical rotations, require the disclosure of arrest and conviction records for misdemeanors and/or felonies; therefore, this information will be required at the time of application. Applicants are required to submit to Level 2 criminal background checks and drug testing. Expenses associated with the background checks and drug testing (including repeat testing) are the responsibility of the student. Findings may affect a student's ability to participate in clinical experiences and complete the program, and/or obtain registered nurse licensure. The College reserves the right to terminate a student from the Bachelor of Science in Nursing (BSN) program for reasons related to the inability to safely carry out these responsibilities.

AWARENESS OF F.S.464.019 NCLEX-RN 1ST ATTEMPT

The Next Generation NCLEX-RN (NGN) is the benchmark certification exam in registered and practical nursing for decades. Nursing Regulatory Bodies which regulate the practice of nursing for all 50 states, the District of Columbia, and four U.S. territories, grant professional licensure on the basis of a test taker's NGN results. Hence, **the student should be aware** that F.S.464.019 mandates evaluation of the new nurse graduates by the first NCLEX-RN attempt results and nothing else. Additionally, the quality of the school Bachelor of Science in Nursing (BSN) program is evaluated only by the numerical results of its BSN graduates' first attempts within two (2) academic years. Consequently the student is encouraged to abide F.S.464.019 at all times and prepare relentlessly for the New Generation NCLEX-RN (NGN) licensing examination, to be taken promptly after graduation date.

Nursing Synthesis Courses I & II

Because the nursing student must take and pass the New Generation NCLEX-RN (NGN) licensing examination after graduation date on the first attempt, then, it is prudent and necessary to provide valuable test-taking strategies the nursing students can use throughout their careers. In addition, school prepared students must have the opportunity to progress and/or complete the nursing program of study and take the NGN licensure examination without the profession losing the knowledge, skills, and abilities of those students. Hence, there are two (2) Nursing Synthesis Courses (at the end of the first and second nursing major academic years) where the student, guided by licensed Registered Nurse instructors, should run through ATI Complete practice-software having customizable

¹⁵ <http://www.amazon.com.books>

¹⁶ <https://study.com/teas/index.html>

Questions-banks with 3D images and animations, plus content-rich explanations, topic refreshers, and the strategy of Decision Trees that encompasses thousands of NGN-style questions, including alternate query types and enhanced remedial explanations.

Senior Nursing Synthesis

This course, to be taken at the conclusion of the final semester of the Bachelor of Science in Nursing (BSN) program, covers the transition from a student to a new nursing graduate role through synthesis of proven strategies and tools that can lead to higher test scores, less remediation and an overall positive nursing school experience. Guided by licensed Registered Nurse instructors, the students will practice with ATI Complete practice examination software with customizable Questions-banks with 3D images and animations, plus content-rich explanations, topic refreshers, and the strategy of Decision Trees, that encompasses the NGN fifteen new question types, including alternate query types and enhanced remedial explanations. Additionally, the educational software used allows diagnostic and readiness tests where students can trial their readiness along the way and identify areas that need more practice. There is a full length Question Trainer practice tests designed to build endurance, besides online Remediation Explanations where students receive feedback complete with clarifications to guide them to the right answers.

Benefits of Nursing Synthesis Courses along the BSN program

The distribution of the Synthesis Courses in the academic structure of the Bachelor of Science in Nursing (BSN) provides:

- ❖ A progressive understanding of student's retention of nursing knowledge and critical thinking skills.
- ❖ Three live experience and critical thinking testing events, which is the cultivation of all the courses they took within a given period.
- ❖ Simulated NGN NCLEX-RN testing examples, which increases confidence and lower the student testing anxiety.
- ❖ Feedback to students on the nursing subjects and competencies they are weak on, and allows faculty to support them in increasing the student's scoring.
- ❖ Increased support to students by using Assessment Technologies Institute (ATI) within the BSN major courses
- ❖ Nursing faculty with a way to drive students toward the correct utilization ATI nursing support resources, while ATI software guides the students to exact textbook location to review detected difficulties.
- ❖ The undertake of guided nursing scenarios, and work in groups together to solve those nursing scenarios.

Additionally the distributed Synthesis Courses will effectuate an acceptable level of licensure pass rates by:

- ❖ Forcibly maintaining students on their toes by constantly preparing them to face the NGN NCLEX-RN variations.
- ❖ Building confidence in the knowledge they have as nurses and licensing-test answering skills.
- ❖ Increasing Retention of learned licensing-test skills.
- ❖ Providing multiple events for direct feedback and support from both student groups and faculty.
- ❖ Continually drilling into the student's minds the importance of not delaying in taking the NGN promptly after graduation date.
- ❖ Creating a daily habit of testing-practice well beyond graduation date.

BSN Student Updating Addressing Information Changes

The College requires that all Bachelor of Science in Nursing (BSN) students keep up-to-date addresses and telephone numbers on file. E-mail addresses are also valuable for communications. A current address and phone number allows the student service officers to contact students for emergencies, class changes, awards, academic questions/information, etc. The Admissions Department must be notified immediately of any change in address and/or phone number by the student. The school must also be notified if a student changes his/her name.

Professional Conduct and Responsibilities

In addition to meeting the academic standards of the school, students enrolled in nursing courses must demonstrate professionalism in classroom, laboratory, and clinical experiences. Professionalism is defined as behaviors and attitudes congruent with the America Nurses Association¹⁷ Code of Ethics, guidelines and standards of practice, the Florida Nurse Practice Act, and policies and expectations of the school described in this catalog.

Integral within the concept of professionalism is the development of those behavioral characteristics (competency) by the student during the Bachelor of Science in Nursing (BSN) program that demonstrate increasing maturity, competence, integrity, regard for human dignity, respect for social justice, accountability, responsibility, and caring as they progress through the program. Students are expected to respect the rights of others regardless of their race, religion, nationality, gender, age, sexual orientation, physical condition or mental state. Professionalism includes, but is not limited to, satisfactory academic and clinical conduct and performance.

¹⁷ www.Nursingworld.org

Administrators and faculty of the undergraduate program reserve the right to interpret, maintain, and enforce the standards of professional conduct and performance for nursing. Administrators and faculty also reserve the right to recommend dismissal of any student who has violated the standards of professional conduct or demonstrates a lack of professional development.

BSN PROGRAM PREREQUISITES

The generic Bachelor of Science in Nursing (BSN) program track is a limited enrollment program and admission is competitive based on the previous academic performance of individuals that have been previously admitted college student. Hence, to be admitted to the nursing program, the school student must:

1. Have met all the lower division requirements for all General Education courses;
2. Take the Nurse Entrance Examination; and
3. Be endorsed by the Undergraduate Committee.

Undergraduate Committee Recommendation

Comprised of appropriately qualified instructors and management, the Undergraduate Committee provides a meaningful review of the college student scholastic characteristics and efforts toward succeed in the nursing profession. To recommend a college student for enrollment in the Bachelor of Science in Nursing (BSN) program the Undergraduate Committee uses a criterion-based point system considering:

- Completion of all the required General Education (GENED) courses on or before by the Spring Semester to be eligible for the Fall nursing admission;
- Minimum cumulative 2.5 CGPA (C+) without repeats in any science courses;
- Outcomes in the Nursing Entrance Examination according to the college approval scores;
- Nursing related earned credits and/or credentials that were presented during the admissions procedures;
- Any letters of recommendation presented during the admissions procedures; and
- Any previous working experiences related to the health care field.

ORGANIZED SEQUENCE OF THE BSN CURRICULUM

The organized sequence of the Bachelor of Science in Nursing (BSN) “is not uniquely based on teaching the Next Generation NCLEX-RN (NGN)” but instead is focused in giving the student a nursing education based on a holistic experience attending to the intellectual, physical, and passion components of learning what it means to be a nurse and developing one’s identity as a nurse, and derived from the vision and working experience of licensed nursing instructors currently protecting people. Hence, the nursing student shall progress through the levels of foundation of nursing knowledge, nursing specialty basic knowledge, and synthesis of nursing knowledge as they complete their plans of study. In compliance with 6.E.2.004, the completion of the Bachelor of Science in Nursing (BSN) program will make the student to be eligible to take the NGN licensing examination after graduation date.

Prerequisite of General Education Courses

An admitted college student must successfully complete the following prerequisite General Education (GENED) courses while maintaining a minimum CGPA of 2.5 (C+) before applying for the admissions in the nursing major:

Freshman Year	First Semester	Credits
ENG 100	English Composition I	3
ENG 102	English Composition II	3
ENG 103	Effective Writing in Today's Ethical Relationships	3
NAT 112	Anatomy and Physiology I	4
		13
Freshman Year	Second Semester	Credits
MATH 108	Preparatory in Algebra Theory	3
NAT 114	Anatomy and Physiology II	4
MATH 110	Introduction to Statistics	3
NAT 118	General Doctrines of Nutrition	3
		13
Freshman Year	Third Semester	Credits

SBS 104	Notions of Human Growth and Development	3
NAT 116	General Overview of Microbiology Theory	3
SBS 106	Overview of General Psychology Principles	3
		9
Total GENED Credit Hours		35

Organized Sequence of BSN Major Courses

An admitted college student endorsed to enroll in the Bachelor of Science in Nursing (BSN) program must take and complete the following nursing major courses while maintaining a minimum CGPA of 2.5 (C+).

1 st Semester	Course	Credits
NUR 206C	Fundamentals of Nursing	5
NUR 206PR	Fundamentals of Nursing Practice Practicum	2
NUR 208C	Adult Health Assessment	3
NUR 210	Pharmacology/Drug Administration	3
		13
2 nd Semester	Course	Credits
NUR 212	Medical Surgical Nursing I	5
NUR 212PR	Medical Surgical Nursing I Practicum	3
NUR 214	Nursing Leadership and Management	2
NUR 214PR	Nursing Leadership and Management Practicum	1
		11
3 rd Semester	Course	Credits
NUR 216C	Medical Surging Nursing II	5
NUR 216PR	Medical Surging Nursing II Practicum	3
NUR 218	Maternal/Infant Nursing	2
NUR 218PR	Maternal/Infant Nursing Practicum	1
NUR 219	Nursing Synthesis I	1
		12
4 th Semester	Course	Credits
NUR 220	Pediatric Nursing	2
NUR 220PR	Pediatric Nursing Practicum	1
NUR 222	Psychiatric Nursing	3
NUR 222PR	Psychiatric Nursing Practicum	1
NUR 226	Community Health Nursing	1
NUR 301	Nursing Professional Roles in Healthcare	3
		11
5 th Semester	Course	Credits

NUR 303	Cultural Diversity in Healthcare	3
NUR 307	Pathophysiologic Basis for Nursing Practice	3
NUR 309	Nursing Theory	3
NUR 311	Vulnerable and Underserved Populations	3
		12
6th Semester	Course	Credits
NUR 317	Care of the Aging Population	4
NUR 317PR	Care of the Aging Population Practicum	4
NUR 319	Public Health Care Nursing	3
NUR 320	Nursing Synthesis II	1
		12
7th Semester	Course	Credits
NUR 322	Healthcare Informatics and Technology	3
NUR 323	Quality and Safety in Healthcare	3
NUR 325	Evidence-Based Practice Research	3
NUR 327	BSN-Capstone	3
		12
8th Semester	Course	Credits
NUR 329	Senior Nursing Synthesis	2
		Total Nursing Major Credit Hours
		85

BSN Program Length

Once the student is enrolled in the Bachelor of Science in Nursing (BSN) major the student progresses full-time during the course of the BSN curriculum. With thirty five (35) General Education credit hours, plus eighty five (85) Nursing Major credit hours, there are one hundred and twenty (120) credit hours that should be completed in forty eight (48) months.

BSN Program Fees

The organization has developed cost-effective measures aimed for not charging students with excessive program costs, and effectively giving them a nursing quality program education. The college is committed to do all necessary actions for avoiding students finding themselves with large amounts of loan debt; or students ending up in a loan default. Under no circumstances are students attracted into the program with confusing or misleading information for the sole purpose of profiting. Prices of the Bachelor of Science in Nursing (BSN) program are listed below:

Bachelor of Science in Nursing (BSN) Program Fees		
1	Program Tuition	\$60,043
2	Application Fee	\$150
3	Clinical Liability Insurance	\$306
4	School Student ID	\$15
5	College Operational Fee	\$9,616
Total Program Fees		\$70,130

ATI TEAS Entrance Examination Cost

The college student must pay the ATI TEAS exam. This is required within the process of evaluation, of an already enrolled student, to be accepted in the nursing major. Why does the cost of the exam vary? Each testing location, including schools and testing centers,

sets the price of the exam taken at their location. Additional fees beyond the exam fee may include proctor fees, scheduling fees, room fees, security monitoring fees for remote exams, etc. that are included in the TEAS registration fee. And those fees vary from school to school. However, you will find that most TEAS exams average out to be about **\$120** which is solely the student's financial responsibility.

Acquiring Text Books and Materials before Each Semester Registration

The current total program estimated cost of the text books is **\$1,820** which is solely the student's financial responsibility. Before the student registration for each program semester, the student must acquire through the Learning Resource System services all the text books and software practice materials required for the particular semester's courses. This is a prerequisite condition to all semester's registration. The no compliance with this condition will place on hold the student participation in the nursing program.

Acquiring ATI Review Modules¹⁸

The student must pay the ATI nursing school resources to be used during the nursing major courses. This Review Module package includes nine (9) RN¹⁹ specialized review books with over 4,600 pages of comprehensive nursing content and over 2,000 critical thinking and application exercises. The ATI modules are necessary to maintaining along the Bachelor of Science in Nursing (BSN) program the student readiness to take and pass (on the 1st attempt) the Next Generation NCLEX-RN (NGN) licensing examination **within the first forty five (45) days after graduation date** under the future parallel combination of daily dynamical pressures, social, regulatory, and abiotic events. The ATI Review nine (9) Modules Package has a cost of **\$450** which is solely the student's financial responsibility.

Acquiring the ATI BOARDVITALS NCLEX PREP RN

To be used separately on two (2) separated occasions, during the program's courses Nursing Synthesis courses I and II, the student must pay for the ATI's NCLEX-ready with BOARDVITALS' bank of 3,700+ RN and 1,800+ PN questions. Study, take quizzes, and answer questions in a simulated Next Generation NCLEX-RN (NGN) exam will allow the students to test knowledge and learned abilities to succeed the NGN licensing examination (after graduation date)- testing abilities using a variety of modes and interfaces — from computer-adaptive and timed modes to interfaces like Board Exam and Enhanced Learning. Furthermore the students can answer NGN-style questions, study detailed rationales, and customize quizzes to fit their needs leading up to the future examination. This is necessary to maintaining along the BSN program the student readiness to take and pass (on the 1st attempt) the Next Generation NCLEX-RN (NGN) licensing examination **within the first forty five (45) days after graduation date** under the disrupting combination of daily dynamical pressures, social situations, and regulatory and abiotic events²⁰. Each separate subscription to this ATI package has a price of **\$159**, which is solely the student's financial responsibility.

Acquiring VIRTUAL-ATI + BOARDVITALS SUBSCRIPTION²¹

To be used during the Senior Nursing Synthesis course, at the final program semester, VIRTUAL-ATI is a guaranteed, 12-week NCLEX preparation review to succeed the incoming Next Generation NCLEX-RN (NGN) licensing examination, on the 1st attempt, **within the first forty five (45) days after graduation date**. Each student has access to an expert ATI's Nurse Educator who works with the student one-on-one to verify readiness for success. The self-paced nature allows educators to provide content assessments and study plans based on individual needs. After the 12-week period, you can earn your "Green Light" when the ATI Nurse Educator deems the student ready to take NCLEX with a likelihood of success. The student also gains access to the BoardVitals of 3,700+ RN and 1,800+ PN questions. Study, take quizzes, and answer questions in a simulated NCLEX exam. Test your knowledge using a variety of modes and interfaces — from computer-adaptive and timed modes to interfaces like Board Exam and Enhanced Learning. Plus, the student can answer NGN-style questions, study detailed rationales, and customize quizzes to fit your needs leading up to the big exam. The one (1) subscription to this ATI package has a price of **\$567** which is solely the student's financial responsibility.

Additional Payment for Missing ATI Nursing Activities Due to Absence or Lateness to Class

Unlike many other fields, nursing education focuses on developing critical thinking and clinical judgment, which are honed through in-person, active engagement and interaction during program classes. Hence, the school considers paramount **the student attendance to all program classes** because nursing education is a high-stakes, cumulative, and intensely practical discipline where consistent and timely attendance to the program classes directly impacts the student academic success and clinical competence. Likewise, attending to all the scheduled program classes builds and accumulates the necessary skills-testing competency needed to successfully pass the Computerized Adaptive Testing (CAT) nursing licensing exam. CAT is a personalized, intense, high-stakes test, that adjusts each licensing question difficulty in real-time based on the given answers to accurately assess the new nursing graduate's readiness to safely protect people as a U.S. licensed Registered Nurse.

The school understands that adult working students attending college face challenges balancing work, family, and studies, leading to difficulty in time management, financial stress, self-doubt (imposter syndrome), and difficulty connecting with peers or adapting to the modern academic environment all while driving responsibilities like childcare and household needs. Furthermore, such students often

¹⁸ <https://www.atitesting.com/contact/>

¹⁹ Registered Nurse

²⁰ Such like the mortal and disrupting explosion of the 2020-2023 COVID-19 pandemic.

²¹ <https://www.atitesting.com/solutions>

struggle with rigid schedules and outdated study habits. However, F.S.464.019 makes the school **accountable and responsible** for the student passing the CAT's Next Generation NCLEX-RN (NGN) licensing examination **on the first attempt** after graduation date. Because of this F.S. 464.019 mandate, the program courses are complemented with intertwined Assessment Technologies Institute (ATI) skill-testing-activities resources. Hence, the **non-attendance and/or late arrival** to the scheduled program classes, and the missing of the ATI activities, can affect the cumulative development of the student's Nursing CAT testing-skill-competency. Consequently, in the event of the student missing the program's ATI activities, the school shall reschedule recovery classes with the additional student payment of: (1) reprocessing fee; (2) instructor fee; and (3) cost of missed ATI nursing-activities.

External Supplies, Materials and Other Costs

The student will need to buy additional materials such as textbooks, uniforms, a portable computer or tablet, shoes, watch, and stethoscope; physical/immunizations exams costs; shall pay to the Florida BON for the Next Generation NCLEX-RN (NGN) licensing examination fee; all external level two (2) FBI background and medical examinations during the Bachelor of Science in Nursing (BSN) program; besides the independent externship traveling expenses which are solely the student's financial responsibility.

REQUIRED PARTICIPATION IN NURSING ORIENTATION MEETING

The Nursing Division has defined the most important aspects and information that new students need to know for adjusting to the Bachelor of Science in Nursing (BSN) program and the daily college activities. It is understood that a new nursing degree student is given so much to read, observe, and retain about items to be covered in the first days of classes. Therefore, before commencing classes, the new student must participate in a four (4) days Nursing Orientation Meeting (NSO) sessions²² to be introduced to the program characteristics, the college expectations, the academic, occupational, and regulatory requirements of the BSN program, besides his participation as an important team player for the school showing that students completing the BSN program successfully pass the Florida Board of Nursing requirements and succeed in the NCLEX-RN 1st attempt examination **within the first forty five (45) days after graduation date**.

NURSING GRADUATION REQUIREMENTS & DEGREE CREDENTIAL

All the nursing graduation requirements within the Bachelor of Science in Nursing (BSN) program are outlined in this college catalog. It is important to mention that the college nursing instructors have the responsibility for deciding whether a nursing student should graduate, thereby affirming that the nursing student is safe, clinically competent, and ready to protect people. The college faculty members do not take this decision lightly; therefore, a nursing student will be eligible for graduation and awarded a Bachelor of Science in Nursing (BSN) degree credential only after fulfillment of the following graduation requirements:

1. Recommendation of the BSN instructors;
2. Attendance of 80% of the total classes scheduled hours for the BSN program;
3. Attendance of 100% of the clinical rotation scheduled hours, including out of state clinical rotation;
4. Approval of all General Education courses;
5. Approval of all the Nursing Major courses;
6. Upholding a minimum Cumulative Grade Point Average of 2.5 (C+);
7. Fulfillment of all the financial obligations contracted with the school;
8. Completion of program within 1.5 times the normal program length;
9. Completion of interview with Financial Department officer to bring up to date all contacting information; and
10. Completion of the electronic Exit Interview in "Federal Student Aid" website and School receipt of FSA emailed confirmation.

LICENSURE AS REGISTERED NURSE WITH FLORIDA BON

The student is not licensed as a Registered Nurse in Florida after completing the Bachelor of Science in Nursing (BSN) program. The school does not decide or determine an applicant's eligibility for licensure and certification. Upon completion and graduation of the school BSN program, according to F.S. 464.008, any person desiring to be licensed as a Florida Registered Nurse (RN) and work as an RN in the State of Florida, must apply to the **Florida Board of Nursing (jurisdiction #70)** to take the Next Generation NCLEX-RN (NGN) licensure examination. The school will assist its graduates in applying for the State of Florida RN licensure exams. The student is responsible for any fees associated with the Florida BON licensure.

The Florida Board of Nursing (BON) Licensing and Regulation webpage provides information to the public relating to [apply for a license](#). All additional costs involved with the BON licensing requirement and the Next Generation NCLEX-RN (NGN) fees are solely the student responsibility. More information and clarifications about the State of Florida licensing regulations can be found on www.leg.state.fl.us/Statutes/ and searching for F.S. 464.008.

NURSING CLINICAL ROTATION IN OUT-OF-STATE HOSPITALS

Nursing is a practice discipline, so actual contact with patients is an essential component of the Bachelor of Science in Nursing (BSN) program education. The college nursing instructors and the Nursing Chairperson are quite firm that all nursing students should have

²² The four days' sessions contents are described in the received copy of the College Catalog.

sufficient supervised clinical experiences with actual patients, at the scope of practice to which the students are aspiring, to meet the program outcomes and become successful graduates that protect people.

It is plausible that some students may feel as an economic burden to bearing the financial responsibility for all the Travel and Housing expenses, covering the required participation in out-of-state Hospitals during supervised clinical experiences classes. However the college expects its nursing students to understand: (a) the direct relationship between safe patient care and the quality of its nursing program which have out-of-state clinical rotation classes, especially during these times when clinical experiences are hard to find; (b) that sufficient supervised clinical experiences with actual patients is necessary, at the scope of practice to which the students are aspiring, to meet the program's outcome; and (c) that nursing is a practice discipline, so actual contact with patients is an essential component of pre-licensure nursing education and consequently clinical rotation experiences, for the student best learning by kinesthetic methods, cannot be minimal or omitted.

Clarification of Respective Payment for Traveling anywhere in the United States

The Bachelor of Science in Nursing (BSN) student **will not pay a penny to the college** for traveling to Hospitals in the United States, the District of Columbia, or a possession or territory of the United States during clinical rotation classes. Consequently:

- ❖ The student is clearly informed during Admissions and during the Orientation Meeting that he must pay, via self-funding, for all clinical travel expenses when participating in clinical rotation anywhere in the United States. This is also stated in the student enrollment contract.
- ❖ Likewise, the institution neither plans nor participates in any of the students travel preparations which is their prerogative.
- ❖ The institution does pay for all expenses of its Clinical Supervisor Instructor that will be in charge of all the nursing students participating in out-of-state clinical rotation facilities.

UPHOLDING PRIVACY OF PARTICIPATION IN CLINICAL SITES

Bachelor of Science in Nursing (BSN) students participating in contracted Hospital facilities and medical centers, under the leadership of a clinical rotation instructor, must follow the "BSN Clinical Rotation Plan" and must protect at all times the privacy of their practice-information at any clinical site. This BSN externship plan contains complete explanations of how to utilize all hospital facilities besides student discipline, facility attendance requirements, the reporting of clinical rotation activities, etc. According to the organization strict observance of the school signed contracts with the clinical centers, and upholding the clinical center's policies and procedures, and the center's administrators instructions and mandates, information cannot be revealed to any third party in relation to the student physical attendance to a center, the authorized days and hours of participation, the group compositions, or any other facility-clinical rotation characteristics. In the event that any student could be inquired by any person or any party about the student clinical conditions, the student must immediately stop the exchange and must inform at once the college clinical instructor in charge of the BSN practicum class.

It is important to clarify that when participating in hospitals and medical centers, during clinical rotation classes, the BSN student is the last chain of the clinical practice link; therefore, the student may be responsible for any mishaps that may occur. The BSN student must always be under the supervision and control of the designated school clinical instructor and abide all the instructor directives.

HOSPITAL CLINICAL PRECEPTORS

The hospital or center preceptor are independent floor expert nurses, who will be in charge of the practical experience and training of the nursing student, which are allocated by the Hospital or medical center where the students attend clinical rotation classes.

CLINICAL FACULTY SUPERVISOR

A college nursing instructor, on-site during the whole Bachelor of Science in Nursing (BSN) externship period, is the officer in charge to coordinate and supervise BSN nursing students participating in the BSN practicum classes.

STUDENT UNDER SUPERVISION OF CLINICAL INSTRUCTOR

1. The clinical rotation instructor is the college authority representation in the medical center. Hence the student will keep a tight contact with the clinical instructor, informing him about any occurrence of events, and will abide all the instructors' directives and instructions.
2. A student participating in medical centers, during clinical rotation classes, has no authority or legal representation upon any administrative actions or decisions. At all times the college's clinical instructor will be there to attend any student questions, worries or explorations. Hence the student **will never talk or establish contact** with center's administrator whatsoever.
3. A student has no authority or decisions in matters related to clinical rotation times and/or length of the clinical rotation classes. Therefore, the student **must never solicit** preceptors, administrators, center directors and/or staff, for more practice time or additional clinical sessions or more clinical rotation opportunities, etc.
4. Additionally, a student **will never organize** or **will never become** the ring leader of any activity in a medical center where clinical rotation classes are conducted.
5. When in the medical center the student must follow to the letter the clinical rotation plan and the instructions of the college clinical rotation. Any student's new idea, courses of action, requests, questions, doubts, inquiries, etc., must **always be first consulted** with the college instructor in charge of the clinical rotation class.

6. The golden rule for the student to avoid unnecessary complications and/or disciplinary situations is: **If it is not clearly authorized by the college instructor, don't do it!**

Students Cannot Negotiate Directly for Clinical Opportunities

As medical sites have an Education Director in charge of authorizing and controlling the BSN students clinical rotation in their centers, it is the sole responsibility of the college **not the students** to establishing all necessary connections, and to respond to all the centers conditions and requirements, for the establishment of an appropriate clinical rotation contract. Consequently students cannot negotiate with clinical administrators for the contracting of clinical rotation times. However, students may propose clinical sites to the college Director of Education at least one (1) semester before the clinical rotation classes are schedule to start. This will ensure adequate time to evaluate the clinical site, ascertain the center's credentials, contacting the center's administrator in charge of clinical rotation, and take all the necessary legal steps to formalize a contractual agreement between the school and the medical center in question.

BSN Program Termination by Violating Clinical Site Rules

The college believes that a Bachelor of Science in Nursing (BSN) student being voluntarily accepted by hospitals and medical clinical sites, toward performing nursing clinical rotation practices, is not a right but a student's educational privilege. Then, the BSN student must consider at all times that there is always someone observing the student behavior and commitment to practice; therefore, the BSN student integrity and discipline when participating on clinical rotation classes, besides his commitment to uphold the center's rules and policies and procedures, must be unassailable. Any violation of a clinical site requirement, rule, or preceptor's indications will result in the immediate student termination from the BSN program.

DO NOT DELAY TO TAKE THE FLORIDA NGN LICENSING EXAMINATION

When starting the Bachelor of Science in Nursing (BSN) program the student may think that the New Generation of NCLEX-RN (NGN) licensing examination is in the far side of the world; but the NGN is just around the corner and the student must learn by heart what the NGN licensing examination is from the very first day of class. The student shall be aware that **reading and memorization alone will not get him through the NGN**. The NGN licensing examination does not test how good the student will be as a nurse in the future, but **how safe and secure the new nursing graduate is to protect people**. Consequently, a continuous practice with the ATI software Banks must become the student paramount mission during the whole BSN program, because the majority of NCLEX-RN questions are at the application and analysis level, and a minimum of questions are at the comprehension level and the BSN student must efficiently determine: (1) What an NGN question is asking; (2) How to select the correct NGN answer; and (3) How to narrow your choices when making an educated guess about an NGN answer.

NGN Examination Covered Topics

The Next Generation NCLEX (NGN) exam is structured around eight (8) "Client Needs" categories that assess the clinical judgment of nursing candidates. These eight (8) categories are organized under four (4) main headings: Safe and Effective Care Environment, Health Promotion and Maintenance, Psychosocial Integrity, and Physiological Integrity.

Safe and Effective Care Environment

This focuses on a nurse's ability to protect clients and other healthcare personnel from health and environmental hazards:

- (1) **Management of Care:** This section covers a wide range of nursing actions that coordinate and manage client care, including advanced directives, client rights, advocacy, and quality improvement.
- (2) **Safety and Infection Control:** This area tests a nurse's ability to protect clients and staff from harm by covering topics such as accident and error prevention, hazardous materials, and the use of standard precautions.

Health Promotion and Maintenance

This addresses a nurse's role in promoting wellness and preventing disease. Questions cover care throughout the lifespan and includes:

- (3) **Health Promotion and Maintenance:** This subcategory includes topics like the aging process, ante/intra/postpartum and newborn care, developmental stages, and lifestyle choices that affect health.

Psychosocial Integrity

This assesses a nurse's ability to provide and promote the emotional, mental, and social well-being of the client. It includes:

- (4) **Psychosocial Integrity:** Topics cover coping mechanisms, mental health concepts, support systems, and the ability to provide care for clients in crisis.

Physiological Integrity

This is the largest main category and focuses on the nurse's ability to promote physical health and provide basic care. It is divided into four categories:

- (5) **Basic Care and Comfort:** Questions in this section relate to providing physical comfort and assisting with daily activities, such as hygiene, nutrition, and mobility.
- (6) **Pharmacological and Parenteral Therapies:** This subcategory tests a nurse's knowledge of medication administration, effects, side effects, and therapeutic procedures.
- (7) **Reduction of Risk Potential:** This area covers nursing interventions that reduce the likelihood of clients developing complications or health problems. It includes topics such as diagnostic tests, vital signs, and a client's risk for injury.
- (8) **Physiological Adaptation:** This section focuses on a nurse's ability to care for clients with acute, chronic, and life-threatening conditions. It covers areas like pathophysiology, fluid and electrolyte balance, and medical emergencies.

The most significant change with the Next Generation NCLEX (NGN) is how these topics are tested. The NGN licensing examination introduced in 2023 is designed to assess clinical judgment so memorization alone is not enough to succeed. New question formats, such as case studies and bow-tie items, require you to analyze patient data and make critical clinical decisions based on the content from the eight (8) client needs categories. This approach measures the graduate's clinical judgment rather than just the graduate's ability to recall facts.

Green Monster 80% NGN Testing Strategy



“Inside every set of plans there is a Green Monster waiting to break loose”

It is important to realize that after graduation date a maelstrom of external complications can affect the graduate's learned testing-competency to sharply recognize and respond correctly Next Generation NCLEX (NGN) examination questions. Consequently, an effective “Green Monster 80% NGN Testing Strategy” to succeed the important Florida nursing licensing examination on a first attempt is as follows:

- a. After graduation, promptly register with the Florida Board of Nursing (BON) to take the NGN licensing examination within the first **forty five (45) days** and relegate absolutely everything to a second place in your life;
- b. Create an “isolated-private-study-space” at home and request the family members’ help to avoid disturbances from children, friends, visitors, distracting telephone calls, and any other general untoward interruption;
- c. Commit to four (4) hours of daily “practice-review-NGN-testing-remediation” (from Monday to Sunday) using ATI software questions banks to reach a daily 80% approval rate (120 out of 150) of new NGN questions;
- d. Keep aware that the NGN licensing examination is based on Computer Computerized Adaptive Testing (CAT) algorithms that look to fail the new nursing graduate within the first seventy five (75) questions;
- e. **Do not ignore any of the eight NGN categories** (especially Pharmacological and Parenteral Therapies) above listed;
- f. When having too many difficulties with specific NGN category-questions, and remediation does not improve your testing results, review and study again the specific NGN’s subject in your nursing text books;
- g. Maintain at all times a proactive communication with the school nursing support personnel just one call or email away;
- h. Be completely aware that the National Council of State Boards of Nursing (NCSBN®), as creators of the NGN licensure examination, **do not repeat past examination questions in any new NGN licensing examination**.
- i. Keep practicing until the day before the real Florida Board of Nursing (BON) licensing examination.
- j. **Most Important:** if within the initial preparation period of 45 days, you cannot proficiently answer every day 120 out of 150 (80%) different software-simulated-NGN-examination questions, covering the eight (8) NGN categories, then:
 - (1) Do not take the 1st NGN examination;
 - (2) Reschedule and postpone the Florida Board of Nursing examination to a date 45 days into the future; and
 - (3) Reengage in another forty five (45) days of a four (4) hours of daily “practice-review-NGN-testing-remediation” with the ATI software Banks.

RADIOLOGY SCIENCES DIVISION

RADIOLOGIC TECHNOLOGY ASSOCIATE OF SCIENCE

The College Radiologic Division offers a Radiologic Technology Associate of Science (A.S.) program that is:

- Institutionally approved by the Accrediting Commission of Career Schools and Colleges (ACCSC), 2101 Wilson Boulevard, Suite 302, Arlington, Virginia 22201. ACCSC is an ARRT-Recognized [Accreditation Agency](#).
- Licensed by Means of Accreditation by the Commission for Independent Education, Florida Department of Education, 325 West Gaines Street Suite 1414 Tallahassee, Florida 32399-0400.

RADIOLOGIC DIVISION CHAIRPERSON

OLGA L. PEREZ, BSEd, TR, XR(L)

Bachelor of Science in Education
Technologist Radiologist
Florida Licensed X Ray Machine Operator

RADIOLOGIC TECHNOLOGY A.S. INSTRUCTORS

PABLO PEREZ, MSEd, BSB, ASGRT, RT(R), ARRT

Master of Science in Higher Education Administration
Bachelor of Science in Biology
Associate of Science in Radiologic Technology
Florida Certified Radiologic Technologist American Registry of Radiologist Technologists

OLGA L. PEREZ, BSEd, TR, XR(L)

Bachelor of Science in Education
Technologist Radiologist
Florida Licensed X Ray Machine Operator

RADIOLOGIC TECHNOLOGY A.S. PROGRAM PREREQUISITES

The Radiologic Technology A.S. program path is based on previous academic performance. To be enrolled in the program a previously admitted College student:

1. Has to complete all the assigned General Courses (GENED);
2. Must submit an application for enrollment in the RT major program together with a Criminal Level Two (2) background check and drug testing;
3. Must take an Radiology Assessment Examination;
4. Be endorsed by the Radiologic Undergraduate Admissions Committee.

Radiology Assessment Examination

Finding college students with the potential to complete the Radiologic Technology A.S. program begins with the student completion of HESI A2 core sections of Reading Comprehension, Vocabulary, Grammar, and Math and reach a 70% overall score. The cost for this entrance examination, to be taken on campus through application software, is entirely the responsibility of the student applying to be RT major. It is suggested that applicants prepare for the RT Entrance Exam with the latest HESI A2 Study Guide study guide.

Radiologic Undergraduate Admissions Committee

The Radiologic Undergraduate Admissions Committee (RUAC) consists of experienced licensed faculty, staff, and administrators from across the College who review applications on a case-by-case basis, rather than a publicly listed group of members. Their role is to review undergraduate applications, assessing factors beyond just grades and test scores, such as a student's potential, ambition, perseverance, and creativity. Committee also provides a meaningful review of the college student scholastic characteristics and efforts toward succeed in the medical radiography profession. To recommend a college student for enrollment RUAC uses a criterion-based point system considering:

- ❖ The student's Radiology Assessment Examination scores;
- ❖ The General Education (GENED) overall CGPA;
- ❖ Any radiologic related earned credits and/or credentials that were presented during the admissions procedures;
- ❖ Any letters of recommendation presented during the admissions procedures;
- ❖ Any previous working experiences related to the health care field; and
- ❖ The attitude of the student toward success and commitment to pass the ARRT licensing examination.

RT PROGRAM PURPOSE

The educational objectives of the Radiologic Technology (RT) program is to:

1. Graduate radiographers that, in compliance with Florida “6E-2.004 Standards and Procedures for Licensure”, are eligible to take the ARRT licensing examination after completion of the RT program;
2. Satisfy radiology learning strategies based on documented theoretical and clinical instruction in explaining procedures, preparing patients, screening for contraindications, and ensuring their comfort, applying scientific principles to position patients and equipment for precise diagnostic views to teach students to maximize their own role development, using specialized machines, and managing radiation doses according to safety protocols for radiation, and implementing safety measures for patients and staff, and maintaining equipment;
3. Give students a radiologic education based on a holistic experience attending to the intellectual, physical, and passion besides working with radiologists and other healthcare professionals to support diagnosis and treatment besides seeking the opportunity to learn, and to function effectively within inter professional teams, fostering open communications, mutual respect and shared decision making to achieve quality patient care;
4. Follow up the ARRT changes in the types of questions on the licensing test that ensure public protection, to maintain an ongoing development, since day one of classes, of the student’s licensing-testing behavioral characteristics, based on one’s interests and experiences influenced by the individual motivation and attitude.

ORGANIZED SEQUENCE OF THE RADIOLOGIC TECHNOLOGY A.S. CURRICULUM

The organized curriculum sequence for the Radiologic Technology A.S. curriculum, derived from the mission, vision, and goals of experienced licensed instructors, focused to graduate competent radiographers capable to safely use medical X-Ray imaging equipment, create images that help diagnose and treat injuries and illnesses, prepare and positioning patients, operating imaging machinery, performing image quality checks, ensuring radiation safety for patients and staff, communicate with patients, support other medical professionals, maintain patient records, and corroborate the equipment safe operation.

RADIOLOGIC TECHNOLOGY A.S. GENERAL PATH

With thirty five (35) General Education (GENED) credit hours, plus forty nine (49) Radiologic Technology (RADT) major specialization credit hours, the Radiologic Technology A.S. program length has a total of eighty four (84) credit hours, which are expected to be completed in twenty four (24) months.

Lower Division Courses

An admitted college student must complete all the prerequisite General Education (GENED) courses with a minimum CGPA of 2.5 (C+):

Freshman Year	First Semester	Credits
ENG 100	English Composition I	3
ENG 102	English Composition II	3
ENG 103	Effective Writing in Today's Ethical Relationships	3
NAT 112	Anatomy and Physiology I	4
		13
Freshman Year	Second Semester	Credits
MATH 108	Preparatory in Algebra Theory	3
NAT 114	Anatomy and Physiology II	4
MATH 110	Introduction to Statistics	3
NAT 118	General Doctrines of Nutrition	3
		13
Freshman Year	Third Semester	Credits
SBS 104	Notions of Human Growth and Development	3
NAT 116	General Overview of Microbiology Theory	3

SBS 106	Overview of General Psychology Principles	3
		9
	Total GENED Credit Hours	35

Radiologic Technology Courses

A college student, which has been approved to enroll in the Radiologic Technology A.S. major must complete a specific field of radiologic technology specialization, consisting of a specialized set of Radiology Technology (RADT) courses while maintaining at least a CGPA of 2.5 (C+):

1 st Semester	Course	Credits
RADT 200	Orientation to Radiology	3
RADT 215	Radiation Physics	2
RADT 220	Radiation Protection and Radiobiology	3
RADT 225C	Radiographic Image I	3
		11
2 nd Semester	Course	Credits
NUR 210	Pharmacology/Drug Administration	3
RADT 230C	Radiographic Image II	3
RADT 235C	Radiographic Procedures and Position I	4
RADT 240PR	Radiographic Clinical Practicum I	4
		14
3 rd Semester	Course	Credits
RADT 245C	Radiographic Procedures and Position II	4
RADT 250PR	Radiographic Clinical Practicum II	4
RADT 260C	Radiographic Procedures and Position III	4
		12
4 th Semester	Course	Credits
RADT 265	Advanced Medical Imaging	2
RADT 270	Basic Principles of Magnetic Resonance Imaging	2
RADT 280PR	Radiographic Clinical Practicum III	4
RADT 295	Senior ARRT Synthesis	4
		12
	Total Major Credit Hours	49

RT Program Length

Once the student is enrolled in the Radiologic Technology (RT) major the student progresses full-time during the course of the RT curriculum. With thirty five (35) General Education credit hours, forty nine (49) radiologic major credit hours, there are eighty four (84) credit hours that should be completed in twenty four (24) months.

Radiologic Technology A.S. Program Fees Schedule

The organization has developed cost-effective measures aimed for not charging students with excessive program costs, and effectively giving them a nursing quality program education. The college is committed to do all necessary actions for avoiding students finding themselves with large amounts of loan debt; or students ending up in a loan default. Under no circumstances are students attracted into the program with confusing or misleading information for the sole purpose of profiting. Prices of the Radiologic Technology A.S. program are listed below:

Program Fees		
1	Program Tuition	\$47,816
2	Application Fee	\$150
3	Clinical Liability Insurance	\$56
4	College Student ID	\$15
5	Radiologic Custom Testing Package	\$510
6	College Operational Fee	\$6,788
Total Radiologic Technology A.S. Program Price		\$55,335

The student must pay the cost of the HESI A2 Examination, with prices ranging from around **\$30** to over **\$100**, and the Radiologic Custom Testing Package **\$155**. Additionally, students will need to pay for their uniforms and shoes, watch and stethoscope, physical/immunizations exams costs; FBI level two (2) background checks; drugs tests; CPR certification; and related clinical rotation expenses which are solely the student's responsibility. The current average cost of the text books²³ is **\$1,447** and the evaluation software **\$170**.

Radiologic Technology A.S. Tuition Characteristics

The tuition values will be the same for all applicants at a given enrollment time, and will cover the entire length of the program. The Radiologic Technology Associate of Science (A.S.) tuition does not account for any additional development or certification training, or any externship expenses which are completely the student financial responsibility.

RT SCHOLASTIC REQUIREMENTS

To remain in good academic standing a student accepted in the Radiologic Technology (RT) A.S. program must maintain a Cumulative Grade Point Average (CGPA) grade of 2.5 (C+) or higher.

Repeating RT Program Courses and Dismissal

A student who fails any Radiologic Technology (RT) A.S. program course will be required to repeat the course. This allows a nursing prepared student from having the opportunity to progress and/or complete the nursing program of study, besides graduating and taking the Florida nursing licensure examination, and the profession not losing the knowledge, skills, and abilities of that student. Consequently:

6. Any RT major course that is failed must be repeated while the student continues its attendance to regular semester classes.
7. If a course is not passed during its first repetition, then the RT student may be offered the opportunity to repeat the same course for a second time and a third time, while continue its attendance to regular semester classes.
8. The higher pass grade achieved by the student approval of the first or the second course repetition will be used to calculate the Cumulative Grade Point Average.
9. All the additional financial and fee costs related to the repetition of a course are the student responsibility.
10. On the other hand, once the student reaches the three (3) courses repetition threshold, the Department of Education will form a Committee to review the academic record and any documented extenuating circumstances to determining whether a dismissal from the RT programs is appropriate.

ATTENDANCE TO RADIOLOGIC TECHNOLOGY CLASSES

The Radiologic Technology A.S. program is currently delivered in a faculty face-to-face with students, on campus classrooms. No part of the program is offered on-line at this time. Regular attendance to classes is essential for the student reaching a satisfactory academic progress. A student who is absent for as many times as one (1) class each week will exhaust this provision. Instructors and college officers may request verification of those absences. Once the student's absences reach a 20% of the total class attendance the student will be dropped from class enrollment.

²³ Buying the text books and required training materials are a semester registration prerequisite. Students will have receipt of the monies paid receipt. The price of the books and materials offered by a provider may vary along the program.

RADIOLOGIC TECHNOLOGY A.S. GRADUATION REQUIREMENTS & DEGREE CREDENTIAL

All the requirements for graduation in the Radiologic Technology (RT) A.S. are outlined in this college catalog. The radiologic technology instructors have the responsibility for deciding whether a student should graduate, thereby affirming that the student is safe, clinically competent, ready to protect people, and eligible to take the Florida's ARRT licensing examination. The college faculty members do not take this decision lightly; therefore, a student will be eligible for graduation and awarded a Radiologic Technology A.S. degree credential only after fulfillment of the following graduation requirements:

1. Recommendation of the RT instructors;
2. Attendance of 80% of the total classes scheduled hours for the RT program;
3. Attendance of 100% of the clinical rotation scheduled hours, including out of state clinical rotation;
4. Approval of all General Education courses;
5. Approval of all the Radiologic Technology major courses;
6. Upholding a minimum Cumulative Grade Point Average of 2.5 (C+);
7. Fulfillment of all the financial obligations contracted with the school;
8. Completion of program within 1.5 times the normal program length;
9. Completion of interview with Financial Department officer to bring up to date all contacting information; and
10. Completion of the electronic Exit Interview in "Federal Student Aid" website and School receipt of FSA emailed confirmation.

FLORIDA STATE RT(R) LICENSING

The student is not certified as a Registered Radiologist Technologist (RT(R)) in Florida after completing the College's Radiologic Technology A.S. program. Upon completion and graduation of the Radiologic Technology A.S. the graduate is eligible to become a Florida licensed Radiologists Technologists (RT(R)) by following the Florida State Licensing requirements. Without a college official notification of the Radiologic Technology A.S. program graduation, the Florida Department of Health does not allow any person to either register or take the ARRT licensing examination. More information and clarifications about the State of Florida licensing regulations can be found by contacting the MQA RT Certification Office, (850) 488-0595, Monday through Friday | 8:00 a.m. to 6:00 p.m.

NOT DELAYING TO TAKE THE FLORIDA ARRT LICENSING EXAMINATION

The student must be aware that the Florida American Registry of Radiologic Technologists (ARRT) licensing examination is a strong, dynamic, and (Computer Adaptive Test) programmed to test the safety of a new Radiologic Technology A.S. program graduate. Consequently to successfully pass the ARRT the graduate must:

1. Register with the Florida DOH for the licensing ARRT examination within the first forty five (45) days after graduation date;
2. Purchase the latest edition of available Radiologic Questions-Banks testing and remedial software;
3. Concentrate at home to practice-tests no less than four (4) hours every day during forty five (45) consecutive days (including Saturdays and Sundays); and
4. Keep communicating with the college's support staff always just one text message away.

Note: It is important to be aware that after graduation date, no matter how well prepared you are, or how powerful you feel as a new well educated Radiologist Technologist A.S., every single day that you misuse without intensively exercising with ARRT Questions Banks and remedial software, your licensing-testing competency will fade away, and the probability of failing the Florida ARRT licensing examination increases exponentially.

RADIOLOGIC TECHNOLOGY CLINICAL ROTATION

To facilitate the clinical portion of the Radiologic Technology A.S. program, students will participate in medical centers, clinical facilities, independent diagnostic centers, and hospitals in Miami Dade County, which voluntarily will accept them. Students are responsible for their own transportation from campus and to the clinical sites to which they are assigned for clinical rotation classes.

Student Maintaining Privacy of Participation in Clinical Sites

Radiologic Technology A.S. students participating in contracted Hospital facilities and medical centers, under the surveillance of a RT(R) clinical rotation instructor, must follow the school's "Radiologic Technology Clinical Rotation Plan" and protect the privacy of the practice information at all time. The Radiologic Technology clinical rotation externship plan contains complete explanations of how to utilize all hospital facilities besides student discipline, facility attendance requirements, the reporting of clinical rotation activities, etc. According to the strict observance of the school signed contracts with the clinical centers, and upholding the clinical center's policies and procedures, information about the student participation authorized days and hours, or any facility clinical times rotation characteristics cannot be revealed to any third party. Any student inquired by any third party about the clinical conditions must inform at once the college clinical instructor, in charge of the Radiologic Technology A.S. practicum class.

Registered Radiologic Technologist Clinical Rotation Preceptors

An independent licensed RT(R) specialist who gives practical experience and training to the student, which is allocated by the medical center where the students attend clinical rotation classes.

Radiologic Technologist Clinical Faculty Supervisor

A college RT(R) instructor, on-site during the whole externship period, is the college officer in charge to coordinate and supervise radiologic technology students participating in practicum classes.

Radiologic Technologist Students Cannot Negotiate Directly for Clinical Opportunities

Normally medical centers have an Education Director or an administrator in charge of authorizing and controlling clinical rotation participation in their centers, and it's the solely responsibility of the college **not the students** to establishing all necessary connections and to respond to all the centers' conditions and requirements for the establishment of an appropriate clinical rotation contract.

Radiologic Technologist A.S. Program termination by Violating Clinical Site Rules

The College believes that a Radiologic Technologist student being voluntarily accepted by hospitals and medical clinical sites, to perform clinical rotation practices during radiologic technology externship, is not a right but a student's educational privilege. The Radiologic Technologist student must consider at all times that there is always someone observing his behavior, therefore, his integrity and discipline when participating on clinical rotation sites, besides his commitment to uphold the center's rules and policies and procedures must be unassailable. Any violation of the clinical site attendance and discipline requirements might result in the immediate student termination from the Radiologic Technologist A.S. program.

PROGRAM COURSES

GENERAL COURSES

Prerequisite: Admissions as a College student after fulfilling all the admissions requirements described in this catalog.

ENG 100 English Composition I

3 Credits

This academic general education course introduces students to college level writing, offering training in the techniques and skills required to write unified, coherent paragraphs, essays, and the use of library and electronic formats as a source of writing references. Students receive instruction on the principles, practice and skills of argumentation, critical reading and thinking. The course also contemplates a broad conception of student's educational backgrounds and the work they will do in college, including a number of opportunities for writing practice and self-assessment, besides "learning by doing" writing activities and assignments in a helpful rhythm with concise instruction and models for writing. This course serves to meet the Florida Gordon Rule requirements.

ENG 102 English Writing Reinforcement of Oral Communication

3 Credits

You communicate for a purpose, following some motivation that leads you to do so. From tweets on up to oral communication your writing reflects your thinking and it reflects you, and we all look back on conversations and regret things we didn't say or things we did say. But there is in writing where the power of rethinking your oral communication resides. If time allows, walk away from your writing for a day or two and come back to it. You'll be amazed at how the words have rearranged themselves to better effect in your mind — and how quickly you spot errors you didn't see before but that you did communicate to others. If you proofread immediately after finishing writing, you'll just read what you *meant* to say. But if you give yourself some distance, the mistakes reveal themselves. This is part of the skill set that employers expect potential employees to have: the ability to communicate orally and in writing (including online and offline) with reasoned choices as to whom the student communicates, what says, what don't say, and how the student you phrase what you want to say, and so on.

Prerequisite ENG 101.

ENG 103 Effective Writing in Today's Ethical Relationships

3 Credits

Ethical writing is a fundamental communication skill necessary in today's personal and professional relationships and in almost all places in our interpersonal society. This course introduces students to the ethical writing we do when we have consciously reflected on the meanings we are making, or the world we are representing. Students will also explore concepts in written communication that are chained together in the dysfunctional marriage that is writing ethically. Students will practice and develop writing skills to produce general ethical essays while remaining true to the aesthetic imperative, the narrative trajectory, and a reader's requirements.

Prerequisites ENG 101, ENG 102.

SBS 104 Notions of Human Growths and Development

3 Credits

The scope and sequence of this academic general education course familiarize students in practical application skills for developing essays, in-class writing assignments, preparation of outside-class written reports, and presentation of a theoretical omnibus, about principles of life span coverage of human development, in addition to wide-ranging theory of physical and psychosocial human growth from conception to death.

SBS 106 Overview of General Psychology Principles

3 Credits

This academic general education course is an introduction to practical application of psychology principles of issues related to biological cognitive and emotional development throughout adulthood. It introduces students to common complex and interactive factors which influence an individual's health behaviors and health outcomes.

MATH 108 Preparatory in Algebra Theory

3 Credits

Since the *Kon-Tiki* civilization sailing "pae-pae" fleets across the Pacific Ocean, behind the sun, from Peru to Tahiti and the Tuamotu Islands; the Sumerians' reed ship mariners; the great Mayan empire; and the ancient Greek civilization, our use of Algebra theory and principles have been ubiquitous. Algebra had provided apparatuses for the representation and interpretation of the world we live, and the universe we are part of. Because math builds up on prior knowledge and practical application upon the years, students taking Algebra classes without any previous preparation almost never reach the proper level of proficiency. Hence, this general education course provides students with groundwork of mathematics and common principles of Algebra theory applied to sciences and the common working day life.

MATH 110 Introduction to Statistics

3 Credits

Statistics is a crucial field that helps us understand and interpret data, enabling informed decision-making, research, and predictions across various fields. It provides the mathematical tools to analyze data, identify trends, and assess the reliability of findings. Statistics are used to collect and analyze data related to research and scientific discovery, business and economics, public health and social sciences and other important applications. For instance, in government Statistical data helps understand population demographics, health needs, and social issues, enabling them to develop effective policies. In market analysis, Statistics helps businesses understand consumer behavior, market trends, and competition, enabling them to make more effective marketing decisions. Likewise in disease tracking, statistics is used to monitor and track the spread of diseases, identify risk factors, and develop effective interventions within the health care practice. Hence, this course introduces students to the basic rules and principles of statistics and how to evaluate statistical analysis as a mathematical technique and its relationship to evidence-based practice.

NAT 112 Anatomy and Physiology I

4 Credits

This natural science course covers the structure and function of the cells, and the human body as a whole, besides introducing concepts of human anatomy and physiology. A study of the human organism is conducted according to levels of chemical and structural organization with reference to cytology, histology, organs of the integumentary, skeletal, muscular, spinal cord and brain, nervous systems, and fluid and electrolyte balance.

NAT 114 Anatomy and Physiology II

4 Credits

This natural science course expands studies of the structure and function of the human body and human anatomy and physiology covering the human organism. A study of the human organism is conducted with reference to the sense organs, endocrine, cardiovascular, respiratory, urinary, digestive reproductive systems and genetics.

Prerequisites: NAT 112

NAT 116 General Overview of Microbiology Theory

3 Credits

This academic general education course introduces students to applications of Microbiology field in the health care sciences. Students will appreciate both the “good” and “bad” outcomes of common human encounters with microorganisms and will learn of the ubiquitous role played by microbes in earth environments and every day human affairs.

NAT 118 General Doctrines of Nutrition

3 Credits

This course reviews the principles of nutrition, diet therapy, and knowledge of food preparation; in addition to the basic nutrients necessary for human health, digestion and absorption of key nutrients, relationship between nutrition and physical fitness for weight management, food safety and sanitation, nutrition needs as related to the life cycle and health condition, and disorders and diseases related to nutrition.

NURSING MAJOR COURSES**Prerequisites:** To be an enrolled college student that has applied and been accepted to the Nursing Major.All courses require access to [ATI's Board Vitals](#) software.**NUR 306C Fundamentals of Nursing**

5 Credits

This course introduces the student to knowledge, skills, and attitudes necessary for the assessment of basic human needs across the lifespan, using the nursing process with sensitivity to culture and spirituality in a healthcare environment to provide patient-centered care. The course teaches fundamental nursing concepts and skills that the student needs as a nurse, besides basic nursing care and comfort, management of care, and psychosocial and physiological integrity. Technology, informatics, and communication techniques are taught as an integral part of teamwork and collaboration. Within the course, students will examine human factors and other basic safety design principles, as well as commonly used unsafe practices such as workarounds and dangerous abbreviations, in the context of Quality and Safety Education in Nursing (QSEN) competencies to improve patient care outcomes.

Prerequisites: NAT 112, NAT 114.

NUR 306PR Fundamentals of Nursing Practicum

2 Credits

This is a real-world experience performed off-campus, at professional sites like hospitals or medical centers. Students will be able to apply gained knowledge, skills and attitude in matters of fundamental nursing concepts and skills of basic nursing care and comfort, informatics, management of care, psychosocial and physiological integrity, and using teamwork and collaboration in the nursing

process with sensitivity to culture and spirituality in a healthcare environment in order to provide patient-centered care. The student is supervised by the college's faculty member and directed by an independent center's preceptor with whom the student works closely. Prerequisites: NUR 306C.

NUR 308C Adult Health Assessment

3 Credits

This academic course is designed to assist students with the application of the assessment component of the nursing process. The course focuses on introducing the nursing student to the systemic assessment of a patient's needs through the use of informatics, technology and evidence-based practice in the health wellness continuum to improve patient safety. Critical thinking and documentation skills are emphasized to assist the student in making appropriate nursing judgments. The course develops evidence-based competency attitude for continuous improvement based on new knowledge, and how the strength and relevance of available evidence influences the choice or interventions in provision of patient-centered-care. Prerequisite: NAT112, NAT114.

NUR 310 Pharmacology/Drug Administration

3 Credits

This academic course introduces the students to basic pharmacology concepts and principles for the safe administration of therapeutic agents, to patients of all ages, by nurses. Classes facilitate the student's understanding of mechanisms of drug actions and provide a safe approach to drug administration, besides the application of basic math concepts used in drug dosage calculations. The course also introduces students to clinical application of select drug prototypes, classifications, generic/trade name drugs, and their therapeutic actions, responses, side effects, interactions, education and medication errors, including nursing assessments and interventions indicated during pharmacological management of patients, with related illness and disease. In addition, students study the use of informatics and technology for drug dosage calculations, to improve quality and safety of patients, considered in selected specialty area across the lifespan and healthcare environments.

Prerequisites: MATH 108.

NUR 312 Medical Surgical Nursing I

5 Credits

This academic course introduces the students to knowledge, skills, and attitudes for the care of adult and geriatric patients, with respiratory, cardiovascular, immune/hematology and integumentary acute and chronic illness or injuries. Students will demonstrate successful application and analysis of nursing care through the use of process with sensitivity to culture and spirituality in a caring environment to improve patient-centered care. Students will also learn principals of patient centered care as well as the effective use of informatics and technology to improve patient safety and evidence-based practice. In addition, students will be taught how nursing actions are framed around the patient needs of safe and effective care environment, health promotion and maintenance, psychosocial and physiological integrity, in order to meet the evolving health care needs of individual, families, communities, and populations. Prerequisites: NUSC 306C.

NUR 312PR Medical Surgical Nursing I Practicum

3 Credits

This is a clinical rotation experience performed off campus, at professional contracted sites like hospitals or medical centers, under the guidance of a qualified center's preceptors and a school nursing instructor. Students will be able to apply gained knowledge, skills and attitude during Medical Surgical Nursing I. Enforcing learned competencies, throughout the practicum experience, students will also address system wide prevention.

Prerequisites: NUR 312.

NUR 314 Nursing Leadership and Management

2 Credits

This academic course assists the student in the transition to the role of the professional nurse and management competencies within health care systems. Management concepts, leadership skills, and the legal, ethical, and professional responsibilities of the registered nurse are enforced in the didactic component. The course focuses on the skills necessary for effective leadership in professional nursing practice. The students benefit from the classroom, by building on foundational skills in critical thinking, team work and collaboration, and leadership in the provision of nursing care, with the use of evidence-based-practice and safety competencies. Prerequisites: COPT 110.

NUR 314PR Nursing Leadership and Management Practicum

1 Credit

This is a real-world experience performed off campus, at a professional contracted location like hospitals or medical centers, related to the transition to the role of the professional nurse and management competencies within health care systems, besides executing an effective leadership in professional nursing practice.

Prerequisites: NUR 314.

NUR 316C Medical Surgical Nursing II

5 Credits

This academic course introduces the students to knowledge, skills, and attitudes for the nursing process of adult and geriatric patients with common acute and chronic illness or injuries. Additionally, normal findings and common deviations related to illness, injuries, deficits, and other situations are covered. Concepts taught focus on nursing assessment, analysis, planning care, intervention, evaluation of nursing concepts, diagnostic testing, nutrition, and pharmacological management of patients with pathology across the body system; i.e. endocrine, gastrointestinal, musculoskeletal, neurological, renal, and urinary, and reproductive system. Students will demonstrate successful application and analysis of nursing care through the use of process with sensitivity to culture and spirituality in a caring environment to improve patient-centered care. Students will also learn principals of patient centered care as well as the effective use of informatics and technology to improve patient safety and evidence-based practice. In addition, students will be taught how nursing actions are framed around the patient needs of safe and effective care environment, health promotion and maintenance, psychosocial and physiological integrity, in order to meet the evolving health care needs of individual, families, communities, and populations.

Prerequisites: NUR 310, NUR 312.

NUR 316PR Medical Surgical Nursing II Practicum

3 Credits

This is a clinical rotation experience performed off campus, at professional contracted sites like hospitals or medical centers, under the guidance of a qualified center's preceptors and a school nursing instructor. Students will be able to apply gained knowledge, skills and attitude during Medical Surgical Nursing II. Enforcing learned competencies, throughout the practicum experience, students will also address system wide prevention.

Prerequisites: NUR 316C.

NUR 318 Maternal/Infant Nursing

2 Credits

Birthing is a new process for every new mother. Maternal/Infant nurses have the responsibility of knowing all the stages of pregnancy and the childbearing process. They must understand and be readily available to explain the important postpartum teaching that is done before and immediately after a family is discharged. This academic course introduces students to the role of the nurse during perinatal care of mothers, infants, and families. The course covers evidence-based nursing assessment, analysis, planning, interventions, and evaluations, which are applied to patient with normal and high-risk states for mother and baby in antepartum, intrapartum, newborn, and postpartum care, in order to increase safety and provide patient-centered care. Documentation is presented in context with informatics, technology, and communication, which are taught using the nursing process to expand and develop appropriate clinical interventions as a member of the healthcare team, as an integral part of teamwork and collaboration to improve patient care outcomes.

Prerequisites: NUR 316C.

NUR 318PR Maternal/Infant Nursing Practicum

1 Credit

This is a real-world experience performed at a professional contracted location like hospitals or medical centers, related to matters of the nursing responsibility with the stages of pregnancy, the childbearing process, and the role of the nurse in the care of the childbearing family. Students will be able to apply gained knowledge, skills, and attitude during Maternity/Infant Nursing, enforcing learned competencies, throughout the practicum experience, students will also address system-wide prevention. Students will participate in professional clinical rotation sites, under the guidance of qualified preceptors and the school instructor.

Prerequisites: NUR 318.

NUR 319 Nursing Synthesis I

1 Credit

Because the completion of the Bachelor of Science in Nursing (BSN) program will make the graduate eligible to take the Florida New Generation of NCLEX-RN (NGN) licensing examination, and because **“it is paramount that the nursing student shall pass the NGN on their 1st attempt”** after graduation date, it's then necessary to enforce student's strategies to apply clinical judgment skills, make safe effective decisions, and recognize and the NGN answer new question types and case sets that are mapped to the NCSBN²⁴ Clinical Judgement Measurement Model. In addition, prepared nursing students must have the opportunity to progress and/or complete the nursing program of study and take the NGN licensure examination without the profession losing the knowledge, skills, and abilities of those students. Hence, guided by licensed Registered Nurse instructors, the student matures NGN's testing behavioral characteristics through [ATI's Board Vitals](#) software with a bank of 3,700+ RN questions, allowing students to practice, and take NGN simulated quizzes. Additionally the students will have their knowledge be tested using a variety of modes and interfaces — from computer-adaptive and timed modes to interfaces like Board Exam and Enhanced Learning. Students can answer NGN-style questions, study detailed rationales, and customize quizzes. Testing styles include 200+ Next Gen questions: Prepare for NCLEX

success practicing simulated NGN questions include case studies; and Partial scoring model: Next Gen questions have updated scoring to allow for partial credit, and succeeding Computer adaptive Testing (CAT) quizzes having a maximum of **150** questions.

Prerequisites: NUR 306, 306PR, 308C, 310, 312, 312PR, 314, 314PR, 316C, 316PR, 318, and 318PR.

NUR 320 Pediatric Nursing

2 Credits

This academic course focuses in the role of the nurse, use of the nursing process to develop and implement nursing management strategies for children, adolescents and their families experiencing acute, chronic, and critical multi-system health alterations within a multicultural context. Emphasis is placed on the application of the nursing process utilizing critical thinking skills and a holistic plan of care for children and families from diverse cultures and environments. Documentation is presented in context with informatics, technology, and communication, which are taught using the nursing process to expand and develop appropriate clinical interventions as a member of the healthcare team, as an integral part of teamwork and collaboration. In addition, this course will address topics such as family dynamics, normal growth and development, child health promotion, immunization, nutrition, patient and family teaching, and home, and hospital care. The students benefit from the classroom, by building on foundational skills in critical thinking, collaboration, and leadership in the provision of nursing care, with the use of evidence-based-practice and safety competencies, by reading nursing specialized articles on the subject, and debating in class to improve quality and safety in health care for infants, children, adolescents, and young adults.

Prerequisites: NUR 318C

NUR 320PR Pediatric Nursing Practicum

1 Credit

This is a real-world experience performed off-campus, at a professional contracted location like hospitals or medical centers, related to matters of the nursing care of the pediatric patient and their family, from infancy through adolescence, in health and illness. The connection of Quality and Safety Education in Nursing (QSEN) competencies and across the student's clinical education progression replaces discrete, unconnected learning experiences and eliminates "silos." Students will be able to apply gained knowledge, skills, and attitude during Pediatric Nursing, enforcing learned competencies, throughout the practicum experience, students will also address system-wide prevention. Students will participate in professional clinical rotation sites, under the guidance of qualified preceptors and the school instructor.

Prerequisites: NUR 320

NUR 322 Psychiatric Nursing

3 Credits

This academic course emphasizes how a mental illness is as devastating as many bodily illnesses, but not nearly as well understood by the public to be a true medical condition. Psychiatric nurses use their expertise in mental health, crisis intervention, therapy and medications to help a patient master mental illness and the stigma that surrounds it. Basic mental health concepts will be examined with emphasis on needs and disorders across the lifespan, such as mental health care concepts relating to clients with substance-related and addictive disorders, abuse and intrapersonal violence, eating disorders, anxiety, depression, bipolar disorders, schizophrenia and other psychotic disorders, therapeutic communication, management of nursing care, and psychotropic drug responses. The students benefit from the classroom, by building on foundational skills in critical thinking, collaboration, and leadership in the provision of nursing care, with the use of evidence-based-practice and safety competencies, by reading nursing specialized articles on the subject, and debating in class to improve quality and safety in a mental healthcare setting.

Prerequisite: NUR 316C.

NUR 322PR Psychiatric Nursing Practicum

1 Credit

This is a clinical experience performed off-campus, at a professional hospitals and mental centers, related to matters of mental illness, mental health, crisis intervention, therapy and medications. This class contributes to integrating knowledge and skills from Psychiatric Nursing course and to obtaining the basic competencies of the nursing profession. Students will integrate into professional teams under a qualified preceptor, and supported by an experienced school instructor, to provide patient-centered care for patients with mental disorder, experience how to react in an unfamiliar situation, and increase knowledge about mental health services and necessary awareness of the possibility of patient aggression.

Prerequisites: NUR 322.

NUR 326 Community Health Nursing

1 Credit

This academic course is designed to provide the student with information about the role of the community in health care, including community health care in the management of communicable diseases and crisis prevention, the role of the family, and problems of families across the life span. Students will complete ongoing class assignments as they progress through the class, thereby developing an appreciation for patient safety and quality improvement concepts in all aspects of nursing practice. Documentation is presented in context with informatics, technology, and communication, which are taught using the nursing process to expand and develop

appropriate clinical interventions as a member of the healthcare team, as an integral part of teamwork and collaboration to improve community care outcomes.

Prerequisite: NUR 314.

NUR 401 Nursing Professional Roles in Healthcare

3 Credits

This academic course covers the philosophies, theoretical and conceptual bases of nursing to inspire students to critique, evaluate, and utilize proper theory within their own practice and in a global setting. It focuses on the historical, organizational, and ethical roles in nursing. Focus on the knowledge, skills, attitudes, theory across the educational continuum in the context of contemporary and future professional nursing practice. This course covers application, testing, and utilization of the theories to provide quality health care, and will explore past and current contributions in the health care delivery system. Students will examine how nurses reshaped global and micro healthcare systems as well as community and public health systems. For nurses most of these nursing competencies are familiar, but they are now based on concepts that have redefined nursing practice roles in relation to the quality and safety competencies in order to improve patient care outcomes.

NUR 403 Cultural Diversity in Healthcare

3 Credits

This academic course relates to all medical fields as it explores the cultural differences, beliefs, and behaviors in select groups globally by introducing the student to knowledge, skills, and attitudes necessary for the assessment of basic human needs across the lifespan, using the nursing process with sensitivity to culture and spirituality in a healthcare environment to provide patient-centered care. It will cover the variety of groups assimilated within the United States. This course helps develop excellent cultural assessment and cross-cultural communication skills, enforcing teamwork and collaboration between nurses, patients, family member, and the community. It will increase the understanding of personal and external bias individuals hold towards other and review methods to provide care to individuals, families, groups, communities, and institutions.

Prerequisites: NUR 314, NUR 314PR.

NUR 407 Pathophysiologic Basis for Nursing Practice

3 Credits

Understanding Pathophysiology introduces the student to pathophysiology and disruptions in the normal body functioning in individuals across the lifespan. Manifestations of common health problems resulting from the environmental, genetic, and stress-related maladaptation are assessed and analyzed. Assessment findings, diagnostic testing, and interventions for specific health problems are discussed. Disease prevention and health promotion concepts are discussed to increase delivery of care by improving quality and safety of patient-centered care.

NUR 409 Nursing Theory

3 Credits

This academic course examines the theoretical and conceptual bases on theorists of professional nursing to encourage students to utilize appropriate theory to critique, evaluate, communicate, use teamwork and collaboration, advocacy, and technology within their own practice. The course focuses on a variety of theories from nursing, application, testing, and utilization of these theories to provide quality health care and safety in the current health care delivery system.

Prerequisite: NUR 301.

NUR 411 Vulnerable and Underserved Populations

3 Credits

This academic crisis intervention course takes students across a variety of health disciplines, including an overview of the helping nursing relationship in crises using basic listening and responding skills. With multiple take home scenarios for class discussion, classes enforce nursing skills for building strong community and professional response in times of crises, supports the student development of understanding and critical thinking when dealing with critical healthcare situations and to safely respond to them safely. Additional emphasis is placed on working effectively in traumatic situations with diverse populations.

NUR 417 Care of the Aging Population

4 Credits

All individuals eventually reach a moment, in their lifetime, where they require external support from family members and healthcare services. This academic course makes emphasis on how to assess, intervene and evaluate a geriatric patient in order to understand the unique physiological changes and specific necessities of an aging population. It covers methods in encouraging health promotion and self-care of the elderly. It identifies common pathological condition and methods to maintain function in order to improve quality of life. Additionally, students will acquire knowledge, skills, and attitudes, focused on team work and collaboration in order to function effectively, within nursing and interprofessional teams, fostering open communication, mutual respect and shared decision to achieve quality patient care.

NUR 417PR Care of the Aging Population Practicum

4 Credits

All individuals eventually reach a moment, in their lifetime, where they require external support from family members and healthcare services. This academic course makes emphasis on how to assess, intervene and evaluate a geriatric patient in order to understand the unique physiological changes and specific necessities of an aging population. It covers methods in encouraging health promotion and self-care of the elderly. It identifies common pathological condition and methods to maintain function in order to improve quality of life. Additionally, students will acquire knowledge, skills, and attitudes, focused on team work and collaboration in order to function effectively, within nursing and inter professional teams, fostering open communication, mutual respect and shared decision to achieve quality patient care.

Prerequisite: NUR 417.

NUR 419 Public Health Care Nursing

3 Credits

This course presents theory and concepts of community/public/global health utilizing levels of prevention. It explores the role of the Community Health Nurse in determining predictive factors that influence health. The course also investigates the needs of aggregates in the community setting, including promoting health and preventing illness; planning for disasters; addressing environmental health problems; lowering stressors, and managing information and communication technology. Planning, organization, and delivery of services for populations at risk are introduced to political and sociocultural aspects of community, demographic, and epidemiological methods to improve the wellbeing of the population. Prerequisite: NUR 326.

NUR 420 Nursing Synthesis II

1 Credit

The Florida New Generation of NCLEX-RN (NGN) licensing examination is primarily a test of clinical judgment, not rote memorization. Then, this course focuses on further development of the students NGN testing strategies based on critical thinking and real-world application of knowledge, applying clinical judgment skills, and make safe effective decisions and recognize and answer new question types and case sets that are mapped to the NCSBN²⁵ Clinical Judgement Measurement Model. Additionally, because prepared students must have the opportunity to progress and/or complete the nursing program of study and take the NGN licensure examination without the profession losing the knowledge, skills, and abilities of those students, then it's wise to enhance the student's NGN testing strategies to apply clinical judgment skills, make safe effective decisions, and recognize and answer correctly question types and case sets that are mapped to the NCSBN Clinical Judgement Measurement Model. Hence, at the end of second nursing academic year, guided by licensed Registered Nurse instructors, the students should run through [ATI's Board Vitals](#) software with a bank of 3,700+ RN questions, allowing students to practice, take simulated NGN quizzes, and have their knowledge tested using a variety of modes and interfaces — from computer-adaptive and timed modes to interfaces like Board Exam and Enhanced Learning. Students can also answer NGN-style questions, study detailed rationales, and customize quizzes. Testing styles include 200+ Next Gen questions: Prepare for NCLEX success practicing Next Gen questions include case studies, Partial scoring model: Next Gen questions have updated scoring to allow for partial credit and Computer adaptive Testing (CAT) quizzes has a maximum of one hundred and fifty (150) questions. Therefore, the course reinforces the student's practice habits and capability toward answering correctly one hundred and twenty (120) of those questions (80%).

Prerequisites: NUR 319, 320, 320PR, 322, 322PR, 326, 401, 403, 407, 409, 411, 417, 417PR, and NUR 419.

NUR 422 Healthcare Informatics and Technology

3 Credits

This course presented in the context of Quality and Safety Education in Nursing (QSEN) competencies focuses on the understanding of health information systems to ethically manage data, information, knowledge, and technology to communicate effectively; provide safe and effective patient-centered care; and utilize appropriate databases to search for evidence based on research to enhance the quality of patient care, and inform practice decisions.

Prerequisites: MATH 108, COPT 110.

NUR 423 Quality and Safety in Healthcare

3 Credits

This course identifies health care regulation agencies and reviews recommended key quality and safety concepts within various healthcare settings with a focus on improving patient outcomes, satisfaction, and safety. Students will learn to identify the causes of practice breakdowns and to reduce health care errors, besides examining the causes of practice breakdowns resulting from practice styles, health care environments, teamwork and collaboration, and structural systems to promote patient safety. The course is taught in the context of use data to monitor the outcomes of care process and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems. Additionally, students review nursing practice breakdown, or nursing error, to developing a consistent approach to assessing patient safety and reporting errors that emphasizes prevention to improving patient safety.

²⁵ National Council of State Boards of Nursing.

NUR 425 Evidence-Based Practice Research

3 Credits

This course introduces students to the components of research in the context of integration of best current evidence with clinical expertise, and patient/family preferences and values for delivery of optimal health care. Students will explore basic scientific methods and processes to differentiate clinical opinion from research and evidence summaries; how to describe reliable sources, for locating evidence reports and clinical practice guidelines. The course teaches the role of evidence in determining best clinical practice and how the strength and relevance of available evidence influence the choice of interventions, in provision of patient- centered care. Students will gain knowledge to discriminate between valid and invalid reasons for modifying evidence-based clinical practice, based on clinical expertise of patient/family preferences. In addition, students will mature skills to participate effectively in appropriate data collection, research activities, question rationale for routine approaches to care, that result in less than desired outcomes or adverse events; and will develop attitudes valuing the need for appreciating the importance of regularly reading professional journals.

Prerequisite: NUR 309.

NUR 427 Bachelor of Science in Nursing Capstone

3 Credits

Students must conclude their nursing baccalaureate program with a capstone project. Students must bring their gained knowledge, acquired skills, and attitudes in this capstone, as a culminating assignment to demonstrate their overall nursing competence and competency. These culminating projects allow students to demonstrate their mastery of skills and attributes learned in the program's general education and nursing specialization courses. This capstone invites students to develop a research project on topics including but limited to improving patient outcomes, sanitation standards, and effective communication within a healthcare environment. A special emphasis is placed on philosophies of caring and the focus of empowering graduates to influence healthcare venues by creating caring climates. The projects assignments will assist students in furthering their professional roles through the caring arts, leadership skills, and evidence-based knowledge and practice, with the goal of improving patient safety and patient-centered care.

NUR 429 Senior Nursing Synthesis

2 Credits

As every student is well aware, forgetting one's testing behavioral characteristics takes place altogether too rapidly. The student's testing-competency problem is twofold: learning what should be known, and then fixing it in memory through practice so it will be there when wanted recognition. Furthermore the way to achieve an effective testing competency for the New Generation NCLEX-RN (NGN) is not by the time-honored high school custom of concentrated cramming, for returning memory to something of its original freshness, but by changing the quality of the testing-preparation method. Consequently, as part of the Bachelor of Science organized sequence this course sets up a review-strategy-schedule that places the student at a peak of efficiency for the NGN examination techniques toward the student succeeding the NGN 1st attempt approval shortly within the first forty five (45) days, after graduation date.

Guided by a licensed Registered Nurse instructor the students will engage a twelve (12) weeks the [Virtual-ATI](#) software preparation review, and will have access to an expert ATI Nurse Educator who works with students one-on-one toward success. The self-paced of the software also allows educators to provide content assessments and study plans based on individual needs, and drive the student to practicing with a bank of 3,700+ RN questions. The students also take quizzes, and answer questions of simulated NGN examinations, that test their knowledge using a variety of modes and interfaces — from computer-adaptive and timed modes to interfaces like Board Exam and Enhanced Learning, study detailed rationales, and customize quizzes to fit their needs leading up to the big exam.

Additionally the course makes students aware that no matter how well prepared they are, with every single day lost without practicing with nursing QBanks and remedial sessions, their minds goes elsewhere and their learned NGN examination abilities decay sharply. Because the New Generation NCLEX-RN (NGN) exam tests not just knowledge, but also the ability to apply critical thinking and clinical judgment in complex situations, then delaying to take the licensing examination after graduation date means relying on knowledge and testing-practice that is no longer fresh, often requiring significant additional study to regain proficiency. This phenomenon, known as skill decay, is a significant concern involving new nursing graduates who delay entry into the workforce or extended periods before taking the NCLEX.

Prerequisite: All nursing major courses from NUR 306C to NUR427 and access to [Virtual-ATI](#) software.

RADIOLOGY MAJOR COURSES

Prerequisites: To be an enrolled college student that has applied and been accepted to the Radiologic Technology Major.

RADT 200 Orientation to Radiology

3 Credits

When the term radiation is used, it generally evokes concern and a sense of danger. This circumstance is unfortunate because radiation not only is helpful but also essential to life. The value of a well-trained technician is emphasized and the radiologist student will no longer be satisfied with someone who knew only how to throw the switch and develop films. This course provides an orientation to the profession of radiography. Topics include the history and organization of the profession, medical terminology, body mechanics, emergency situations, infection control, aseptic techniques, evaluating patient physical needs, and patient education. Patient care in radiography will also be included. A four hours (4) HIV/AIDS seminar is included in this course.

RADT 215 Radiation Physics

2 Credits

Radiation Diagnostic Imaging is the recording of images created by the use of energy. The objective of this course is to introduce fundamental principles of radiologic physics including atomic and sub-atomic theory, interactions or radiation with matter, the nature of electricity and magnetism and properties of x-rays, diagnostic x-ray tubes, x-ray circuits, units of measurements and the structure of matter and the atom.

RADT 220 Radiation Protection and Radiobiology

3 Credits

Whenever a radiographer is applying ionizing radiation to produce a diagnostic image for the radiologist, he should remember the great responsibility this entails. Exposure to ionizing radiation energy, capable of penetrating matter, always involves a risk for biological changes that cannot be ignored. This class teaches important safety precautions and enforces details for radiation procedures and radiation protection. This course emphasizes the types of radiation and its biological effects, a basic review of cellular biology and how radiation interacts with cells, the units of radiation measurement, how to minimize radiation exposure, how to use protective barriers, and how to monitor radiation.

Prerequisite: RADT 200.

RADT 225C Radiographic Image I

3 Credits

Radiation Imaging is the recording of images created by the use of energy. It is both an art and a science. For example, in order to perform the duties of a radiographer it is necessary to understand the art of the profession as well as the science. The objective of this course is to introduce basic principles of radiographic exposure and processing. Topics include radiographic density, contrast, definition, distortion, film, latent image formation and processing.

Prerequisites: RADT 215, RADT 220.

RADT 230C Radiographic Image II

3 Credits

The objective of this course is to provide advanced, comprehensive instruction and discussion in principles of radiographic exposure. Topics include detailed instruction in the control of exposure and quality using kilo voltage peak (Kvp), milliampere/seconds (mas), Source Image Distance (SID), geometric factors, automatic exposure control (AEC) devices, beam restrictors, grids, filters, and screens, properties of x-ray tubes, principles of image intensification and fluoroscopy, and the production and characteristics of radiation. Tube rating charts, technique charts and selected topics in quality assurance are included.

Prerequisite: RADT 225C.

RADT 235C Radiographic Procedures and Position I

4 Credits

This course is a study of radiographic anatomy, physiology, and positioning for radiologic examination of the chest and upper and lower extremities. This course covers both standard and alternate anatomical positioning for image acquisition. This course covers the step by step procedure, the required visualized structures for every radiographic image, and the structural objective for each position. Identification of common errors in radiographic images is emphasized.

Prerequisites: RADT 215, RADT 220, RADT 225C, RADT 230C.

RADT 240PR Radiographic Clinical Practicum I

4 Credits

This is a real-world experience held off campus, at a professional medical contracted location, like hospitals, medical centers, or diagnostics centers, giving the student an opportunity to experiencing basic positioning of the chest, extremities spine and basic skull exams, abdomen, and Gastrointestinal Series (GI) contrast examinations. Patient care procedures, radiation protection practices and radiologic exposure are observed. Prerequisite: RADT 235C.

RADT 245C Radiographic Procedures and Position II**4 Credits**

This course is a study of radiographic anatomy, physiology, and positioning for radiologic examination of the bony thorax, the entire spine, the pelvis, and the abdomen. This course covers both standard and alternate anatomical positioning for image acquisition. This course covers the systematic procedure, the required visualized structures for every radiographic image, and the structural objective for each position.

Prerequisite: RADT 235.

RADT 250PR Radiographic Clinical Practicum II**4 Credits**

This is a real-world experience held off campus, at a professional contracted location like hospitals or medical centers, giving the student an opportunity to continuing Radiographic Clinical Education I experience. Practice topics includes positioning of the urinary tract, intermediate-level patient care procedures, radiation protection practices, radiologic exposure principles, the use of radiographic accessories. Additionally, contrast media exams, special procedures in the radiology department, adaptation of technical factors and positioning for difficult patients, advanced radiation protection procedures, and advanced patient care techniques are practiced.

Prerequisite: RADT 245C.

RADT 260C Radiographic Procedures and Position III**4 Credits**

This course is a study of radiographic anatomy, physiology, and positioning for radiologic examination of the skull and facial bones. It covers procedures requiring the use of contrast materials within the digestive system, urinary system, and other special studies. This course covers both standard and alternate anatomical positioning for image acquisition. This course covers the systematic procedure, the required visualized structures for every radiographic image, and the structural objective for each position.

Prerequisite: RADT 245C.

RADT 265 Advanced Medical Imaging**2 Credits**

Since the introduction of computerized tomography (CT), medical imaging and the general disciplines of imaging science and imaging technology have grown at a remarkable pace. In fact the introduction of CT created the contemporary field of medical imaging, transforming classical two-dimensional qualitative imaging into a quantitative three-dimensional format that it has since been utilized with a host of interactions parameters leading to a variety of imaging modalities. Because of the complexity and sophistication of modern medical imaging, this course introduces the student to the study of sectional anatomy, special radiographic procedures, advanced radiologic modalities, registry review, and employability skills. Other topics addressed include invasive and noninvasive specialized radiographic studies, Computed Tomography (CT), Magnetic Resonance Imaging (MR), cardiovascular procedures (CV) and Mammography.

RADT 270 Basic Principles of Magnetic Resonance Imaging**2 Credits**

In addition to using x-rays and radioactive substances, RTs further develop their specialization by learning how to use magnetic fields and radio waves to create images of the internal anatomy of the body. This course introduces student to the basic principles of MRI signal production, basic concepts in image formation, and image contrast and resolution. The course is intended to provide a solid foundation in MRI technology as well as an understanding of the MRI equipment and its appropriate and safe use. This course also introduce the student to the different image acquisition techniques and common scan sequences used in MRI imaging to describe normal and abnormal anatomy. Emphasis will be placed in the presentation of common pathologies case studies. Students will be encouraged to bring and present their case studies with the appropriate documentation of their findings.

RADT 280PR Radiographic Clinical Practicum III**4 Credits**

This is a real-world experience held off campus, at a professional contracted location like hospitals or medical centers, giving the student an opportunity to continuing Radiographic Clinical Education II. Practice topics include positioning of the traumatized patient, adaptation of technical factors to obtain optimum film quality, advanced specialized radiologic procedures, mobile radiography and surgical procedures. All clinical aspects are reviewed and emphasis is placed on radiography of the difficult patient. Patient care procedures, radiation protection practices and radiologic exposure are observed.

Prerequisite: RADT 260C.

RADT 295 Senior ARRT Synthesis**4 Credits**

This course to be taken on the final program semester covers the transition from a student to a new radiologic technology graduate role through synthesis of x ray examination techniques on the final Radiologic Technology A.S. program semester. Guided by X ray licensed instructors, the students review and practice ARRT Questions-banks. The practice questions in these books relate to subjects

of Radiographic Procedures, Image Production and Evaluation, Radiation Protection, Patient Care and Education, and Equipment Operation and Quality Control. Prior to examination the students will take a simulated practice exam. The goal of the practice exam is to reinforce the student's understanding of key concepts and helps further develop clinical reasoning skills. Allows students to test their knowledge in both comprehensive and content-specific assessments, and build confidence in taking computerized exams.

Not Delaying to Take ARRT Licensing Examination

It is important to be aware that the ARRT examination, required by the Florida Department of Health for becoming a licensed Radiologic Technologist (RT(R)) is a strong, dynamic, adaptive examination created to test your weakness as a new radiographer. This is an important step, after graduation date, on your way to becoming certified and registered with ARRT (<https://www.arrt.org>).

The ARRT exams are created with help from industry experts around the country, including Registered Technologists. Each exam measures your graduate knowledge of the daily tasks that an entry-level technologist performs, and assesses whether you have the knowledge and cognitive skills required of an entry-level technologist in today's profession. The ARRT organization routinely surveys each discipline, ensuring that our exam questions accurately reflect today's practice standards and creating a pool of test questions, deciding which questions appear on each exam, and having a team of experts review and edit exam drafts.

When confronting an ARRT licensing examination there is no time to think, or applying memory tricks, or calling friends. If you have not prepared comprehensively and strongly after graduation date, and have believed "irresponsible persons" saying the contrary, the ARRT will eat you alive. Delaying to registering and take the ARRT in the first forty five (45) days after graduation date increases your probability of failing the examination.

On the other hand, a secure way to successfully pass such a "dynamical monster examination" is to intensively practice thousands of different test-questions formatted in the ARRT style, until you do not think but recognize what you are asked the moment you read the question. Any other way leads to failure. Hence, to pass the ARRT in the 1st attempt immediately after graduation date you must:

1. Relegate absolutely everything to a second place in your live;
2. Register with the Florida Department of Health (DOH) for the licensing ARRT examination;
3. Purchase the latest edition of available radiologic QBanks testing and remedial software; and
4. Concentrate at home to practice no less than four (4) hours every day, during forty five (45) consecutive days (including Saturdays and Sundays).
5. Keep communicating with the college's support staff and radiologic instructors always just one (1) email, or phone call away.

The fact is that after graduation date, no matter how well prepared the student feels, with every single day that you waste without exercising with radiologic QBanks and remedial sessions: your mind goes elsewhere; a universe of daily complications rushes into your live; and your behavioral characteristics to recognize ARRT questions without thinking vanishes. Delaying to take the ARRT without keeping an intense daily preparation is to guarantee your failure in the ARRT first attempt. Please avoid such a complication!