



SABER College
"Gateway To The Stars"

CATALOG

CATALOG

SPANISH-AMERICAN BASIC EDUCATION AND REHABILITATION, INC. (SABER) dba SABER College

SABER College

3990 W. Flagler Street
Miami, Florida 33134
Telephone: (305) 443-9170
www.sabercollege.edu

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Since 1/10/92, licensed by:

The Commission for Independent Education Florida Department of Education

Additional information regarding this institution may be obtained by contacting the Commission at:
325 West Gaines Street, Suite 1414,
Tallahassee, FL 32399-0400,
Toll-free telephone number (888) 224-6684;
License #1400

Accredited by:

Council on Occupational Education (COE)

7840 Roswell Road, Building 300
Suite 325
Atlanta, Ga. 30350
Toll free: (800) 917-2081
www.council.org
Accreditation Reaffirmed: Nov 6, 2018

Commission on Accreditation in Physical Therapy Education (CAPTE)

1111 N Fairfax St.
Alexandria, Virginia
(703) 706-3245
www.capteonline.org

CERTIFIED TRUE AND CORRECT IN CONTENT AND POLICY.

Josefina Bonet
School Official's Name

Josefina Bonet
School Official's Signature

Chief Executive Officer
Title

March 25, 2021
Date

Table of Contents

| | |
|--|----|
| PHILOSOPHY | 1 |
| MISSION | 1 |
| HISTORY | 1 |
| OWNERSHIP | 2 |
| BOARD OF DIRECTORS | 2 |
| ADMINISTRATION | 2 |
| EXECUTIVE STAFF | 2 |
| EDUCATIONAL/ADMINISTRATIVE STAFF | 2 |
| CATALOGUE AVAILABILITY | 3 |
| DESCRIPTIONS OF SCHOOL FACILITIES | 3 |
| AFFIRMATIVE ACTION PLAN | 3 |
| POLICY STATEMENT | 4 |
| VETERANS APPROVAL | 4 |
| ACADEMIC PROGRAMS | 5 |
| COURSE NUMBERING SYSTEM | 5 |
| | |
| Professional Nursing Program (AS) TRADITIONAL & HYBRID..... | 6 |
| | |
| PHYSICAL THERAPIST ASSISTANT (AS) – TRADITIONAL & HYBRID | 14 |
| COSTS OF ATTENDING | 22 |
| ADMISSIONS SPECIFICATIONS | 23 |
| GENERAL GUIDELINES | 24 |
| REDUCTION OF TUITION | 24 |
| COURSE DESCRIPTIONS –ALL PROGRAMS | 27 |
| CLASS STARTING AND ENDING DATES | 35 |
| CLOCK HOUR / CREDIT HOUR RATIOS | 35 |
| ACADEMIC YEAR / HOURS OF OPERATION | 35 |
| HOLIDAYS..... | 35 |
| GRADUATION REQUIREMENTS | 36 |
| EXCUSED ABSENCES | 36 |
| SATISFACTORY ACADEMIC PROGRESS (SAP) | 37 |
| TRANSFER OF CREDIT | 40 |
| ACADEMIC FREEDOM | 42 |
| ACADEMIC GOVERNANCE | 43 |

| | |
|---|-----------|
| STUDENT SERVICES | 44 |
| HOUSING..... | 44 |
| STUDENT RECORDS | 44 |
| LIBRARY..... | 44 |
| STUDENT PLACEMENT | 45 |
| RETENTION IMPROVEMENT PLAN | 45 |
| THE SCHOOL CATALOGUE | 45 |
| VOTER REGISTRATION FORMS | 45 |
| STUDENT ORIENTATION..... | 45 |
| COVID-19 | 46 |
| CLERY ACT – STATEMENT OF POLICY | 49 |
| DISSEMINATION OF POLICY | 51 |
| POLICY ON ILLEGAL DRUGS | 52 |
| POLICY ON SEXUAL HARASSMENT | 52 |
| ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES | 52 |
| PARKING | 52 |
| GUESTS | 52 |
| ACCESSIBILITY TO STUDENT RECORDS | 53 |
| SEX OFFENDER REGISTRY | 53 |
| SEXUAL ASSAULT PREVENTION AND RESPONSE POLICY | 53 |
| RULES AND REGULATIONS | 54 |
| ATTENDANCE/CLASS CUTS | 54 |
| <input type="checkbox"/> Attendance | 54 |
| <input type="checkbox"/> Class Cuts..... | 54 |
| <input type="checkbox"/> Tardiness | 54 |
| CONDUCT..... | 54 |
| COPYRIGHT INFRINGEMENT POLICIES AND SANCTIONS (INCLUDING COMPUTER USE AND FILE SHARING) | 55 |
| GENERAL RULES..... | 55 |
| CHEATING | 56 |
| PLAGIARISM..... | 56 |
| ANTI-HAZING POLICY | 56 |
| FIREARMS, FIREWORKS, BOMBS AND WEAPONS POLICY | 57 |
| GRIEVANCE POLICY | 57 |
| PAYMENT SCHEDULE | 58 |
| REFUND POLICY | 58 |
| TUITION AND REFUND POLICY | 59 |
| TERMINATION POLICY | 61 |
| WITHDRAWAL FROM SCHOOL | 61 |
| RETURN OF TITLE IV FUNDS (R2T4) POLICY | 61 |

| | |
|--|-----------|
| HYBRID CONCEPT STRATEGIES, POLICIES & PROCEDURES | 62 |
| OVERVIEW | 62 |
| HYBRID CONCEPT MODEL | 63 |
| POLICIES & PROCEDURES | 63 |
| Enrollment for Hybrid Programming | 63 |
| Orientation & Tutorial: | 64 |
| Syllabus and Lesson Plans | 65 |
| Rubric | 66 |
| Assignment submission | 66 |
| Test Taking | 66 |
| Tracking student attendance..... | 67 |
| Working with Financial Aid Programs and other Student Services | 67 |
| Registrar and Hybrid Delivery | 68 |
| Business Office and Hybrid Delivery | 68 |
| Accreditation and Program Development..... | 68 |
| U.S. Department of Education | 68 |
| Media Services | 68 |
| Graduation Requirements | 68 |
| Schedules | 69 |
| Differences in Modes of Delivery: | 69 |
| Hybrid Delivery Schedule:..... | 69 |
| Externship Transition: | 69 |
| FACULTY | 69 |
| FACULTY MEMBERS | 70 |

Dear Student:

This Catalog is intended to provide you with general guidelines, regulations and resources of SABER College. I hope you find it helps you become acquainted with the policies and procedures of the school. We at the SABER College applaud you for deciding to further your education and training. We know it is difficult to accomplish much without a degree or certificate in this day and age. Whatever program of study you choose will require hard work and perseverance. We are here to help you realize your goals and dreams. If you have any questions, we are here to help. Contact one of the faculty members or your Counselor. We are at your disposal day or night. We pride ourselves in offering individualized attention to each and every one of our students. We look forward to meeting you and molding you into becoming a very productive member of our society. Good luck!

Sincerely,

SABER College's Staff and Faculty

Philosophy

The philosophy of the school is to act as a vehicle to provide basic skills, language, vocational and career education in various high demand occupational areas.

It is the purpose of the SABER College to contribute to the economic growth and development of the local community through training programs and activities that help to improve job skill, secure/retain/create better vocational and career opportunities for its residents, as well as generate new vocational and career opportunities for those students who apply themselves. SABER College's goal is to improve the quality of life of the students in the community and to facilitate career opportunities in the market place and industry.

Mission Statement or Purpose

SABER College identifies as its primary responsibility the preparation of individuals in careers to become productive members of this society by helping them in their growth to attain their educational and career goals and their development of ethical responsibilities.

Educational Objectives

The objectives of SABER College are:

1. To encourage the student's intellectual pursuits and meet the healthcare, business and technology demands of the economy;
2. To prepare men and women for entry level positions in various career fields; and
3. To provide a highly qualified faculty and staff to meet the needs of the student body.

History

Spanish American Basic Education & Rehabilitation, Inc. (SABER) was established in 1972 in Florida to provide knowledge, skills, abilities and trained students, due to a dire demand in the community for individuals in the various occupational fields. SABER the school was established to offer training through non-degree and vocational and degree granting programs to meet the demands of the industry and the workforce community in general; SABER College has been licensed by the Commission for Independent Education (CIE) since 1992 and is accredited by the Council on Occupational Education (COE). SABER also has program accreditation by the Commission on Accreditation in Physical Therapy Education (CAPTE).

Ownership

Spanish American Basic Education and Rehabilitation, Inc. (SABER) dba SABER College, 3990 W. Flagler Street, Miami, Florida 33134 is a private non-profit corporation formed under the laws of the State of Florida, and which adheres to IRS regulations as a 501 (c)(3) corporation.

Board of Directors

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| Hector Gasca President |
| Raul L. Rodriguez Secretary/Treasurer |
| Hilda Portilla Director |

Administration

Directors of the school have ample educational background, experience and administrative competence to properly supervise all activities.

Executive Staff

| |
|--|
| Josefina Habif, MPA Chief Executive Officer |
| Maria Palacios Chief Financial Aid Officer |

Educational/Administrative Staff

| |
|--|
| Karen Arocha, PT, BS, MS Director of PTA Program |
| Gaspara Bardritch, PT, MSPT, DPT Academic Coordinator of Clinical Ed (ACCE) |
| Ronda Mims, MSN, MS Ed, RN Director Professional Nursing Program |
| Anita Goins, BSN Nursing Program Clinical Coordinator and Academic Advisor |
| Alexandra Lis Director of Distance Education |
| Alex Montorro, MBA & CPA Controller |
| Amarilis Somoza Dean of Academic Affairs |
| Linette Hernandez Admissions Coordinator |

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|--|
| Millie Laurent Policy and Procedures Coord Personnel Manager |
| Dulce Estevez Accreditation Coordinator |
| Marivi Rodriguez Placement Coordinator |
| Julian Perez, MS Librarian |

Catalogue Availability

Catalogues and Handbooks are available online at www.sabercollege.edu. It is your responsibility to become familiar with them prior to the beginning of classes, by reading and reviewing them.

Descriptions of School Facilities

SABER College is housed in a building located at 3990 W. Flagler St., Miami, Florida. The campus occupies 5,500 square feet of physical space; it has access to convenient public transportation and parking facilities. The School is centrally air conditioned and contains all needed modern equipment. It is made up of four classrooms, 1 roving (mobile unit) computer lab, one nursing skills lab/nursing simulation lab, one physical therapy lab, a library information resource service area, an admissions office, a financial aid office, a reception area, a faculty working area and administrative space.

Affirmative Action Plan

Non Discrimination Statement

SABER does not discriminate on the basis of age, color, disability, national or ethnic origin, race, sex, or any other characteristic protected by law in the administration of its educational, admission or registration policies, scholarships, loan programs, employment practices, or any of SABER administered programs. SABER offers equal opportunity in its employment, admissions and educational programs and activities in compliance with Title VI and VII of the Civil Right Act of 1964, as amended, Section 504, of the Rehabilitation Act of 1973, as amended, and the American with Disabilities Act of 1990.

SABER shall likewise assure equal opportunity to any handicapped person who is an applicant, employee or client unless the disability involved prevents satisfactory performance of the work involved.

Policy Statement

- SABER College does not use employment agencies to recruit prospective students.
- SABER College does not recruit at welfare offices, unemployment lines, food stamp centers, homeless shelters, nursing homes, etc. Saber makes available to the One-Stop Career Centers information regarding available training programs, and works very closely with the local Workforce Development Administration, to train their clients using Individualized Training Accounts (ITA's). Saber is an approved Training Agent of the South Florida Workforce (a subsidiary of Workforce Florida), and an approved vendor of the Department of Education's Division of Vocational Rehabilitation.
- SABER College does not place ads in help-wanted sections.
- SABER College documents reasons for denying admissions. These records are available for a period of a year after an applicant has been denied admission.
- It is the policy of SABER College to maintain the objectives and content of the programs current; this is done by having three potential employers (every two years) review each educational program and recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation and level of skills required for completion. These areas are also discussed at each Advisory Committee Meeting annually.
- It is the policy of SABER College to offer to its student population academic advisement and if needed the student is referred to an appropriate professional for personal counseling in order to maintain a supportive environment, where students can openly discuss their problems, with the goal of providing these students the necessary support mechanisms that will allow them to complete their training.

Veterans Approval

SABER College is approved by the Department of Veterans Affairs to accept students who are eligible to participate. Veterans applicants seeking to attend SABER using their Veteran's benefits should inform their intake specialist.

SABER College is seeking reaffirmation of accreditation status with the Commission of the Council on Occupational Education on 4/12/2021.

Academic Programs

Associate Degree Program

- Professional Nursing Program (PNP) – (AS) 82 Semester Credit hrs. (Traditional & Hybrid Delivery)
- Physical Therapist Assistant – (AS) 76 Semester Credit hrs. (Traditional & Hybrid Delivery)

Course Numbering System

Associate in Science Programs

The first two digits of the course number indicate the level of the course. Lower level courses are 1001 and 2001. Advanced level courses are termed 3001 and above. The third and fourth digit of the course number indicates the series of the courses. Program outlines and descriptions for Associate Degree programs offered can be found in pages 7 through 22 of this catalog.

Courses reflected with one (1) asterisk are general education courses

Courses reflected with two (2) asterisks are general education courses offered online

Associate Degree Programs

Professional Nursing Program (PNP) A.S – Traditional and Hybrid

Total Semester Credit Hours: 82

Program Description

The Professional Nursing Program (PNP) is an intensive, full-time program comprised of 82 credit hours/1,875 clock hours, which includes theory, lab and clinical rotation experience. This experience will cover medical, surgical, obstetric, pediatric, geriatric and psychiatric nursing. Reinforcement of basic skills in English, Mathematics, and Sciences appropriate for the job preparatory program will occur through didactic instruction and applied laboratory procedures/practice. This program is designed to prepare the graduate to utilize and apply the nursing process to provide nursing care to clients across the life span in a variety of settings. Upon successful completion of the curriculum and after passing comprehensive exit exam, the graduate will receive an Associate of Science Degree in Nursing and will be eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Passing the NCLEX is required for employment as a Registered Nurse.

Program Objectives

The objectives of the Nursing (A.S.) Program is to provide the knowledge, clinical skills, nursing values, meanings and experience necessary for an entry-level professional nursing position; this program will prepare the student for employment as a registered nurse. At the end of the program, the graduate will:

- Demonstrate knowledge of the health status and functional health needs of clients and families by using the nursing process to interpret health data.
- Demonstrate knowledge in formulating nursing plans of care in collaboration with clients, families and interdisciplinary healthcare team members.
- Demonstrate knowledge in implementing a plan of care within the legal and ethical parameters.
- Demonstrate knowledge in developing teaching and learning plans to implement with clients and families, whether directly or through assignment to other members of the healthcare team
- Demonstrate knowledge in evaluating client's and families' responses and outcomes to therapeutic intervention in order to adjust the plan of care.
- Demonstrate knowledge in providing care to multiple clients through direct care and/or delegation of care
- Demonstrate use of critical thinking to analyze clinical data and current literature as a basis for decision making
- Demonstrate ability to act as an advocate to promote quality healthcare for culturally diverse groups.
- Demonstrate ability to coordinate resources for the provision of quality care
- Demonstrate ability to function within the organizational framework of various healthcare settings.
- Demonstrate responsibility and accountability for quality of nursing consistent with the legal scope of the practice.

Entrance Requirements

In order to be accepted into the Professional Nursing Program, (A.S) an applicant must meet the following requirements:

- Applicant must submit a High School Diploma (or equivalent in their country of origin) or GED.
- Applicant must be 18 years of age.
- The Kaplan (65) is one of SABER's College official entrance exams. The Kaplan exam will be offered no more than 3 times with waiting times as follows: 72 hrs. after the first exam, and 30 days for the third exam. Applicants may be granted acceptance into the nursing program based upon equivalent entrance test scores on other qualifying exams including ACT (18) SAT (1330 prior to 3/5/16), SAT (980 on or after 3/6/2016) and/or HESI A2 Exam (80), TEAS (58) and Kaplan (65). Score 11.0 in math, language, and reading on the TABE Test. TABE test is waived for students accepted into another college.
- Applicant must submit official school transcript documenting any previous work in the United States, with a minimum GPA of 2.0 (C) for each course, when requesting credit for general education courses previously taken at the associate degree level or higher. A student whose scores are below a 2.0 must take the course at SABER. Applicants requesting general education credit from foreign countries must submit an evaluation from Josef Silny & Associates, Inc. which specifies the academic content of the course to be waived. SABER will only waive general education courses that have the same academic content as the ones offered at this institution.
- Applicant must successfully complete a personal oral and written interview with the Program Team of the program in order to evaluate the applicant's ability to communicate satisfactorily as required by the health care delivery system. The interviewer must recommend applicant for admission.
- Student Orientation - Orientation of new students is conducted for each academic start. New students will learn about SABER College, including procedures, rules and regulations.. Students will receive their program schedule and will get acquainted with the school facilities on the first day of class, when an orientation session will be provided. Catalogs and Handbooks will be provided one week prior to the beginning of class.

For Students who are 16-17 years old, parent or guardian approval is required for enrollment. SABER College designates a properly trained individual to provide each of the following student services:

academic advisement: provides information to new and continuing students about SABER College services and *academic* educational and career goals. The department also provides information to transfer students, guides students toward an academic pathway, and helps students determine their eligibility to graduate.

financial aid advisement: provides information to new and continuing students about SABER College financial services, including loans, grants and methods of payment

personal advisement: will be referred to an appropriate professional who can provides information, assistance and guidance to students in resolving personal and social problems and difficulties. They may refer students to community services as needed.

placement services: Placement services shall be provided to all graduates without additional charge. No guarantee of placement shall be directly or indirectly implied. Records of initial employment of all graduates shall be maintained.

The extent of these services and the personnel assigned to our students shall be determined by the size of our institution.

- Applicant must submit one letter of recommendation. Letter must have contact information of person writing recommendation, such as name, signature, phone number and address.
- Applicant must undergo a background check. If applicant has a recent history of chemical abuse, or an arrest record indicating the same, he/she will be required to contact the intervention Project for Nurses (IPN). Based on the evaluation results of IPN the applicant may be asked to enter into a contractual agreement for services with IPN. Failure to enter into the stipulated contract and/or to comply with any of the requirements of the contract will result in denial of admission into the program.
- Applicant must meet physical strength and function requirements as required.
- Applicant must submit proof of CPR certification from the American Heart Association.
- Applicant must meet personal health requirements as stipulated in the SABER Physical Health Form.

| Associate of Science in Nursing | | Semester Credit Hours |
|---------------------------------|--|-----------------------------|
| BSC 1001 | Human Anatomy and Physiology I ** This course provides a basic understanding of the human body, its systems and their functions. Students will concentrate on these body systems: skeletal system, integument system, cardiovascular system, muscular system, nervous system, and cells. | 3 |
| BSC 1002 | Human Anatomy and Physiology Lab I ** This course consists of the laboratory for <u>BSC 1001</u> . | 1 |
| ENG 1001 | English Composition I ** In this course, through a variety of writing projects the student develops competence in writing clear, correct, and effective English prose. | 3 |
| MAC 1105 | College Algebra ** This course introduces students to the concept of functions and their graphs. Students will graph linear and quadratic, as well as learn absolute value functions and transformations. Other topics included are: set theory, number theory, geometry, measurements, probability theory and statistics. | 3 |
| PSY 1000 | Introduction to Psychology** Study of mental processes and behavior | 3 |
| BSC 1011 | Human Anatomy and Physiology II ** This course is a continuation of <u>BSC 1001</u> | 3 |
| BSC 1012 | Human Anatomy and Physiology II – Lab** This course is the laboratory for <u>BSC 1011</u> | 1 |
| BSC 2001 | Microbiology ** This course is an introductory study of the microbial world with emphasis on the nature and behavior of microorganisms, the interrelationships between microbes and the human host in health and disease, and the principles of prevention and control of infectious disease. | 3 |
| BSC 2002 | Microbiology Lab** This course is laboratory for <u>BSC 2001</u> | 1 |
| ENG 1011 | English Composition II ** In this course, the student will continue to learn and practice the | 3 |

skills of clear, correct and effective English, by means of writings, conversations, and reading of essays, short stories, and poem

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| PSY 1001 | Human Growth and Development** This course focuses on the nature of human behavior as a dynamic developmental phenomenon. | 3 |
| NURS 1001 | Fundamentals of Nursing Guides students to develop skills and behaviors to succeed in the nursing program by providing theoretical knowledge and foundation concepts related to nursing practice. Through the Fundamentals of Nursing course students are introduced to the nursing process, medical terminology, med-math, and basics of health and wellness. This course serves as the foundation for future nursing courses. Most importantly, the learner is introduced to the roles and responsibilities of the nurse as a member of the health care team. | 6 |
| NURS 1002 | Fundamentals of Nursing – Clinical Practicum This course provides the students an opportunity to apply what they have learned in <u>NURS 1001</u> selected clinical experiences | 5 |
| NURS 1100 | Nursing Pharmacology This course provides the foundation for safe, effective drug therapy and the role of the nurse in health promotion, disease prevention, and management. NURS 1100 focuses on the basic drug classification, concepts and principles of pharmacology with special consideration for the nursing role in developing a comprehensive approach to the clinical application of drug therapy through the use of the nursing process. | 3 |
| NURS 1101 | Critical Thinking in Nursing Course will assist students in developing complex thinking skills needed to succeed in the nursing environment. This course will assist in examining critical thinking in daily life, with some reference to nursing situations. It will also help to focus your thinking to get results using the student's particular talents. This course is designed to help students meet the challenges of acquiring the thinking skills required to succeed in six common nursing situations: reasoning in the clinical setting, moral and ethical reasoning, evidenced-based practice, teaching others, teaching ourselves, and test taking skills. In addition, this course will help students gain skills needed to work in any positions that demand collaborations | 4 |

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| NURS 2001 | Psychiatric Nursing Students are introduced to a theoretical base for providing nursing care to clients with moderate to severe deficits in their mental health. The course also discusses psychological reactions to illness or life situations, as well as defense mechanism concepts of alcohol, drug abuse and other risk behaviors on the human body. | 3 |
| NURS 2002 | Psychiatric Nursing – Clinical Practicum This course provides the student opportunities to apply concepts of psychiatric nursing. | 1 |
| NURS 3001 | Medical-Surgical Nursing I Students are challenged to use Gordon’s Functional Patterns to plan care for adult clients experiencing acute disruptions in health. Emphasis is on alterations in nutrition and metabolism, elimination, and cognition and perception of functional health patterns as well as on alteration in the activity and rest functional health pattern. | 4 |
| NURS 3002 | Medical-Surgical Nursing I – Clinical Practicum This course provides students opportunities to apply what they have learned in <u>NURS 3001</u> selected clinical experiences. | 3 |
| NURS 3011 | Medical-Surgical Nursing II Students are challenged to use critical thinking skills guided by the organizing structures of the nursing process, to plan care for adult clients experiencing acute disruptions in health. This course preps students to integrate the required attitudes, skills and knowledge to care for patients and families experiencing chronic and complex, acute illnesses. This course is a continuation of NURS 3001-Medical Surgical Nursing I. | 3 |
| NURS 3012 | Medical-Surgical Nursing II – Clinical Practicum This course provides the students an opportunity to apply what they have learned in <u>NURS 3011</u> selected clinical experiences. | 2 |

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| NURS 4001 | <p>Ethics and Law in Health Care</p> <p>Students will study major nursing theories of ethics, standards of nursing profession and the role of the healthcare provider. This course is designed to acquaint students with current ethical issues and trends in nursing and the healthcare environment. Through discussion, case studies and assignments, the critical judgment of the student is developed. Students will also learn the process involved in advocating for change in the health care setting and the global environment.</p> | 3 |
| NURS 5001 | <p>Obstetrics and Pediatrics</p> <p>Emphasis is on the normal reproductive phases of the life cycle, including prenatal, childbirth, postpartum and newborn care. Discussion of nursing care for childbearing families experiencing expected outcomes is organized using the framework of the nursing process, Gordon's Health Care Patterns, and Maslow's Hierarchy of Needs. This is a foundational course in the nursing care of the child caring family. This is a foundational course in the nursing care of the child caring family.</p> | 3 |
| NURS 5002 | <p>Obstetrics and Pediatrics – Clinical Practicum</p> <p>This course provides an opportunity to the student to apply what they have learned in <u>NURS 4001</u> in selected clinical experiences.</p> | 2 |
| NURS 7001 | <p>Leadership</p> <p>This course serves as a basic introduction to community health by presenting with community health issues versus an individual viewpoint. Student will practice and learn leadership and management perspectives from local, state and national levels, including but not limited to the Affordable Care Act and its impact on health in urban communities. As an end result, students will learn about disease prevention and health promotion by examining selective threats to global health and investigating the effect of globalization on health issues.</p> | 3 |
| NURS 7002 | <p>Leadership – Clinical Practicum</p> <p>This course will explore the principles of nursing management, leadership and delegation. Clinical experiences focus on management of care to individuals and groups of clients and collaborative interactions with other members of the healthcare team.</p> | 2 |

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| NURS 8001 | Nursing Trends and Issues This course provides a transitional and contextual approach for the preparation of nursing students to become nursing professionals. Students in this course will review nursing domains, demonstrating an understanding of the nursing process, scope of practice and licensure requirements. Upon successful completion of this course the motivated learner will be eligible to sit and pass the SABER Exit Examination for graduation of the program. | 3 |
| NURS 8002 | Nursing Trends and Issues Practicum In this course the student will be provided the opportunity to perform in the role of the professional registered nurse under the supervision of a nursing faculty. Learners will be able to synthesize scientific concepts to enhance client care, apply critical thinking to form competent clinical judgments, perform and manage evidence-based nursing care, effectively communicate and collaborate with health care team members, and demonstrate professionalism while caring for clients across the life span in an acute or long term care setting. | 4 |

**General Education Courses Offered Online

Standards of the Associate of Science in Nursing Program:

- 1 Pass the Lippincott Adaptive tests at the completion of each semester. The student will need to repeat the course for the test they did not pass. Which means they will be unable to move forward with their cohort.
- 2 Complete the program's core courses with a minimum of 80% or better
- 3 Complete all clinical skills with an evaluation of Satisfactory
- 4 Pass a Cumulative Exit Final Exam with a minimum score of 80%
- 5 Pass the HESI Exit Exam with a minimum score of 900

Physical Therapist Assistant (AS) – Traditional & Hybrid

Program approved by CIE and COE – The PTA Program at SABER College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>.

TOTAL SEMESTER CREDIT HOURS: 76

PROGRAM MISSION STATEMENT

To provide quality education that prepares entry-level physical therapist assistants capable of providing safe, ethical, and effective physical therapy services under the direction and supervision of a physical therapist to help meet the healthcare needs of the community in a variety of clinical settings.

PROGRAM GOALS

1. Graduate competent Physical Therapist Assistants who successfully pass the required credentialing and licensure examinations.
2. To provide the medical community with PTAs qualified to perform and execute physical therapy treatment plans under the direction of a licensed Physical Therapist.
3. To instill in students an understanding of the importance of academic and clinical excellence through lifelong learning.
4. To provide excellent educational experiences designed to prepare students for entering a career as Physical Therapist Assistants.

PROGRAM DESCRIPTION

The Physical Therapist Assistant Program is comprised of 76 Semester Credit hours (effective 5-2-2016). The PTA program curriculum is designed to provide a combination of theory, skills, and clinical based training for students to develop entry level competency as a physical therapist assistant (PTA). The curriculum includes in-depth study of anatomy, kinesiology, pathophysiology, patient data collection, therapeutic interventions, and patient care. Interwoven in the program design is a clinical education component that provides students with real life learning opportunities in a variety of physical therapy work settings. Upon completion of the program, students are eligible to sit for the National Physical Therapy Examination for PTA and will be prepared to provide care as physical therapist assistant under the supervision of licensed physical therapists.

The PTA program has developed its mission, goals, and objectives to be in synchrony with the mission of SABER, and specific to the professional community that it serves. The program and curriculum are dynamic in order to meet the changing needs of the community and physical therapy profession.

PROGRAM OBJECTIVES/EXPECTED PROGRAM OUTCOMES

The expected program outcomes were established to ensure consistency and reflect the mission of the program and SABER College.

1. 100% of students will attain entry level competency at the end of the terminal clinical experience.
2. 60% of students who enter the program will successfully graduate.
3. 85% of graduates will pass the National Physical Therapy Examination for the PTA.
4. 90% of licensed graduates will be employed as a PTA within 6 months of passing the national exam.
5. 90% of responding employers will report the graduate is qualified to perform entry level physical therapy interventions appropriate for a physical therapist assistant.

6. 85% of responding graduates will report participation in professional development activities, belong to a state/national physical therapy professional organization, and/ or engage in continuing education appropriate for a physical therapist assistant.
7. 90% of responding graduates will report satisfaction with the program's curriculum, faculty and facilities in their academic preparation.
8. 90% of responding clinical faculty rate students as prepared for the clinical experience.
9. 90% of students rate the clinical faculty prepared them for entry level competency.
10. 100% of faculty completion of annual professional development plans.
11. Program resources are sufficient to provide excellent educational experiences.

STUDENT LEARNING OUTCOMES/OBJECTIVES

At the end of the program the graduate will:

Define scope of practice for PTs and PTAs

Describe basic concepts related to the health care delivery system including the role of other health care providers and facilities.

Identify principles of levels of authority and responsibility.

Demonstrate an understanding of and apply wellness and disease concepts

Recognize and respond to emergency situations

Demonstrate knowledge of blood borne diseases, including AIDS

Demonstrate knowledge of disease processes and health conditions commonly encountered in physical therapy practice

Describe anatomical structure, function and dysfunction of the human body related to the practice of physical therapy

Assist the physical therapist with patient data collection

Assist the physical therapist with therapeutic procedural interventions

Interpret and apply a physical therapist's plan of care

Demonstrate use of assistive/supportive devices and specialized equipment

Demonstrate competent patient progression within the physical therapist's plan of care

Demonstrate competency in appropriate documentation of physical therapy treatment

Demonstrate ethical and legal practice as a physical therapist assistant

Demonstrate appropriate communication skills with patients, families, and other healthcare staff

Demonstrate cultural competency in verbal and non-verbal communication

Respond to patient's needs as reflected in the Patient's Bill of Rights

Teach other health care providers, patients and families to perform selected treatment procedures and functional activities

Identify and respond to barriers to a patient's participation in their life role.

Demonstrate commitment to lifelong learning and career development.

PTA Program Philosophy

The following statements represent the program philosophy of the PTA faculty and Advisory Committee:

- The physical therapist assistant is an integral part of the health care team and provides direct patient care under the direction and supervision of a licensed physical therapist. The physical therapist assistant may be employed in a variety of settings in which his/her role is to actively assist the physical therapist in the treatment of patients with various impairments and functional limitations. The physical therapist assistant is involved in promoting awareness of the profession and an interdisciplinary approach to health through education of the patient, family and community.
- A physical therapist assistant adheres to the Standards of Ethical Conduct of the Physical Therapist Assistant, Guide for Conduct of the Physical Therapist Assistant, and Direction and Supervision of the Physical Therapist Assistant set forth by the American Physical Therapy Association and abides by the laws governing practice. The program is committed to instilling in its students a sense of professionalism and clinical excellence.
- Learning is a life-long process, resulting in changes in knowledge, behavior, values, and attitudes. Learning takes place most readily when concepts are covered in a logical sequence and progress in difficulty from simple to complex. The ability to learn is influenced by individual life experiences and one's potential.
- Education provides opportunities for the acquisition of theoretical knowledge, the development of psychomotor skills, and the refinement of values and attitudes in support of SABER College's workforce productivity effort. The student and the instructor are partners in the learning process. The instructor facilitates learning by constructing experiences to promote the achievement of course/program outcomes. The student acquires significant learning through responsible and active participation. Learning should result in the ability to problem solve and think critically. Student educational achievement is evaluated by measurement of the attainment of course and program outcomes.
- Learning is more likely to occur in an atmosphere in which students feel respected and accepted. Positive feedback and success build confidence in the learner and encourage further learning.
- Physical therapist assistant education responds to the changes in healthcare and incorporates those changes into its curriculum, allowing the graduate to meet the needs of the healthcare consumer. In response to changing health-care patterns, physical therapist assistant education and community agencies collaborate to form partnerships for the education of the entry-level PTA.
- Physical therapist assistant education should provide a curriculum which is broad based, both enriching life and serving as a basis for further study. A scientifically based curriculum coupled with a strong clinical component and emphasizing the humanistic aspects of physical therapy is necessary to give the students the foundation they require to provide quality health care and thereby fulfill the needs of the community. Individuals who meet the educational requirements of the program will be eligible to take the National Physical Therapist Assistant Examination (NPTAE) for Physical Therapist Assistants upon graduation and will be prepared to competently provide interventions within a plan of care at the entry level.

- The Physical Therapist Assistant Program is dedicated to utilizing community resources and values active input from the community it serves. The clinical component of the program will provide a variety of clinical experiences that will broaden vocational options and enhance the students' personal, social, cultural, and intellectual growth.

Entrance Requirements

In order to be accepted into the Physical Therapist Assistant Program, an applicant must meet the following requirements:

- Applicant must submit a High School Diploma (or equivalent in their country of origin) or GED.
- Applicant must be 18 yrs. of age.
- Applicant must score at the 11.0 level in mathematics, language and reading on the TABE Test. (Students with AA or higher degree of education are exempt)
- Applicant must submit official school transcripts documenting any previous academic work, with a minimum GPA of 2.0 average or better on a 4.0 scale, from an educational institution accredited by an agency that is recognized by the US Department of Education. This will include applicants requesting credit for general education courses previously taken at the associate degree level or higher.
- Applicant must submit a college application including a writing sample
- Applicant must successfully complete a personal oral interview with the Program Director and or an administrative representative of the program in order to evaluate the applicant's ability to communicate satisfactorily as required by the health care delivery system. The interviewer must recommend applicant for admission
- Applicant must submit three letters of recommendation either from a Physical Therapist, Physical Therapist Assistant, previous instructor, or from a current/past employer. Letters must have contact information of person writing recommendation, such as name, signature, phone number and address.
- Applicant must undergo a criminal background check and drug screen.
- Perform and submit proof of 20 observation hours in a Physical Therapy setting

Completion of all application requirements does not guarantee acceptance into the PTA program. Maximum enrollment for each cohort is capped at 24 students. Enrollment into the program is limited and competitive. Final selection for the program is determined by the SABER College PTA Program Director and Admissions Committee based on consideration of all components of the application process. If the criminal background check reveals a felony conviction, you will not be accepted into the program because you will be unable to complete the clinical education portion of the program.

General School Checklist for Enrollment.

- The institution shall determine with reasonable certainty that each applicant for enrollment is fully informed as to the nature of the training provided. The institution shall advise each applicant prior to admission to ensure that applicant understands the program's responsibilities and demands.
- The institution shall consistently and fairly apply its admission standards as published. It determines that applicants understand such standards and are capable of benefiting from the training offered, and that applicants rejected did not meet such standards. The institution shall ensure that each applicant admitted has the proper qualifications, abilities, and skills necessary to complete the training, and shall ensure, and maintain documentation to demonstrate that each applicant meets all admission requirements.
- SABER College shall not deny admission or discriminate against students enrolled at the institution on the basis of race, creed, color, sex, age, disability, or national origin. Institutions must reasonably accommodate applicants and students with disabilities to the extent required.
- SABER College shall not accept enrollment from a person of compulsory school age, or one attending a school at the secondary level.
- SABER College shall document its reasons for denying admission to any prospective student. Records of denied applicants will be kept on file for at least one year.
- Students who are accepted into the program who are 16 years of age must have parental or guardian approval; with or without a High School Diploma or GED equivalent.
- Ability to Benefit (ATB) - SABER shall assess the applicant's ability to benefit, by means of the Wonderlic Assessment Test for any vocational programs, if the applicant cannot furnish evidence of high school graduation, general equivalency diploma or equivalent.
- GED – Students wishing to complete a GED will be referred to public schools offering GED preparation and will be advised of the availability of on-line GED courses.
- SABER College may accept transfer students in their Associate of Science program. These students must come from other educational institutions accredited by a regional or national accrediting agency recognized by the United States Department of Education. SABER College will grant credit for general education (associate degree) courses that are in SABER's curriculum and that the student has completed with a 2.0 (C) average. SABER may accept transfers within the program in the institution for the Associate Degree program provided the transfer has been reviewed and approved by the program director or Dean of Academic Affairs and entrance requirements have been met. SABER will only grant a maximum of twenty (20) credits. Institution may not accept more than 25% transfer credits.
- SABER College does not have articulation agreements with other institutions for the purpose of transferability of credits to other institutions. Transferability of credits to other institutions is at the discretion of the accepting institution, and it is the student's responsibility to confirm whether or not credits from SABER College will be accepted by another institution of the student's choice.
- All applicants must meet requirements as stipulated in the Entrance Requirements of the Program. The student will be given tuition reduction on a pro-rata basis based on the results of the administered test.
- SABER may accept transfers within the program in the institution for the Associate Degree program provided the transfer has been reviewed and approved by the program director or Dean of Academic Affairs.
- A reduction in tuition, fees, or other charges may be implemented when there are specific criteria for student eligibility and selection procedures precisely disclosed within a policy at the institution. All students within the enrollment period that the reduction is offered must be eligible to apply for this reduction under the same circumstance; however there shall be no reduction based upon the timing

or method of payment. The institution must maintain verifiable records including detailed and complete data when students are granted a bona fide reduction in tuition or fees. This must include copies of all application records, notes of selection committee meetings, and copies of notices to the student who received the reduction. This information shall be kept on file at the institution for on-site review.

| Physical Therapist Assistant (Effective 5-2-2016) | | Semester Credit Hours |
|---|--|-----------------------|
| ENG 1001 | English I* (**) In this course, through a variety of writing projects the student develops competence in writing clear, correct, and effective English prose. | 3 |
| ENG 1011 | English II* (**) Continuation of English I, emphasis in writing. | 3 |
| MAT 1001 | Applied Mathematics* (**) This course develops student's ability to think logically and quantitatively. Some of the topics included are: set theory, algebra, number theory, geometry, measurements, graphs, probability theory and statistics. | 3 |
| PSY 1000 | Introduction to Psychology* (**) Study of mental processes and behavior | 3 |
| PSY 1001 | Developmental Psychology* (**) This course focuses on the nature of human behavior as a dynamic developmental phenomenon. | 3 |
| BSC 1001 | Human Anatomy and Physiology I* This course provides a basic understanding of the human body, its systems and their functions. | 3 |
| BSC 1002 | Human Anatomy and Physiology I – Lab* This course consists of the laboratory for <u>BSC 1001</u> . | 1 |
| BSC 1011 | Human Anatomy and Physiology II* This course is a continuation of <u>BSC 1001</u> | 3 |
| BSC 1012 | Human Anatomy and Physiology II – Lab* This course is the laboratory for <u>BSC 1011</u> | 1 |
| HSM 1015 | Applied Medical and Healthcare Terminology* Concepts and vocabulary of health disease, disability, causation, prevention treatment and classification. | 3 |
| PTA 1001 | Introduction to Physical Therapist Assistant with Lab Introduction to the history, current practice and future trends of the profession as well as basic Physical Therapy skills | 5 |
| PTA 1201 | Therapeutic Procedures I with Lab This course introduces the student to the theories and practical application of physical therapy modalities. | 5 |
| PTA 1210 | Therapeutic Procedures II with Lab This course is a continuation of <u>PTA 1201</u> | 5 |
| PTA 1301 | Therapeutic Exercise with Lab Introduces foundational concepts of therapeutic exercise. Use and maintenance of a variety of | 5 |

| | | |
|----------|---|---|
| | exercise equipment. | |
| PTA 1401 | Applied Anatomy and Kinesiology with Lab This course covers anatomical structures and movements of primary body joints as related to physical therapy procedures | 4 |
| PTA 1501 | Test and Measurements with Lab This course focuses on the fundamental examination skills in physical therapy practice | 5 |
| PTA 1601 | Pathophysiology This course introduces the student to disease processes and disorders, placing special emphasis on conditions most commonly treated in physical therapy | 3 |
| PTA 1701 | Rehabilitation with Lab This course is designed to develop skill in and understanding of the underlying principles of advanced physical therapy plans of care including motor learning principles. | 5 |
| PTA 1901 | Clinical Experience I Beginning clinical experience in a supervised patient care setting. Introductory experience in the application of skills learned. | 3 |
| PTA 1902 | Clinical Experience II Intermediate level clinical experience in the application of academically acquired knowledge under the direct supervision of a licensed physical therapist. | 4 |
| PTA 1903 | Clinical Experience III Advanced level clinical placement designed to be an in depth experience in the delivery of physical therapy services. | 5 |
| PTA 2000 | Review Course for NPTE This course is a preparation course for the NPTE and job related skills | 1 |

Those courses which reflect an (*) are Gen Ed courses.

Those courses which reflect (**) are Online Courses

Costs of Attending

Associate Degree Programs

| | |
|--------------------------------|------------|
| Nonrefundable Registration Fee | \$100.00* |
| Nonrefundable Application Fee | \$ 50.00* |
| Testing Fees – Entrance Exams | \$ 50.00** |
| * Per Semester | |
| ** Per Exam | |

General Education Courses – Traditional and Hybrid

| | |
|---------|---|
| Tuition | \$525.00 per Semester Credit Hour |
|---------|---|

Physical Therapist Assistant – Traditional and Hybrid Professional Nursing Program (PNP) – Traditional and Hybrid

| | |
|--|---|
| Tuition | \$525 per Semester Credit Hour |
| Skills Lab Fees | \$500.00* |
| Materials and Supplies | \$300.00 |
| OTHER COSTS: Uniforms, Liability Insurance, IDs, Lanyards, Water Bottles, etc. | \$300.00 |

Books- May be purchased through the school or any other vendor (must meet Syllabus specifications)

Admissions Specifications

- The institution shall determine with reasonable certainty that each applicant for enrollment is fully informed as to the nature of the training provided. The institution shall advise each applicant prior to admission to ensure that applicant understands the program's responsibilities and demands.
- The institution shall consistently and fairly apply its admission standards as published. It determines that applicants understand such standards and are capable of benefiting from the training offered, and that applicants rejected did not meet such standards. The institution shall ensure that each applicant admitted has the proper qualifications, abilities, and skills necessary to complete the training, and shall ensure, and maintain documentation to demonstrate that each applicant meets all admission requirements.
- SABER College shall not deny admission or discriminate against students enrolled at the institution on the basis of race, creed, color, sex, age, disability, or national origin. Institutions must reasonably accommodate applicants and students with disabilities to the extent required.
- SABER College shall not accept enrollment from a person of compulsory school age, or one attending a school at the secondary level.
- SABER College shall document its reasons for denying admission to any prospective student. Records of denied applicants will be kept on file for at least one year.
- Students who are accepted into the program who are 16 years of age must have parental or guardian approval; with or without a High School Diploma or GED equivalent.
- GED – Students wishing to complete a GED will be referred to public schools offering GED preparation and will be advised of the availability of on-line GED courses.
- SABER College may accept transfer students in their Associate of Science programs. These students must come from other educational institutions accredited by a regional or national accrediting agency recognized by the United States Department of Education. SABER College will grant credit for general education (associate degree) courses that are in SABER's curriculum and that the student has completed with a 2.0 (C) average. SABER will not extend credit for nursing courses except in the case of LPNs who have a current, active, unencumbered license as long as they meet the Admission Requirements of the program. SABER may accept transfers within programs in the institution for Associate Degree programs provided the transfer has been reviewed and approved by the program director or Dean of Academic Affairs and entrance requirements have been met. SABER will only grant a maximum of twenty (20) credits.
- SABER College does not have articulation agreements with other institutions for the purpose of transferability of credits to other institutions. Transferability of credits to other institutions is at the discretion of the accepting institution, and it is the student's responsibility to confirm whether or not credits from SABER College will be accepted by another institution of the student's choice.
- All applicants must meet requirements as stipulated in the Entrance Requirements of each Program. The student will be given clock hour and tuition reduction on a pro-rata basis based on the results of the conducted check.

- Nursing credit for previous clinical training or experience is not granted for the purpose of accepting transfer students into the Associate of Science in Nursing.
- SABER College does not accept transfer students for their vocational programs, however, SABER may accept transfers within programs in the institution for Associate Degree programs provided the transfer has been reviewed and approved by the program director or Dean of Academic Affairs.

General Guidelines

- Applicants are interviewed by an admissions specialist to discuss program requirements and content, student's goals and brief overview of manual.
- SABER College may accept students in their Associate of Science program. These students must come from other educational institutions accredited by a regional or national accrediting agency recognized by the United States Department of Education. SABER College may accept transfers within program in the institution for Associate Degree provided the transfer has been reviewed and approved by the program director or Dean of Academic Affairs and entrance requirements have been met. The student will be given tuition reduction on a pro-rata basis based on the results of the administered test.
- Credit will be granted for general education courses that are in SABER's curriculum only, when a student submits an official transcript with a minimum GPA of 2.0 in a 4.0 scale. SABER may grant up to a maximum amount of twenty (20) credits. . Institution may not accept more than 25% transfer credits.

Reduction of Tuition

A reduction in tuition, fees, or other charges may be implemented when there are specific criteria for student eligibility and selection procedures precisely disclosed within a policy at the institution. All students within the enrollment period that the reduction is offered must be eligible to apply for this reduction under the same circumstance; however there shall be no reduction based upon the timing or method of payment. The institution must maintain verifiable records including detailed and complete data when students are granted a bona fide reduction in tuition or fees. This must include copies of all application records, notes of selection committee meetings, and copies of notices to the student who received the reduction. This information shall be kept on file at the institution.

General School Checklist for Enrollment.

- The institution shall determine with reasonable certainty that each applicant for enrollment is fully informed as to the nature of the training provided. The institution shall advise each applicant prior to admission to ensure that applicant understands the program's responsibilities and demands.
- The institution shall consistently and fairly apply its admission standards as published. It determines that applicants understand such standards and are capable of benefiting from the training offered, and that applicants rejected did not meet such standards. The institution shall ensure that each applicant admitted has the proper qualifications, abilities, and skills necessary to complete the training, and shall ensure, and maintain documentation to demonstrate that each applicant meets all admission requirements.
- SABER College shall not deny admission or discriminate against students enrolled at the institution on the basis of race, creed, color, sex, age, disability, or national origin. Institutions must reasonably accommodate applicants and students with disabilities to the extent required.
- SABER College shall not accept enrollment from a person of compulsory school age, or one attending a school at the secondary level.
- SABER College shall document its reasons for denying admission to any prospective student. Records of denied applicants will be kept on file for at least one year.
- Students who are accepted into the program who are 16 years of age must have parental or guardian approval; with or without a High School Diploma or GED equivalent.
- Ability to Benefit (ATB) - SABER shall assess the applicant's ability to benefit, by means of the Wonderlic Assessment Test for any vocational programs, if the applicant cannot furnish evidence of high school graduation, general equivalency diploma or equivalent.
- GED – Students wishing to complete a GED will be referred to public schools offering GED preparation and will be advised of the availability of on-line GED courses.
- SABER College may accept transfer students in their Associate of Science program. These students must come from other educational institutions accredited by a regional or national accrediting agency recognized by the United States Department of Education. SABER College will grant credit for general education (associate degree) courses that are in SABER's curriculum and that the student has completed with a 2.0 (C) average. SABER may accept transfers within the program in the institution for the Associate Degree program provided the transfer has been reviewed and approved by the program director or Dean of Academic Affairs and entrance requirements have been met. SABER will only grant a maximum of twenty (20) credits. Institution may not accept more than 25% transfer credits.
- SABER College does not have articulation agreements with other institutions for the purpose of transferability of credits to other institutions. Transferability of credits to other institutions is at the discretion of the accepting institution, and it is the student's responsibility to confirm whether or not credits from SABER College will be accepted by another institution of the student's choice.
- All applicants must meet requirements as stipulated in the Entrance Requirements of the Program. The student will be given tuition reduction on a pro-rata basis based on the results of the administered test.
- SABER may accept transfers within the program in the institution for the Associate Degree program provided the transfer has been reviewed and approved by the program director or Dean of Academic Affairs.
- A reduction in tuition, fees, or other charges may be implemented when there are specific criteria for student eligibility and selection procedures precisely disclosed within a policy at the institution. All students within the enrollment period that the reduction is offered must be eligible to apply for this reduction under the same circumstance; however there shall be no reduction based upon the timing

or method of payment. The institution must maintain verifiable records including detailed and complete data when students are granted a bona fide reduction in tuition or fees. This must include copies of all application records, notes of selection committee meetings, and copies of notices to the student who received the reduction. This information shall be kept on file at the institution for on site review.

Course Descriptions –All Programs

BSC 1001 Human Anatomy and Physiology I**

3 Semester Credits

This course provides a basic understanding of the human body, its systems and their functions. Students will concentrate on these body systems: skeletal system, integument system, cardiovascular system, muscular system, nervous system, and cells.

BSC 1002 Human Anatomy and Physiology Lab I**

This course consists of the laboratory for BSC 1001.

3 Semester Credits

ENG 1001 English I**

3 Semester Credits

In this course, through a variety of writing projects the student develops competence in writing clear, correct, and effective English prose.

MAT 1001 Applied Mathematics**

3 Semester Credits

This course develops student's ability to think logically and quantitatively. Some of the topics included are: set theory, algebra, number theory, geometry, measurements, graphs, probability theory and statistics.

PSY 1000 Introduction to Psychology**

3 Semester Credits

Study of mental processes and behavior.

PSY 1001 Developmental Psychology**

3 Semester Credits

This course focuses on the nature of human behavior as a dynamic developmental phenomenon.

BSC 1011 Human Anatomy and Physiology II**

This course is a continuation of BSC 1001

3 Semester Credits

Pre-requisite: BSC1001

BSC 1012 Human Anatomy and Physiology II – Lab**

This course is the laboratory for BSC 1011

1 Semester Credit

Pre-requisite: BSC1002

ENG 1011 English II **

3 Semester Credits

In this course, the student will continue to learn and practice the skills of clear, correct and effective English, by means of writings, conversations, and reading of essays, short stories, and poems.

Pre-requisite: ENG 1001

HSM 1015 Applied Medical and Healthcare Terminology

3 Semester Credits

Concepts and vocabulary of health disease, disability, causation, prevention treatment and classification.

PTA 1001 Introduction to Physical Therapist Assistant with Lab (Credit Hours 5)

This course introduces students to the historical background, philosophy and goals of physical therapy as a profession. It incorporates discussion on legal and ethical issues, educational requirements, supervisory relationships between the Physical Therapist and the Physical Therapist Assistant, the role and scope of practice of the Physical Therapist Assistant, and current developments related to physical therapy. Students gain knowledge and develop competency in basic physical therapy skills such as communication, documentation, taking vital signs, infection control, patient positioning and transfers, and safe wheelchair and gait training. Pathology, disease process, and pharmacology of the cardiovascular, respiratory, and hematologic systems is discussed.

PTA 1401 Applied Anatomy and Kinesiology with Lab (Credit Hours 4)

This course is designed as part of a continuum in the application of clinical anatomy and kinesiology to facilitate analysis of functional movements including normal and abnormal posture and gait. The focus is on the relationship between joint and muscle structure and function. Students will gain knowledge and develop competency in assessment of body landmarks, palpation, joint motions, muscle actions, posture, and gait.

PTA 1501 Test and Measurements with Lab (Credit Hours 5)

This course focuses on the fundamental examination skills in physical therapy practice. Students are introduced to data collection and the performance of objective tests and measures for the musculoskeletal, neuromuscular, cardiopulmonary, and integumentary systems. Students develop competency in goniometry, manual muscle testing, sensory testing, upper motor neuron tests, balance and coordination tests, and integumentary, cardiopulmonary, and neurological assessments related to the supervising physical therapist's plan of care.

PTA 1201 Therapeutic Procedures I with Lab (Credit Hours 5)

This course introduces the student to the theories and practical application of physical therapy modalities. The course explains important concepts including inflammation and healing, pain, muscle tone, and motion restrictions which are the primary reasons for the use of modalities. The physiological effects, indications, contraindications, precautions, types, and parameters of patient care interventions discussed in this course are presented. Students develop competency in commonly used modalities in physical therapy practice such as: superficial heat modalities, cryotherapy, traction, compression, hydrotherapy, and ultrasound and the stages of wound healing. Pathology, disease process, and pharmacology of the integumentary system, as well as infectious diseases, immunology, and oncology is discussed. This course explains important concepts of wound care including wound types and stages of healing. Applications of wound care techniques are included.

PTA 1601 Pathophysiology (Credit Hours 3)

This course reviews signs, symptoms and complications of the most common disease processes encountered in physical therapy practice. The essential nature of diseases and abnormalities of body structure and function are covered. The course focuses on the pathology and disease processes of body systems including endocrine, gastrointestinal, musculoskeletal and neuromuscular systems. Lifespan considerations in the medical management of covered conditions are presented. The student will become familiar with the standardized terminology used in physical therapy. The role of physical therapy and the interaction between the medical, therapy, and family members of the health care team in the lifespan management of patient populations is emphasized. Basic Pharmacology is included which includes instruction about medications commonly encountered in physical therapy and their effects on different body systems. The implications of laboratory lab values, medical equipment and lines, and diagnostic testing in modification and progression of physical therapy is explained. Special considerations regarding physical therapy of the critical patient in acute care is discussed.

PTA 1301 Therapeutic Exercise with Lab (Credit Hours 5)

This course introduces the student to therapeutic exercise as applied to the physical therapy plan of care for patients with various musculoskeletal diagnoses. Content includes principles of exercise interventions, posture, kinesiology, and application of data collection skills to the progression of exercise programs. Students develop competency in stretching and strengthening exercises, orthopedic protocols, aerobic conditioning and reconditioning, and balance and coordination exercises.

PTA 1210 Therapeutic Procedures II with Lab (Credit Hours 5)

This course continues the study of theories and practical application of physical therapy modalities. The physiological effects, indications, contraindications, precautions, types and parameters of patient care interventions are discussed in this course. Students develop competency in commonly used modalities in physical therapy practice such as: electrotherapy, NMES, TENS, laser and light therapy, biofeedback, soft tissue massage, and pulmonary techniques.

PTA 1901 Clinical Experience I (Credit Hours 3)

Clinical Experience I is the first of three clinical experiences in a physical therapy setting. The purpose of this initial experience is to introduce the student to the operations of a PT facility/department including equipment used for treatment, patient flow, and roles and responsibilities of the healthcare team. The focus is on further development of learned skills through application of physical therapy treatment to patients under the direct supervision of a licensed PT and/or PTA. Basic patient care skills, therapeutic exercise, selected data collection techniques, and treatment modalities are emphasized.

PTA 1701 Rehabilitation with Lab (Credit Hours 5)

Rehabilitation integrates previously learned and new skills/techniques into the comprehensive rehabilitation of selected conditions implementing a physical therapist's plan of care. Patient conditions covered include but are not limited to traumatic brain injury, spinal cord injury, cerebral palsy, genetic disorders, developmental disorders, vestibular disorders, burns, and amputations. This course is designed to develop skill in, and understanding of, the underlying principles of complex physical therapy plans of care including

motor learning principles. This course includes techniques in therapeutic exercise programs for the covered conditions and neuro-rehabilitation techniques such as proprioceptive neuromuscular facilitation (PNF) and neurodevelopmental treatment (NDT). Topics in prosthetic and orthotic management as well as general methods of facilitating rehabilitation of the patient are presented and discussed. Students develop competency in developmental activities, functional mobility training with neurological patients, prosthetics and orthotics training, use of gravity assisted devices, and balance and coordination exercises.

PTA 1902 Clinical Experience II (Credit Hours 4)

Clinical Experience II is the second of three clinical experiences in a physical therapy setting. The purpose of this experience is to integrate and competently apply all previously learned clinical skills through application of physical therapy treatment to patients under the supervision of a licensed PT and/or PTA. Implementation of rehabilitation techniques for more complex patients within an established plan of care is emphasized.

PTA 1903 Clinical Experience III (Credit Hours 5)

Clinical Experience III is the final clinical experience in a physical therapy setting. The purpose of this experience is to integrate and competently apply all previously learned clinical skills through application of physical therapy treatment to patients under the supervision of a licensed PT and/or PTA at entry-level. The emphasis of this experience is to integrate special topics, clinical management and current health care issues into the delivery of a comprehensive physical therapy treatment program.

PTA 2000 Review Course for NPTAE (Credit Hour 1)

This course is designed to prepare program graduates for the National Physical Therapy Assistant Examination. It will serve as a review of essential and important physical therapy concepts. Students will take practice examinations and learn test taking skills. Job preparation skills such as resume development, interview skills, professionalism in the workplace, and the requirements for life-long learning are also included.

BSC 1001 Human Anatomy and Physiology I ** (Credit Hour 3)

This course provides a basic understanding of the human body, its systems and their functions. Students will concentrate on these body systems: skeletal system, integument system, cardiovascular system, muscular system, nervous system, and cells.

BSC 1002 Human Anatomy and Physiology Lab I ** (Credit Hour 1)

This course consists of the laboratory for **BSC 1001**.

ENG 1001 English Composition I ** (Credit Hour 3)

In this course, through a variety of writing projects the student develops competence in writing clear, correct, and effective English prose.

MAC 1105 College Algebra ** (Credit Hour 3)

This course introduces students to the concept of functions and their graphs. Students will graph linear and quadratic, as well as learn absolute value functions and transformations. Other topics included are: set theory, number theory, geometry, measurements, probability theory and statistics.

PSY 1000 Introduction to Psychology (Credit Hour 3)**

Study of mental processes and behavior

PSY 1000 Introduction to Psychology (Credit Hour 3)**

Study of mental processes and behavior

BSC 1011 Human Anatomy and Physiology II ** (Credit Hour 3)

This course is a continuation of BSC 1001

BSC 1012 Human Anatomy and Physiology II – Lab (Credit Hour 1)**

This course is the laboratory for BSC 1011

BSC 2001 Microbiology ** (Credit Hour 3)

This course is an introductory study of the microbial world with emphasis on the nature and behavior of microorganisms, the interrelationships between microbes and the human host in health and disease, and the principles of prevention and control of infectious disease.

BSC 2002 Microbiology Lab (Credit Hour 1)**

This course is laboratory for BSC 2001

ENG 1011 English Composition II ** (Credit Hour 3)

In this course, the student will continue to learn and practice the skills of clear, correct and effective English, by means of writings, conversations, and reading of essays, short stories, and poem

PSY 1001 Human Growth and Development (Credit Hour 3)**

This course focuses on the nature of human behavior as a dynamic developmental phenomenon.

NURS 1001 Fundamentals of Nursing (Credit Hour 6)

Guides students to develop skills and behaviors to succeed in the nursing program by providing theoretical knowledge and foundation concepts related to nursing practice. Through the Fundamentals of Nursing course students are introduced to the nursing process, medical terminology, med-math, and basics of health and wellness. This course serves as the foundation for future nursing courses. Most importantly, the learner is introduced to the roles and responsibilities of the nurse as a member of the health care team.

NURS 1002 Fundamentals of Nursing – Clinical Practicum (Credit Hour 5)

This course provides the students an opportunity to apply what they have learned in NURS 1001 selected clinical experiences

NURS 1100 Nursing Pharmacology (Credit Hourm3)

This course provides the foundation for safe, effective drug therapy and the role of the nurse in health promotion, disease prevention, and management. NURS 1100 focuses on the basic drug classification, concepts and principles of pharmacology with special consideration for the nursing role in developing a comprehensive approach to the clinical application of drug therapy through the use of the nursing process.

NURS 1101 Critical Thinking in Nursing (Credit Hour 4)

Course will assist students in developing complex thinking skills needed to succeed in the nursing environment. This course will assist in examining critical thinking in daily life, with some reference to nursing situations. It will also help to focus your thinking to get results using the student's particular talents. This course is designed to help students meet the challenges of acquiring the thinking skills required to succeed in six common nursing situations: reasoning in the clinical setting, moral and ethical reasoning, evidenced-based practice, teaching others, teaching ourselves, and test taking skills. In addition, this course will help students gain skills needed to work in any positions that demand collaborations.

NURS 2001 Psychiatric Nursing (Credit Hour 3)

Students are introduced to a theoretical base for providing nursing care to clients with moderate to severe deficits in their mental health. The course also discusses psychological reactions to illness or life situations, as well as defense mechanism concepts of alcohol, drug abuse and other risk behaviors on the human body.

NURS 2002 Psychiatric Nursing – Clinical Practicum (Credit Hour 1)

This course provides the student opportunities to apply concepts of psychiatric nursing.

NURS 3001 Medical-Surgical Nursing (Credit Hour 4)

Students are challenged to use Gordon's Functional Patterns to plan care for adult clients experiencing acute disruptions in health. Emphasis is on alterations in nutrition and metabolism, elimination, and cognition and perception of functional health patterns as well as on alteration in the activity and rest functional health pattern.

NURS 3002 Medical-Surgical Nursing – Clinical Practicum (Credit Hour 3)

This course provides students opportunities to apply what they have learned in NURS 3001 selected clinical experiences.

NURS 3002 Medical-Surgical Nursing – Clinical Practicum (Credit Hour 3)

This course provides students opportunities to apply what they have learned in NURS 3001 selected clinical experiences.

NURS 3011 Medical-Surgical Nursing II (Credit Hour 3)

Students are challenged to use critical thinking skills guided by the organizing structures of the nursing process, to plan care for adult clients experiencing acute disruptions in health. This course preps students to integrate the required attitudes, skills and knowledge to care for patients and families experiencing chronic and complex, acute illnesses. This course is a continuation of NURS 3001-Medical Surgical Nursing I.

NURS 3012 Medical-Surgical Nursing II – Clinical Practicum (Credit Hour 3)

This course provides the students an opportunity to apply what they have learned in NURS 3011 selected clinical experiences.

NURS 4001 Ethics and Law in Health Care (Credit Hour 3)

Students will study major nursing theories of ethics, standards of nursing profession and the role of the healthcare provider. This course is designed to acquaint students with current ethical issues and trends in nursing and the healthcare environment. Through discussion, case studies and assignments, the critical judgment of the student is developed. Students will also learn the process involved in advocating for change in the health care setting and the global environment.

NURS 5001 Obstetrics and Pediatrics (Credit Hours 3)

Emphasis is on the normal reproductive phases of the life cycle, including prenatal, childbirth, postpartum and newborn care. Discussion of nursing care for childbearing families experiencing expected outcomes is organized using the framework of the nursing process, Gordon's Health Care Patterns, and Maslow's Hierarchy of Needs. This is a foundational course in the nursing care of the child caring family. This is a foundational course in the nursing care of the child caring family.

NURS 5002 Obstetrics and Pediatrics – Clinical Practicum (Credit Hours 2)

This course provides an opportunity to the student to apply what they have learned in NURS 4001 in selected clinical experiences.

NURS 7001 Leadership (Credit Hours 3)

This course serves as a basic introduction to community health by presenting with community health issues versus an individual viewpoint. Student will practice and learn leadership and management perspectives from local, state and national levels, including but not limited to the Affordable Care Act and its impact on health in urban communities. As an end result, students will learn about disease prevention and health promotion by examining selective threats to global health and investigating the effect of globalization on health issues.

NURS 7002 Leadership – Clinical Practicum (Credit Hours 2)

This course will explore the principles of nursing management, leadership and delegation. Clinical experiences focus on management of care to individuals and groups of clients and collaborative interactions with other members of the healthcare team.

NURS 8001 Nursing Trends and Issues (Credit Hours 3)

This course provides a transitional and contextual approach for the preparation of nursing students to become nursing professionals. Students in this course will review nursing domains, demonstrating an understanding of the nursing process, scope of practice and licensure requirements. Upon successful completion of this course the motivated learner will be eligible to sit and pass the SABER Exit Examination for graduation of the program.

NURS 8002 Nursing Trends and Issues Practicum (Credit Hours 4)

In this course the student will be provided the opportunity to perform in the role of the professional registered nurse under the supervision of a nursing faculty. Learners will be able to synthesize scientific concepts to enhance client care, apply critical thinking to form competent clinical judgments, perform and manage evidence-based nursing care, effectively communicate and collaborate with health care team members, and demonstrate professionalism while caring for clients across the life span in an acute or long term care setting.

Class Starting and Ending Dates

School is in session throughout the year except for holidays and vacations listed in the calendar.

Associate Degree Program will adhere to a Semester Schedule.

Program hours reflected in this Catalog represent instructional time. The student must take into consideration holidays/vacations listed in the school calendar when planning their time.

SABER College works on a lock-step cohort and based curriculum. When students matriculate, they choose a morning or evening schedule. From here, classes and schedules are set for all six terms. This encompasses start and end date for each term as well as eliminating the need for registration or open enrollment periods. The school ensures that there are sufficient seats for all classes required for the students to complete the entire form program from day one.

Clock Hour / Credit Hour Ratios

A semester credit hour is equivalent to the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of clinical or work-based activities. Once clock hour is equivalent to 50 minutes of lecture and a 10 minute break.

Academic Year / Hours of Operation

The school's academic year runs from July 1st through June 30th of the following year. Academic Year will consist of a minimum of 900 clock hours or 24 credit hours.

Business office will be open from 9:00 a.m. to 4:00 p.m. Evening students will have to make the necessary arrangements.

Classes will be in session Monday through Friday starting at 9:00 a.m. Length will vary according to each individual course.

Morning classes are scheduled within the hours of 9:00 a.m. to 2:00 p.m.

Afternoon classes are scheduled within the hours of 1:30 and 5:30

Evening Classes are scheduled within the hours of 6:00pm to 10:pm

SABER College is open every day except those days stated in "Holidays" Chart. If for any reason there are problems due to weather or in case of an emergency, students, faculty, and employees are informed of the situation by meetings, e-mail, phone, fax, or verbally. If classes are in session, Dean of Academic Affairs notifies teachers and students of decision that has been made. After school is closed, it is the students' responsibility to call the school at 305-443-9170 and listen to the recording letting them know if classes have been cancelled.

Holidays

No class on holidays.

| | |
|----------------|------------------------|
| 2020 | |
| January 6 | Classes Begin |
| January 20 | Martin Luther King Jr. |
| February 17 | President's Day |
| April 9-10 | Spring Break |
| May 25 | Memorial ay |
| July 3 | Independence Day |
| August 3-9 | Summer Break |
| September 7 | Labor Day |
| October 12 | Columbus Day |
| November 11 | Veteran's Day |
| November 26-27 | Thanksgiving |
| December 23 | Last Day of Class |
| December 24 | Winter Break Begins |
| 2021 | |
| January 4 | Classes Begin |
| January 18 | Martin Luther King Jr |
| February 15 | President's Day |
| April 1-2 | Spring Break |
| May 31 | Memorial Day |
| July 5 | Independence Day |
| August 2-8 | Summer Break |
| September 6 | Labor Day |
| October 11 | Columbus Day |
| November 11 | Veteran's Day |
| November 25-26 | Thanksgiving |
| December 17 | Last Day of Class |
| December 18 | Winter Break Begins |
| 2022 | |
| January 5 | Classes Begin |
| January 17 | Martin Luther King Jr. |
| February 21 | President's Day |
| April 14-15 | Spring Break |
| May 30 | Memorial Day |
| July 4 | Independence Day |
| August 1 to 7 | Summer Break |
| September 5 | Labor Day |
| October 10 | Columbus Day |
| November 11 | Veteran's Day |
| November 24-25 | Thanksgiving |
| December 20 | Last Day of Class |
| December 23 | Winter Break Begins |

GRADUATION REQUIREMENTS

Upon successful completion of the program and meeting all of the course requirements a **degree** is presented to the student that has:

1. Successfully achieved a passing grade.
2. Met required hours (minimum 90% rate) **
3. Fulfilled all monetary obligations to the school.
4. Adhere to the requirements as listed in the Handbook.

EXCUSED ABSENCES

- A student can be absent up to 10% of the clock hours in the payment period for the program without having to make up the hours, as long as the absence is an excused absence.
- Any absences over 10% must be made up.
- All unexcused absences must be made up.

Satisfactory Academic Progress (SAP)

In order to demonstrate SAP, a student must maintain a 2.75 CGPA and must progress through the program at a specific minimum pace to ensure that the student does not exceed 150% of the published length of the Program ("Maximum Timeframe").

SAP is evaluated at the end of every semester in order to reestablish a student's eligibility to continue receiving federal financial aid funds for the next semester. The following abbreviations are used throughout this policy:

- (SAP) Satisfactory Academic Progress
- (CGPA) Cumulative Grade Point average

There are two standards that must be met:

The **qualitative** standard for each program requires that a student achieve a minimum CGPA of 2.75 or better for each semester in the program. At completion of the program, every student must have a CGPA of at least 2.75 in order to graduate.

The **quantitative** standard requires students to complete the Program within the Maximum Timeframe of the program. Transfer credits that are accepted by Saber College for credit toward the Program are included in the calculation of the Maximum Time Frame. The required minimum pace of completion percentage (Completion Rate) is derived by dividing the number of earned credits by the number of credits attempted. In this calculation, transfer credits are counted as both attempted and earned credits. Students must successfully maintain a Completion Rate of at least 80% by the end of the first Semester and maintain a 80% minimum Completion Rate in all following semesters.

The courses withdrawn during the add/drop period are not included in the Completion Rate as either attempted or completed credits. However, if a student withdraws from a course after the add/drop period has expired, the credits for that course will be included as credits attempted in the Completion Rate.

Minimum CGPA Achievement

Each student must achieve the minimum cumulative grade point average of 2.75 at the time of the evaluation in order to remain as a regular student.

Students' learning will be assessed using the developed set of competencies for each training area.

A series of quizzes will be administered throughout the school term in order to assess student progress. A written examination will be given at the completion of each course. The written portion of the examination will be graded based on the following scale:

Scholastic Standards: Quantitative requirements will be measured in terms of grades. Academic grades for students shall be "A", "B", "C", "D", "F", WF, "I" or "NP".

A brief explanation of grades will follow:

- A grade of "A" (90-100% - 4.0) indicates that the student has demonstrated excellent achievement in the subject and/or the skills area.
- A grade of "B" (80-89.99% - 3.0) indicates that the student has demonstrated good but not outstanding achievement in the academic area.
- A grade of "C" (77-79.99% - 2.0) indicates satisfactory academic achievement and is the minimum level of acceptable performance in this program.
- A grade of "D" (69-76.99% - 1.0) indicates a level of academic performance that is unsatisfactory. Course failed.
- A grade of "F" (68.99% or below – 0.0) indicates that course was completed but student failed to achieve course objectives.
- A grade of "WF" indicates that course was not completed; student stopped attending/ limited class participation.
- A grade of "I" indicates that the performance is insufficient to permit an evaluation. Students in this category may have their grade adjusted upon presentation of the required assignments. This period may not exceed 60 days. For this grade to be awarded, the extenuating circumstances must be approved by the Dean of Academic Affairs or Director. **If a student does not provide the required documentation to receive a final grade for a course within the prescribed timeframe the grade of "I" shall be changed to a grade of "F". This can have a significant impact on a student's academic progress.**
- A grade of "NP" (NOT PASSING) indicates that the student has not met the score required for passing selected courses, however the student has still achieved a minimum grade of C or higher. The student will be required to retake the course to meet the program minimum grade requirement. Once the student achieves the course minimum grade requirement the original grade will be replaced and a note will be made to the transcript of the course retake.

Students that do not successfully pass periodic quizzes will be encouraged to complete additional work for practice and may be placed on probation (see below section "Probation"). If a student fails the final exit examination, student will be allowed to re-take exam as long as he/she is attending the review sessions offered by the school once a week. If he/she fails to pass the exam on the second attempt, student will not be awarded a diploma. Students must adhere to the requirements as listed in the Handbooks.

For Title IV purposes, Satisfactory Academic Progress will be reviewed by the Program Director at the calendar point of the payment period. At this point the student must have successfully completed 80% of the contact hours and maintain a minimum of a 2.75 GPA. Even if this is the case, by school policy, if a student fails two core courses during the program he/she will not have made SAP and will be unable to continue in the program.

Impact of Withdraws, Termination

Students who fail to make satisfactory academic progress will be placed on probation until the end of each course at which time they will be re-evaluated. Students, who fail to make satisfactory academic progress at the end of a course, will be terminated from the program. Students terminated from a program of study can attempt re-entry after 12 months. The final decision for re-entry will be determined by the Program Director.

Students who withdraw from the program will receive a grade of “W”. The last date of attendance will be the point where the refund policy will initiate. Students will receive a W on their progress report and will be required to repeat the course. If the student has already repeated two courses they will not be able to continue in the program at a future date from the last point of completion.

SABER College does not award non-punitive grades, or remedial course work.

Students will remain eligible for Title IV while on probation.

Students must adhere to grading requirements as stated in their Handbooks.

Successful Rate of Progression

Each student must meet minimum successful rate of completion at the evaluation periods in order to remain as a regular student.

2. A program may not be longer than 150% of its published length. At SABER, courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.

3. For Title IV purposes, Satisfactory Academic Progress will be reviewed by the FA office at the calendar point of the payment period. At this point the student must have successfully completed 60% of the clock/credit hours.

4. Students who fail to make satisfactory academic progress will be placed on probation until the end of each course at which time they will be re-evaluated. Students, who fail to make satisfactory academic progress at the end of a course, will be terminated from the program.

5. Students will remain eligible for Title IV while on probation for one payment period.

6. Students must adhere to grading requirements as stated in their Handbook. These standards are in force for all students regardless of whether they receive financial aid.

Repeat Courses

Students who fail a course may repeat the course once. Students only have two opportunities to repeat a course throughout the course of a program. Students must be mindful of the impact the initial failure will make on a student's satisfactory academic progress. Because of pre-requisite course work, student rate of progression may be impacted as a result of having to repeat a course in a subsequent semester. Students will not be allowed to continue in the program if they have to repeat more than two courses.

Failure to meet SAP

Warning

This is the status assigned to a student who fails to make SAP at the end of any given payment period. A standard payment period is 15 weeks or 12 credits. However, a payment period may be fewer credits depending on a student's standing in their program and the remaining credits left to be earned in his/her last term. The student will be notified of warning status in writing. The College encourages the student to seek academic advisement to regain regular status prior to the end of the next payment period. A "regular student" is defined as one who is achieving SAP. A student on warning status may receive FSA for one term/payment period despite the determination the student is not maintaining SAP. No appeal is necessary. A student who does not achieve SAP requirements by the end of the warning period will be dismissed unless he or she files an appeal and the appeal is granted (see SAP Appeal Process below). Students whose appeals are granted are placed in probation status.

Veterans Policy on Satisfactory Academic Progress

Students receiving VA educational benefits must maintain a minimum cumulative grade point average (CGPA) of 2.75 each semester. A VA student whose CGPA falls below 2.75 at the end of any semester will be placed on academic probation for a maximum of two consecutive terms of enrollment. If the VA student's CGPA is still below 2.75 at the end of the second consecutive term of probation, the student's VA educational benefits will be terminated.

A VA student terminated from VA educational benefits due to unsatisfactory progress may petition the school to be recertified after attaining a CGPA of 2.75.

Transfer of Credit

SABER College may accept transfer students in their Associate of Science program. These students must come from other educational institutions accredited by a regional or national accrediting agency recognized by the United States Department of Education. SABER College will grant credit for general education (associate degree) courses that are in SABER's curriculum and that the student has completed with a 2.75 (B) average. SABER may accept transfers within the program in the institution provided the transfer has been reviewed and approved by the program director or Dean of Academic Affairs and entrance requirements have been met. SABER will only grant a maximum of twenty (20) credits. A minimum of 25% of credits must be earned at SABER in order to earn a degree. Institution may not accept 25% transfer credits.

SABER College does not have articulation agreements with other institutions for the purpose of transferability of credits to other institutions. Transferability of credits to other institutions is at the discretion of the accepting institution, and it is the student's responsibility to confirm whether or not credits from SABER College will be accepted by another institution of the student's choice.

Probation

This is the status assigned to a student who fails to make SAP in the payment period following the payment period in which the student was placed on warning status and who has successfully requested an appeal. If a student is granted an appeal, the student will be placed on probation status for one additional payment period or until a student is able to meet SAP standards by a specific point as outlined in the student's academic plan. A student on probation status is eligible to receive FSA. Failure to make SAP by the next payment period or to comply with the academic plan designed by the College will result in the student's dismissal from the College as a regular student.

SAP Appeal Process

A student who is not making SAP and who believes that there are mitigating or extenuating circumstances that led to the failure to maintain satisfactory progress may appeal by written request to the Program Director for a review of the situation. Mitigating circumstances may include injury or illness, the death of a relative, or other special circumstances. The written appeal must be submitted to the Program Director within three (3) business days after notification. The appeal should be accompanied by supporting documentation regarding why the student failed and what changed in the student's situation that will allow him/her to make SAP at the next evaluation. When the College grants a student's appeal for unusual and/or mitigating circumstances, it is not eliminating or disregarding any grades or credits attempted in the calculation of a student's SAP standing. The student's credits attempted, CGPA, and SAP standing will remain the same. When an appeal is granted, the College is accepting only that, because of the circumstances identified in the appeal, the student will continue to receive FSA for which he or she is otherwise eligible even though he or she falls below the published SAP standard in the Probation status.

The appeal process will also consider if the student will meet SAP standards after the subsequent payment period or the academic plan with the student will ensure that the student meets SAP standards by a specific point in time. The Program Director and the Executive Director will conduct the review of the appeal and will make the final determination on approving or denying the appeal. Should the appeal be granted, the student will receive one additional payment period in which to regain SAP OR meet the requirements as specified in the student's academic plan. If at the end of that period the student is still not making SAP, the student will be dismissed. Any decision resulting from the review of a mitigating circumstances appeal is final and may not be further appealed. The result of the appeal (approved or denied) will be provided to the student in writing and cataloged in the Student Information System. A student may be granted more than one probation period.

Academic Plan

Once a student is placed on probation an Academic Plan will be put into place. The Academic Plan will serve as a road map to guide a student toward meeting his/her SAP goal within a specified time and method. The plan will be designed by the Program Director and communicated to the student in writing. The plan that is implemented will be regularly evaluated and refined as internal and external developments warrant. While on an Academic Plan, the student is required to attend academic advising sessions. An Academic Plan may span multiple pay periods, so long as the Academic Plan allows for graduation from the program within the Maximum Time Frame (MTF) and the student stays in compliance with the objectives of the Academic Plan.

Extended Enrollment Status

Students who have been dismissed due to failure to maintain the qualitative or quantitative minimums outlined above may apply to continue their studies at the College in an Extended Enrollment Status. During this time, the student is not eligible to receive FSA and must attempt to improve the deficient areas that led to the dismissal. The student will be responsible for all costs incurred while in Extended Enrollment Status. At the completion of this term/payment period(s), a student who has established satisfactory academic progress in accordance with the SAP requirements may apply to the College to return to a regular student status and reinstate their eligibility for FSA. A meeting will be scheduled between the Program Director and the student applying for re-establishment to determine if the student has the academic ability and desire to successfully continue in the program. If reinstated, the student will be placed on FA Warning for one term/payment period and will regain eligibility for FSA.

Specific Program SAP Requirements

In addition to maintaining satisfactory academic progress, students enrolled in specific programs are required to maintain the minimum program standards as mentioned within the Admissions section or as stated in each program's handbook. Students who fail to maintain specific program requirements will not be permitted to continue their program of study. Additional Degrees For students who seek to earn additional degrees, only those credits from the prior degree or program that apply to the new degree or program are considered in calculating the student's progression toward maximum completion time restrictions. All courses taken while at SABER College, regardless of program, will be considered when calculating the student's cumulative GPA and minimum quantitative completion percentage.

Re-Establishing SAP

Once a student on probation improves their CGPA at or above the minimum 2.00, the student will be removed from probation and returned to regular active status, with all of the responsibilities and privileges therein. The student must meet with their student advisor and change their status. SAP establishment will be confirmed by the Program Director who will communicate the change in status to the financial aid department.

Non-Credit and Remedial Courses

SABER College does not offer non-credit courses or remedial courses at the campus.

Academic Freedom

SABER College is dedicated to the transmission and advancement of knowledge and understanding. Academic freedom is essential to the achievement of these purposes. Academic freedom is the particular freedom of instructors within the College to pursue knowledge, speak, and write without unreasonable restriction. Programs have academic freedom to design and teach an appropriate professional curriculum, and are able to determine the mechanisms for student evaluation and academic progression in the program. SABER administrators support those decisions made by program faculty. Instructors are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce controversial material into their teaching which has no relation to their subject. Instructors must carry out their responsibilities in a professional and ethical manner. As professional educators, instructors must be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate they are not speaking for the institution. The principles of academic freedom shall not prevent the College from making

the proper efforts to ensure the best possible instruction for all students in accordance with the mission and objectives of SABER College and/or the Program of study. Any instructor who believes that he/she has been denied academic freedom should follow SABER College's complaint and grievance procedures.

ACADEMIC GOVERNANCE

The faculty of SABER College shall participate in the administration of academic policy, ensuring that all policies students and faculty must adhere to are followed. Faculty are responsible for ensuring that all outlined learning objectives are delivered in the academic process. Faculty shall perform post course assessment to ensure that all objectives were delivered and that policy related to administering academic delivery were met. Faculty shall participate in the development and revision of programming they shall have prevue in the process in the areas they teach. Faculty involvement is a critical element of programmatic and student success. Inasmuch, faculty shall participate in the development or selection of course materials including text, reference, equipment, supplies, resources, and any ancillary reading or tools that shall be administered to students.

Faculty shall participate in a systematic evaluation and revision of the curriculum annually. They shall meet with program staff and administration to discuss the curriculum, present data and information concerning changes in the career of study if any changes exist) and shall explain the rationale for the changes recommended.

Faculty shall participate in the assessment of student learning outcomes, and shall play a pivotal role in the process of executing plans for institutional effectiveness. Program Directors shall include all faculty to participate in the aforementioned processes.

CONSTITUTION DAY POLICY

Constitution Day Background – Senator Robert C. Byrd, and the United States Congress unofficial constitutional scholar, believes that American primary, secondary and post-secondary students lack significant knowledge regarding the United States constitution.

"It is important to remember the wisdom and bravery of the 39 men that signed the Constitution in 1787." And it is important to reflect on how our lives are affected everyday by the principles preserved in this document."

The legislation requires that all educational institutions that receive federal funds implement educational programs relating to the United Stated Constitution on September 17th of each year. This is the day that was selected as the date for celebration due to the fact that on September 17, 1787, the delegates to the Constitutional Convention met for the last time to sign the united State Constitution. When the 17th falls on a weekend date, Constitution Day will be celebrated on the Friday prior to the 17th.

In commemorate of Constitution Day, SABER College will sponsor educational activities. A displayed exhibit includes copies of the US Constitution. Books and other educational materials are displayed to help the students, faculty, staff learn about and appreciate the US Constitution and its special place among the world's great achievements.

Student Services

Housing

SABER College does not provide housing to students. Assistance with local housing information will be provided to students upon request

Student Records

Student records are retained by the school permanently after graduation. They are available to students upon individual request. All information held in student's record is confidential. Students have the right to review their education records, to request amendment of records, to consent to disclosures of personally identifiable information and to file complaints with the Department of Education, the Commission for Independent Education and the Council on Occupational Education.

FERPA gives parents certain rights with respect to their children's records. These rights end when the student reaches the age of 18, or is enrolled in a post-secondary program unless parents can provide parental evidence that the student is a dependent of the parents as defined in Section 152 of the Internal Revenue Code, 1954. Students have the right to make any request for information concerning his/her records, according to Statute 20, United States Code, section 123g.

SABER College employees are required to maintain the **confidentiality** of information regarding students. Information regarding students shall not be exchanged or released without the individual's written consent. Access to coursework, testing and records shall be restricted to program staff with the need to know and to government agencies governing, licensing and/or accrediting the programs. SABER will not release student record information except as permitted under the Family Educational Rights Privacy Act (FERPA) of 1974. FERPA is a Federal Agency that protects the privacy of student educational records. The law applies to all schools that receive funds under an approved program of the U.S. Department of Education. Student records are maintained in fireproof safe cabinets and are backed up electronically; records of students who have graduated are kept electronically. If a student wants to see his or her file she/he must notify school staff/administrators, which will be glad to share his/her file with them. Each student and the student only will have access to their file.

If a student asks for transcripts they can be provided within a timeframe of no more than 5 working days from the date of request. Student's transcripts contain the program of study, grades, and time they attended class. In order to obtain a transcript the student must send a written request with his/her signature on the document.

Library

The library is 500 sq. ft., and is located on the 2nd floor of the school. This library contains audio/visual resources, books and subscriptions to journals, as well as a library working area which contains 30 computers with internet access. Student groups will have access to scheduled library time, and on line periodical search. The library is open Tuesdays and Fridays from 1: pm to 4:pm and is accessible by appointment every Wednesday. SABER has a librarian, who has a Master's of Science degree in Library Studies. SABER is a member of the Library Information Resources Network, Inc. (LIRN), which is an electronic library that provides access to electronic research resources to all SABER students.

The library has a sitting capacity of 30 students.

Student Placement

All graduates will be assisted by the student advisors with placement services at no additional charge. There is no guarantee, made or implied, of placement at the end of training, for any students, including those that are 16 yrs. old. Records of initial employment of all graduates shall be maintained. Our institution reports its placement rate with each license renewal. Placement Services are available to all students without an additional charge. Although the school does not guarantee employment, school will make every effort to assist each graduate find a position suited to his/her training and needs.

Retention Improvement plan

SABER College reports its retention rate with each license renewal. If the retention rate falls below one standard deviation from the Florida average as computed for that year, SABER College will develop a retention improvement plan, approved by the Commission, which consists of retention personnel, retention activities, and additional data as approved by the Commission to show the effectiveness of the Retention Improvement rate. A progress report shall be filed with the Commission after the period designated by the Commission.

The School Catalogue

Catalogues are available upon enrollment, online at www.sabercollege.edu and throughout the school year, upon request.

Voter Registration Forms

SABER College makes available to all students who are at least 18 years of age and US citizen's voter registrations forms. Students can obtain the form at the Administrative office, or they can go to the web of the Florida Division of Election (<http://election.dos.state.fl.us/>). You must be a registered voter in order to cast a ballot in the General Elections. SABER encourages all eligible students to register to vote.

Student Orientation

Orientation of new students is conducted for each academic start. New students will learn about SABER College, including procedures, rules and regulations. Students will receive their program schedule and will get acquainted with the school facilities on the first day of class, when an orientation session will be provided. Catalogs and Handbooks will be provided one week prior to the beginning of class.

For Students who are 16-17 years old, parent or guardian approval is required for enrollment.

SABER College designates a properly trained individual to provide each of the following student services:
academic advisement: provides information to new and continuing students about SABER College services and academic educational and career goals. The department also provides information to transfer students, guides students toward an academic pathway, and helps students determine their eligibility to graduate.

Financial aid advisement: provides information to new and continuing students about SABER College financial services, including loans, grants and methods of payment

Personal advisement: will be referred to an appropriate professional who can provides information, assistance and guidance to students in resolving personal and social problems and difficulties. They may refer students to community services as needed.

Placement services: Placement services shall be provided to all graduates without additional charge. No guarantee of placement shall be directly or indirectly implied. Records of initial employment of all graduates shall be maintained.

The extent of these services and the personnel assigned to our students shall be determined by the size of our institution.

COVID-19 RETURN TO CAMPUS PROTOCOLS

At SABER College, it is our priority to keep our students and their families healthy, especially in the midst of the COVID-19 pandemic. We will abide by governmental guidelines when possible as we strive to balance public health concerns with the needs of our college. This document details how we plan to reopen our organization and still keep all of our students safe to every extent possible. This plan, which pulls from Centers for Disease Control and Prevention (CDC) and Occupational Safety and Health Administration (OSHA) guidance, highlights the responsibilities of faculty, staff, and students, and outlines the steps we are taking to address COVID-19. While we will implement various protocols to ensure your safety, it's up to all of us, faculty, staff and students to execute these protocols daily. By releasing this return to campus protocol, we hope to clearly communicate our plans moving forward, highlight campus protocols in place to protect your safety and establish a level of comfort for all of our students as we ask you to return to campus. We understand that every student's situation is different and encourage those with specific risks or concerns to reach out to their program director, dean or student advisor to discuss alternate arrangements, should they be necessary.

Protocols to Follow When Returning to Campus

SABER College has implemented various protocols designed to preserve the health and safety of our students as they return to campus. This section further explains these protocols. For additional information, please reach out to your program director, dean, or student advisor. Keeping students safe is our priority. To accomplish this task, we have created various procedures for screening students who return to campus, dealing with exposure to COVID-19 and responding to a confirmed case of COVID-19, reporting transparency, keeping social distancing, and student and employees health and safety protocols.

Student Screening Protocols

In order to comply with CDC recommendations, SABER College will measure students' body temperatures before allowing them to enter the campus. Any student screening will be implemented on a nondiscriminatory basis, and all information gathered should be treated as confidential medical information—specifically, the identity of students exhibiting a fever or other COVID-19 symptoms should only be shared with members of the administration with a true need to know. All individuals reporting to campus will be screened for symptoms of COVID-19 and have their body temperature taken as a precautionary measure to reduce the spread of COVID-19. Every person will be expected to have read the posted screening questions, which have also been sent to all employees and students, attesting that they do not have any symptoms or are at high risk for being exposed to COVID-19. All will have their temperature taken before being permitted to enter the campus premises. Individuals should report to the designated site for screening prior to entering any other areas of SABER College property. Anyone with a temperature in excess of 100.4 degrees will be prohibited from coming onto campus. The College will designate a specific person(s) to perform the COVID-19 screening. Personal Protective Equipment (PPE) will be provided to this person to protect against exposure. Confidentiality will be protected during the screening process.

Student Health and Safety Protocols

The success of our return to campus protocol relies on how well our students and staff follow social distancing and health and safety protocols. In general, the more closely you interact with others and the longer that interaction, the higher the risk of COVID-19 spread. As such, the following protocols have been implemented to ensure your health and safety. Please bring any concerns regarding the following protocols to your program director immediately.

Social Distancing Protocol

Students must follow appropriate social distancing practices while at the College's facilities, including but not limited to classrooms, and common areas. Specifically, students are asked to:

- Use face coverings or masks on campus at all times, to prevent common area surface contamination from droplets.

- Keep these items on hand when returning to campus: a mask, tissues, and hand sanitizer with at least 60% alcohol, if possible.
- Stay 6 feet away from others when possible. Where this distance cannot be maintained, engineering or administrative controls will be in place.
- Avoid tasks that require face-to-face work with others when possible.
- Avoid physical contact with others whenever possible (e.g., handshakes).
- Avoid touching surfaces that may have been touched by others when possible.
- Distance yourself from anyone who appears to be sick.
- Avoid gathering when entering and exiting the facility. Students should also only enter and exit designated areas.
- Follow any posted signage regarding COVID-19 social distancing practices.
- Disinfect your classroom space often.
- Avoid touching your face.
- Avoid nonessential gatherings.
- Avoid using common areas. Instructors are responsible for ensuring their classroom spaces are compliant with social distancing and ensuring that social distancing protocol is maintained.

General Student Health and Hygiene

Practicing good hygiene is essential to prevent the spread of COVID-19. Do your part by practicing good hygiene on campus and at home.

- Regularly wash your hands for at least 20 seconds throughout the day after you have been in a public place and touched an item or surface that may be frequently touched by other people, such as door handles, tables, elevator buttons, etc. Before touching your eyes, nose or mouth because that's how germs enter our bodies.
- Cover coughs and sneezes.
- Avoid touching your eyes, nose and mouth. To help students remain healthy, the College has hand

sanitizer and disinfecting wipes available throughout the buildings. It is suggested that students wash their hands more frequently than normal. In addition, students are required to wear face coverings at all times and keep a physical distancing of 6 feet or more when possible. Students will provide their own face coverings in accordance with CDC guidelines. It is required that students wear face coverings when entering and exiting the building and when using common areas such as hallways, elevators, stairwells, and bathrooms. Finally, students who are feeling sick, experiencing COVID-19 symptoms, tested positive for COVID-19, or have had unprotected exposure (i.e. without adequate personal protective equipment) to someone with COVID-19 must follow CDC guidance to self-isolate or stay home. Students who have severe symptoms such as trouble breathing, persistent pain or pressure in the chest, new confusion, inability to wake or stay awake, bluish lips or face should immediately seek medical attention and follow the guidance of a health care provider. Students who are feeling ill, have been diagnosed with or are aware they've been directly exposed to COVID-19 should notify their instructor, who will explain how to complete the course and notify the Program Director who will reach out to the student with instructions on how to safely return to campus.

COVID-19 Confirmed Illness Protocol

All students must inform the college if they have tested positive for COVID-19 or if they learn of a positive case of COVID-19 at the college. This will allow SABER College to provide the resources and support students need, and also determine if others were exposed and may be at risk. It is the role of the Florida Department of Health to oversee and carry out contact tracing. A student may be informed of a positive case of COVID-19 by a local health department and/or depending on the circumstances, the college may notify impacted students if there is a confirmed case on campus. Students who have had close contact with a person diagnosed with COVID-19 will be instructed to stay home, contact their health care provider, self-monitor for symptoms, and follow CDC guidance if symptoms develop.

Clery Act – Statement of Policy

Purpose

It is the policy of SABER College to provide the employees, clients and students with a safe environment in which to work and learn, and to keep students, and employees well informed about campus security. It is the policy of SABER College to report criminal actions and other emergencies occurring on campus and to maintain records of crimes reported to campus authorities.

The institution's community is responsible for reporting criminal actions and other emergencies occurring on campus to their immediate supervisors, who will in turn report them to the COO, and who keeps records of crimes reported. If assistance is required from the police or fire unit, Administration will contact the appropriate unit. If danger is imminent, any Department Head may do likewise. SABER College will make a reasonable good-faith effort to obtain crime statistics from appropriate law enforcement agencies, to include in an annual security report and the Web-based report to ED. Those wishing to see the area's crime report can access: www.miamidade.gov/myneighborhood.

- A. There shall be a Clery Act Compliance Committee (CACC) to be responsible for compliance with the Clery Act of 1990 and the United States Department of Education regulations 34 CFR Part 668. Representatives from Administration, faculty, and admissions will be part of this committee.
- B. The CACC shall meet once a year to coordinate the crime statistic record keeping or any other pertinent matters. SABER policies require that any criminal activity be reported to a SABER supervisor who in turn will report to the COO. Therefore, SABER's COO shall be responsible for gathering and sorting all reportable statistics for the annual Compliance Statement from all on-campus and all available off-campus resources. COO shall be responsible for the daily crime log, annual crime statistics and timely warnings.
- C. Each Department Head will be instrumental in identifying all actions that have been referred for campus disciplinary action in the areas of liquor law violations, drug law violations and illegal weapons possession.

- D. Each Department Head will be responsible to notify its pertinent campus community when there is confirmation of a significant emergency or dangerous situation involving an immediate threat to the health or safety of students or staff occurring on campus. Notification may be verbal or by the use of electronic and cellular communication, whichever is more expedient. In this instance tested emergency response and evacuation procedures may be implemented if necessary.
- E. Each Department Head will be responsible for publicizing emergency response and evacuation procedures to students and staff under their supervision. Students will have drills on emergency response and evacuation procedures at least twice per year.
- F. Crimes of larceny-theft, simple assault, intimidation, and destruction, damage, or vandalism involving bodily injury to any person, in which the victim is intentionally selected because of the actual or perceived race, gender, religion, sexual orientation, ethnicity, or disability of the victim, will be collected and reported under the category of prejudice.
- G. Weapons of any kind, as defined under the City, State, or Federal Law are illegal and prohibited on campus. The administration reserves the right to determine the danger of a weapon, confiscate it and take action regarding the student, including termination from school.
- H. Student Admissions shall be responsible for insuring that prospective students have access to the annual Disclosure of Crime Statistics of the school.
- I. Each Department Head is responsible for testing emergency response and evacuation procedures twice a year.
- J. The COO through the Administrative Offices shall be responsible for insuring that prospective employees have access to the Annual Disclosure of Crime Statistics.
- K. The COO and Campus Security Survey Administrator (CSSA), shall be responsible for preparation of the Annual Report of Crime Statistics of the school and the Web-based report to ED. The COO and Department Heads will be responsible for arranging for its delivery to all current students, faculty and staff, at their request. The COO shall act as a resource to all campus personnel regarding on-going compliance with the Clery Act.
- L. The Institution, any of its officers, employees, or students may not participate in any activities to retaliate, intimidate, threaten, coerce, or otherwise discriminate against any individual with respect to the implementation of these policies.

Dissemination of Policy

This policy will be implemented through SABER College

The Clery Policy is, and will continue to be, communicated to all relevant audiences.

- a) The policy is specifically included and will be a continuing and essential component of the personnel policies and procedures and catalog.
- b) It will be publicized in appropriate communications of the organization such as this Catalog.
- c) The policy will be thoroughly discussed in orientation and all training programs, and in appropriate management and supervisory meetings, so that the organization's policy is made clear.

School Crime Report is available upon request at the Administrative Offices.

Policy on Illegal Drugs

SABER College is a “Drug free” campus. The possession, sale, manufacture or distribution of any controlled substance is illegal under both state and federal laws. Such laws are strictly enforced by the school. Violators are subject to school disciplinary action, criminal prosecution, fine and/or imprisonment.

Policy on Sexual Harassment

SABER College is a “Sexual Harassment” free campus. Sexual Harassment is illegal under State and Federal Law and includes intimidation, [bullying](#) or [coercion](#) of a sexual nature, or the unwelcome or inappropriate promise of rewards in exchange for sexual favors, it may be as mild as an annoying word, or as serious as sexual assault. Sexual Harassment by staff, faculty, administrators or students is strictly prohibited; anyone violating this regulation will be subject to disciplinary action which may include termination from school.

Any person who feels that he/she has been sexually harassed must place a complaint with their immediate supervisor; in the case of a student, he/she must place a complaint with either the Dean of Academic Affairs or the Program Director. Said complaint must be in writing, dated and signed by student. The Dean of Academic Affairs or Program Director must conduct an investigation and submit the findings and the recommendation to Administration, who will convene a three person committee to discuss and impose the appropriate sanctions. All complaints will be handled as confidentially as the situation permits.

Accommodations for Students with Disabilities

All classrooms and school building facilities are accessible to students with disabilities in accordance with the **Americans with Disability Act of 1990 (ADA)**.

Designated parking spaces for individuals with physical challenges are available at our campus.

SABER provides reasonable accommodations to qualified students with disabilities, allowing them to participate in the programs and activities of the school

Students who are in need of disability accommodation should contact the Dean of Academic Affairs or Program Director. SABER maintains strict confidentiality with regards to medical information related to students’ disabilities.

Parking

Adequate lighted parking is available at SABER College. Parking is located on the rear of the school building. Parking is available on a first-come basis for all students. Students must park within the lines of the designated parking spaces. Students must respect parking designed for disabled and also parking assigned to SABER staff. The faculty, staff, and administration of SABER College have access to reserved and safe parking..

Guests

SABER College does not permit their facilities to be used as a meeting place for students with their friends or family. All students are expected to be in class during their scheduled class periods. Children are not allowed in the classrooms, labs, resource room and lounges.

Accessibility to Student Records

SABER College does not release information on coursework, testing results, and student records without the individual's written consent. Confidentiality is maintained according to the Family Education Rights and Privacy Act (FERPA) of 1974.

Sex Offender Registry

In compliance with the "Campus Sex Crime Prevention Act" of 2000, and in accordance to this act, SABER as an institution of higher learning provides the campus community with the information where it can access the state sex offender registry. This act also requires State registered sex offenders to report to law enforcement any institution of higher learning where they are a student or an employee.

The Florida Department of Law Enforcement is responsible for maintaining the Florida Sexual Offenders and Predators website. Follow the link below for access.

<http://offender.fdle.state.fl.us/offender/homepage.do>

Sexual Assault Prevention and Response Policy

Sexual assault is a crime defined as intentional sexual contact, it is characterized by use of force, physical threat or abuse of authority or when the victim is not able to consent or does not consent. Sexual assault includes rape, oral and anal sex, unwanted, inappropriate sexual contact or fondling, or attempts to commit these acts.

Sexual assault can occur without regard to age of victim, sex, race or spousal relationship.

If you are a victim of a sexual assault at this institution, your first priority is to seek safety and then obtain necessary medical treatment. SABER strongly encourages any victim of sexual assault to report the incident in a timely manner. Time is a critical factor for evidence collection and preservation. The victim of sexual assault should not wash, douche, use the toilet or change clothing prior to a medical exam. An assault should be reported directly to the local police department by dialing 911, or reporting the incident to the Dean of Academic Affairs who can assist you with the reporting of a sexual assault.

SABER recognizes and condemns sexual assault for the crime that it is. Where cause exists, appropriate legal and disciplinary action will be taken against Offender.

SABER will offer immediate assistance to victims of Sexual Assault whenever a sexual assault is reported to have taken place on campus.

1. All cases reported to the local Police Department will be taken seriously and will not be discriminated due to age, gender, sex, race of either the victim or suspect(s).
2. School staff assigned to case will meet with the victim privately, at a location on campus mutually agreed upon, to file the initial report.
3. School staff assigned to case will remain objective and will treat victim with courtesy, sensitivity, understanding and professionalism and will assist in referring victim to local organization that specialize in confidential crises counseling.

Local organizations that specialize in crises counseling include:

| | |
|------------------------------------|----------------|
| Jackson South Community Hospital | |
| Roxcy Bolton Rape Treatment Center | (305) 585-7273 |
| The Journey Institute | (305) 740-8998 |
| Victims of Crimes Services | (305)-230-6141 |
| Miami Behavioral Health Center | (305-774-3300 |

Rules and Regulations

Attendance/Class Cuts

- **Attendance**

After six unexcused absences students will be placed on probation. If he/she continues to be absent while on probation student may be terminated at the discretion of the School Director. While absences are occurring, student will receive counseling and a record of counseling will be established. He/she will be notified and his/her signature obtained when any changes are about to occur in his status i.e. probation or termination. Counselor will diligently work with student to try and help him/her solve any problems that may be affecting attendance such as transportation, child care, etc. For this purpose SABER has well established linkages to supportive service agencies in the community.

- **Class Cuts**

Leaving class early without prior approval from instructor or counselor is not permitted and will be considered unexcused absences. Same procedure will be followed as described above.

- **Tardiness**

Student arriving after attendance has been taken will be marked absent unless valid excuse is presented. If late in excess of 15 minutes, a complete hour will be deducted and must be made up prior to graduation. In cases of excessive tardiness where the amount of make-up work required is excessive, student will be placed on probation and rules as described in unexcused absences will apply.

Conduct

Students are expected to conduct themselves in a professional manner. The following are considered violations and student may be subject to dismissal:

- A. That the student has been offensive in his conduct toward a fellow student or instructor.
- B. That student suffers from some permanent chronic mental ailment which incapacitates him/her from performance in the classroom.
- C. That the student has violated any lawful regulation when such violation amounts to a serious breach of discipline which may reasonably be expected to result in lower morale in the school.
- D. That the student through negligence or willful conduct has caused damage to school property or waste of school supplies.
- E. That the student has been intoxicated while in school.
- F. That the student has misappropriated school property or has illegally disposed of it.

Copyright Infringement Policies and Sanctions (Including Computer Use and File Sharing)

Incidents of abuse or misuse of SABER's computer resources will be reported to the appropriate agency head. Users who violate this Policy will be subject to penalties up to and including suspension and/or dismissal from school. Illegal actions will be reported to the appropriate department head, who will convene a committee to hear investigate and report outcome to Dean of Academic Affairs. Administration will take appropriate action as dictated above including report to local, state, or federal law enforcement agency for investigation and possible prosecution.

Any unauthorized use of materials protected by copyright or other intellectual property rights is strictly prohibited by this Policy and will be considered Copyright Infringement. This infringement will include illegal downloading or unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing (**File sharing** is the practice of distributing or providing access to digitally stored information, such as computer programs, multi-media (audio, video), documents, or electronic book) Staff or Students violating this policy may be subject to suspension, dismissal and/or civil and criminal liabilities after protocol described on paragraph 1.

General Rules

1. Students will help maintain a clean environment and project a professional image at all times.
 - a. No eating or drinking in the classroom.
 - b. No smoking is permitted anywhere in the building, as SABER is a smoke free environment.
 - c. Place all waste paper, coffee cups, bottles, and other trash in designated receptacles
 - d. Do not leave any personal belongings on the shelves, chairs, or desks as SABER is not responsible for any lost or stolen items.
2. No food or articles are allowed to be sold by students anywhere on school grounds.
3. Students should wear appropriate clothing. Neither men nor women should wear revealing shorts, miniskirts, or tank tops. No bare midriffs, etc. Men's shirts must have sleeves.
4. Cellular phones, beepers, and watches with alarms must be in silent mode.
5. Tape players are allowed in the classroom to record the instructor upon approval.
6. No bicycles or motorcycles are allowed in the classroom or corridors.
7. SABER does not allow children to be on school property without supervision. We are not responsible for any children or young adults as they are not in our care. Parents must make prior arrangements and not take children with them to class.
8. A student must be registered to attend class. Friends, children, or other relatives cannot accompany students to class.
9. Students are to park their cars in the students' parking lot. Do not park in the staff parking lot. If it is necessary to park on the street in front of a residence, do not block the driveway. Please observe and respect all traffic signs on school property and in the neighborhood. In cooperation with the Miami Police Department, illegally parked cars will be ticketed or towed. Tickets and towing charges may exceed \$100.00
10. No visitors are allowed on the school property unless they obtain a pass from the main office.
11. All books, notes and other items must be placed in the front or sides of classrooms during quizzes, tests, or exams. No exceptions will be made.
12. Students are to abide by an honor code as absolutely no cheating is allowed.

13. Students who are caught cheating will have their test removed from their possession, will receive a grade of "0" and will be put on probation. Once student is on probation and is caught cheating again student will be dismissed.
14. Students must refrain from writing or doodling on exam sheets.

Cheating

Students are to abide by the Honor Code as absolutely no cheating is allowed. Students who are caught cheating will be placed on probation; once a student is on probation and is caught cheating again, student will be dismissed.

Examples of Cheating:

- Taking an exam from or for someone else.
- Purchasing term papers and turning them in as your own work.
- Faking an illness to avoid a test.
- Copying from another student's test.
- Studying a copy of an exam prior to taking a make-up exam.
- Giving another student answers during an exam.
- Reviewing previous copies of an instructor's exam without permission.
- Reviewing a stolen copy of an exam.
- Sabotaging someone else's work.
- Failing to report grade errors.
- Giving test questions to students in other classrooms.
- Sharing answers during exams by utilizing a system of signals.
- Developing a personal relationship with an instructor to get test information.
- Hiring a ghost writer.
- Using papers found on the internet as your own.
- Altering or forging an official school document.
- Using unauthorized materials, note cards, calculators, hand held computers, cell phones, etc. on quizzes, tests, and exams.

Plagiarism

Is the act of obtaining or attempting to obtain credit for academic work by copy another person's idea or written work and claiming it as his/her own. If a student has doubts about the nature and meaning of plagiarism, he/she should discuss the matter with the course instructor.

Anti-Hazing Policy

No student or other person associated with SABER College shall engage in any "hazing" activities. Hazing is illegal and dangerous. SABER College strictly prohibits hazing of any kind. "Hazing" means any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student, or which willfully destroys or removes public or private property for the initiation or admission into or affiliation with any organization operating under the sanction of SABER. Any students or other persons associated with SABER who engages in any hazing activity are subject to penalties up to dismissal from the School.

Firearms, Fireworks, Bombs and Weapons Policy

Dangerous weapons of any kind are illegal and prohibited on SABER College premises. Weapons definition includes any item defined under the city, state or federal law as a weapon but is not limited to: guns, slingshots, bows and arrows, spear, switchblades, knives, martial arts weapons, brass knuckles, or any instrument that ejects projectiles SABER College reserves the right to determine whether an item could be classified as dangerous and confiscate said item. Any student violating this policy will be subject to penalties up to dismissal from the School

Grievance Policy

Grievance – A student, staff member who feels he/she may have been unjustly treated may appeal the policy or procedure. The purpose of this process is to provide an equitable process of resolving student and personnel grievances.

1. Student with a complaint should discuss it first with their instructor.
2. Staff and faculty should address the matter with their immediate supervisor.
3. If conflict is unresolved, student or if faculty was unavailable, student may then submit a written grievance and meet with the Dean of Academic Affairs (DAA) and/or Director within three days of having met with instructor.
4. Staff and faculty may lodge a complaint with the Director/ Chief Administrative Officer.
5. DAA must inform SABER College's Chief Administrative Officer of the grievance within 24 hours of meeting with student.
6. If at this point conflict remains unresolved, student can then meet with the Academic Affairs Committee, comprised of faculty and administrative staff.
7. The student, staff or faculty member will be able to equitably express their position on the issue, and if available, provide documentation to substantiate their position.
8. The Academic Affairs Committee will consider all sides and render a decision on the disposition of the policy violation or other issue.
9. Provisions for resolutions shall be concluded within ten (10) business days after receipt of the written grievances.

In cases when these informal meetings do not resolve the conflict, student may then appeal and file a grievance to:

Commission for Independent Education

325 West Gaines Street
Suite 1414
Tallahassee, FL 32399-0400
(850) 245-3200
Toll Free: 1-888-224-6684

Council on Occupational Education

7840 Roswell Road, Building 300
Suite 325
Atlanta, Ga. 30350
Toll free: (800) 917-2081
www.council.org

Commission on Accreditation in Physical Therapy Education (CAPTE)

1111 N Fairfax St.
Alexandria, Virginia
(703) 706-3245
www.capteonline.org

Payment Schedule

A hundred Dollars (\$100.00) Non-Refundable application fee is due at the time of signing the application for admission. Students will be given a choice on paying their tuition. Prior to attending the first class, books and supplies must be purchased .

The student has the option of paying tuition costs as follows:

- 1) In full, prior to attending the first class
- 2) Paying the balance of the tuition cost on a pro-rata basis over the length of the program. All costs must have been met in full prior to graduation.
- 3) A monthly payment plan
- 4) SABER also accepts Vocational Rehabilitation and Career Source Vouchers
- 5) Federal Financial Aid – for those students who qualify.
 - Federal Pell Grant
 - Direct Loan - Obligations to repay loans shall be clearly disclosed and explained to students, along with anticipated repayment terms, dates and amounts. This is clearly explained in the Enrollment Agreement.

Refund Policy

Refund / Cancellation Policy

Our outlined refund policy is designed according to Fair Consumer Practices. Should student be terminated or cancelled for any reason, all refunds will be made according to following refund schedule.

1. Cancellation must be made in person or Certified mail.
2. If tuition and fees are collected in advance of the start date of classes and the student does not begin classes or withdraws on the first day of classes, no more than \$100 application and registration fees may be retained by the institution.

The refund policy shall provide for cancellation of any obligation, other than a book and supply assessment for supplies, materials and kits which are not returnable because of use, within **3** working days from the student's signing an enrollment agreement or contract.
3. The refund policy for students attending SABER College, who incur a financial obligation shall be as follows:
 1. Students are charged by the semester for the program, the refund policy shall provide a formula for proration of refunds based upon the length of time the student remains enrolled, up to a minimum of 20%. For example:
 - Cancellation after attendance has begun, through 20% completion of the semester, will result in a Pro Rata refund computed on the number of hours completed to the total semester hours.
 - Cancellation after completing more than 20% of the semester will result in no refund.

4. Termination Date: The termination date for refund computation purposes is the last date of actual attendance by the student unless earlier written notice is received.

Disclosures as per Rule 6E-1.0032(6)(i), FAC

1. Refunds shall be made within 30 days of the date that the institution determines that the student has withdrawn.
2. Nonrefundable fees shall not exceed \$150.00
3. SABER College Statement:

Only records of students who were denied entry into the school will be kept for one year. If a student is enrolled in the school and then later dismissed, those records will be maintained indefinitely.

This refund policy applies to all loans and school loans for those who qualify.

Although some loans may be repaid after the program has been completed, students are obligated, as with any other loans, to repay in full the loan that they received.

Tuition and Refund Policy

- Our outlined refund policy is designed according to Fair Consumer Practices. Should student be terminated or cancelled for any reason, all refunds will be made according to the following refund schedule.
- Cancellation must be made in person or Certified mail.
- All monies will be refunded if the applicant is not accepted by the school or if the student cancels within 3 business days after signing the Enrollment agreement (if student signs before the first day of class) and making initial payment.
- Cancellation after the 3rd business day, but before the first class, will result in a refund of all monies paid, with the exception of the nonrefundable registration and application fee.
- Termination Date: The termination date for refund computation purposes is the last date of actual attendance by the student unless earlier written notice is received.
- SABER School will keep records on file for at least one year of any student who is dismissed or denied entry.
- Refund will be made within 45 days following determination of termination or receipt of Cancellation Notice

Refunds for classes Canceled by SABER

- The School reserves the right to cancel any Programs and/or courses. If tuition fees are collected in advance of the start date of a program and SABER cancels the class, 100% of the tuition and fees collected must be refunded. The refund shall be made within 45 days of the planned start date.

Refunds for Students Who Withdraw On or Before the First Day of Class

- If tuition and fees are collected in advance of the start date of classes and the student does not begin classes or withdraws on the first day of classes, no more than \$100 application and registration fees may be retained by the institution. Appropriate refunds for a student who does not begin classes shall be made within 45 days of the class start date.

Refunds for Students Enrolled Prior to Visiting SABER College

- Students who have not visited the school facility prior to enrollment will have the opportunity to withdraw without penalty within three days following either attendance at a regularly scheduled orientation or following a tour of the facilities and inspection of the equipment.

Refunds for Withdrawal after Class Commences

1. Refund Policy for Programs Obligorating Students for Periods of 12 Months or Less

The refund policy for students attending SABER College, who incur a financial obligation for a period of 12 months or less shall be as follows:

- a) During the first 10% of the period of financial obligation, the institution shall refund at least 90% of the tuition;
- b) After the first 10% of the period of financial obligation and until the end of the first 25% of the period of obligation, the institution shall refund at least 50% of the tuition;
- c) After the first 25% of the period of financial obligation and until the end of the first 50% of the period of obligation, the institution shall refund at least 25% of the tuition; and,
- d) After the first 50% of the period of financial obligation, the institution may retain all of the tuition.

2. Refund Policy for Programs Obligorating Students for Periods beyond Twelve Months

Institutions with programs longer than 12 months that financially obligate the student for any period of time beyond 12 months shall release the student of the obligation to pay beyond the 12 months if the student withdraws during the first 12 months. The calculation of the refund for the unused portion of the first 12 months shall be based on section (4)(1) above.

If the student withdraws during any subsequent period following the first 12 months, the student's refund for the unused portion of the tuition applicable to the period of withdrawal shall be based on section (4)(1) above.

- **This refund policy applies to all loans and school loans for those who qualify.** Although some loans may be repaid after the program has been completed, students are obligated, as with any other loans, to repay in full the loan that they received.

Termination Policy

A student may be dismissed, at the discretion of the Program Director, prior to completion of the program. Reasons for termination include but are not limited to the following:

- Insufficient progress (not maintaining a passing grade)
- Failure to comply with rules outlined in catalog under code of conduct and school policies including attendance regulations.
- Nonpayment of tuition under terms agreed upon with SABER School's Administration.

Withdrawal from School

All students who wish to withdraw from the School must submit written notice to the Dean of Academic Affairs or the Program Director; these will be the designated withdrawal offices. Students who declare intent to withdraw will be automatically withdrawn when intent is declared; this will be considered an official withdrawal. Students who withdraw unofficially by not attending classes, will be withdrawn after 14 days of absence; withdrawal will be reflected as the last day of attendance and student will earn a W/F grade.

Once a student withdraws, the withdrawal will not be rescinded. Student must re-apply and follow re-application procedures as when student is terminated.

Attendance is the tracking mechanism used by school to identify unofficial withdrawals.

Return of Title IV Funds (R2t4) Policy

All students who resign from the School must submit written notice to the Withdrawal Office. Students who declare intent to withdraw will be automatically withdrawn when intent is declared; this will be considered an official withdrawal. Students who stopped attending classes will be unofficially withdrawn on the 14th day. If a student, who is disbursed Title IV financial assistance, withdraws or stops attending class on or before completing 60% of the semester in which the Title IV aid was disbursed, the following Return of Title IV Funds policy will be applied.

SABER College will implement the Federal Return of Title IV Funds policy. This policy will apply to any student who receives Title IV aid and who officially or unofficially withdraws, drops out, or is expelled.

Refer to the "Withdrawal from School" section of the Saber Catalog for requirements on officially withdrawing from school.

The amount of Title IV aid to be returned to the applicable federal program will be determined, using the student's withdrawal date, by calculating the percentage of the enrollment period which the student did not complete. The School must return unearned funds to the DOE within 30 days of the date of determination of the withdrawal date. The school has 180 days to notify student of eligibility for a post-withdrawal disbursement. The order of the return of funds is: Unsubsidized Federal Stafford Loan, Subsidized Federal

Stafford Loan, Federal Plus Loan, Federal Pell Grant. The student will be responsible for repaying any remaining unearned portion that was disbursed to them.

Failure to attend class or failure to resign properly could cause the student to receive a letter grade of W/F in all courses. In this case, the student would still be subject to the return of funds policy once an official withdrawal date is established. Merely discontinuing class attendance is not considered to be a formal resignation from the School. Students who were awarded financial assistance and who discontinue class attendance may be held responsible for repayment of all tuition and fees. Please refer to the School Catalog for requirements on class attendance.

If the student's portion of unearned Title IV funds is a loan, no action by the school is necessary. Regular loan terms and conditions apply. If student's portion of unearned Title IV funds is a federal grant, the student will be required to return no more than 50% of the amount received for the enrollment period.

In the event of resignation, the School institutional refund policy will be applied and tuition will be reduced by that amount. The student may be liable for any Title IV funds disbursed to their account in excess of the amount allowed by federal regulations. The school will try to collect the portion of any assistance owed by the student. If no payment is received, holds will be placed on the student's account and the student will lose eligibility for Title IV aid unless the overpayment is paid in full or satisfactory repayment arrangements are made.

Hybrid Concept Strategies, Policies & Procedures

OVERVIEW

The utilization of online platforms has been a primary strategy for the implementation of a metacognitive behavioral learning approach, and has proven effective over more than a decade of development and study by universities across the world. SABER College has actively engaged in the process of research and development of an online platform strategy that will effectively deliver theory based training to students in specific programs who also meet specific training criteria. Using the Learning Management System known as CANVAS, our goal is to provide access to quality career based training within specific areas of the cognitive and affective learning domains. Our training approach integrates all tiers and frontiers of learning providing a holistic experience that not only provides foundational knowledge but builds upon it in the specific clinical areas necessary to successfully perform the occupational objectives of each career.

Central to our approach is the level and frequency of student / instructor exchanges. Our pedagogical approach to the delivery process requires that we perform 1 exchange for every 1.5 hours of online asynchronous training. Therefore, for every 45 clock hours of asynchronous training, adaptive interpersonal telecommunication will occur 30 times. This includes multiple forms of communication between each student and SABER staff and faculty. Our process of event tracking will perform the function of monitoring academic progress, however the human exchange between student and school must be measured to ensure that the student is "stitched into" the academic process. Modes of exchange include general discussion, email, fax, telephonic communication, teleconference and campus based meetings.

Since our strategic model programming is hybrid, access to the campus is critical. It is our policy that students participating in training using the hybrid platform must attend some classes and exams on campus. Students are always welcome to come to the campus to access student services and on-campus resources for supplemental study and for their student support services.

HYBRID CONCEPT MODEL

All student services on campus will be provided to students regardless of their course delivery mode. This provides SABER the opportunity to remediate and provide services necessary for the continued success of student progress and persistence.

POLICIES & PROCEDURES

Enrollment for Hybrid Programming

The Enrollment process for the hybrid programming shall be universally included in the SABER enrollment process, with the exception of one survey form which deals with the technology requirements and independent study skills necessary to be successful at the online programming model. This must be completed by every candidate applying for the hybrid training cycles.

The enrollment process begins with the first appoint which is set when the candidate initiates interest by phone or online. An appointment is set for the applicant to meet with the admissions department. The admissions department meets personally with the applicant at the school where programming information is discussed. For hybrid based students additional information must be discussed. This includes:

1. Reiteration of the technology requirements
2. Schedule of on campus activities that students must be engaged in
3. Will discuss testing protocol
4. Clinical or Externship (if applicable) requirements for the program

Hybrid program students will be required to complete their FAFSA online within a specific time frame in order to test how they follow directions.

Inventory of Equipment for Distance Education

The student is responsible for equipment necessary to complete the online courses. The technology requirements that is necessary to participate in an online course:

Screen Size

- Monitor/display video card–1024x768 resolution.

Operating Systems

- Windows 10
- Mac OSX 10.6 and newer
- Linux – Chrome OS

Mobile OS Native App Support

- iOS 10 and newer
- Android 2.3 and newer

Computer Speed and Processor

- Use a computer 5 years old or newer when possible
- 4 GB of RAM
- 2.0 GHz processor

Internet Speed

- High Speed Internet Connection

Screen Readers

- Latest version of JAWS for Internet Explorer 10 & 11, Microsoft Edge and Firefox
- Latest version of VoiceOver for Safari
- There is no screen reader support for Chrome

Also Recommended

- Headset or speakers
- Microsoft Office 2013 or greater*
- A current antivirus application
- Adobe Reader (free download)

* Classes may require the use of Word, Excel and/or PowerPoint. Students are responsible for ensuring that they have the software required and should not enroll in course if they do not have the necessary software.

Internet/Email

- An internet service provider (ISP)
- An e-mail address

The Division of Distance Education does not provide access to the Internet as part of its agreement. Students are responsible for having access to the internet and a professional

Orientation & Tutorial:

Prior to the first day of class an orientation will be performed on campus. The orientation is program specific, and so, each online student will learn about the instructors they will likely be working with. They will be provided with all of the contact information for their faculty during this orientation and policies for contacts at the institution. Rules of attendance, satisfactory academic progress, confidentiality, programming data and an introduction to student services will be provided during orientation.

To access the orientation students will enter the Learning Management System (LMS) for the very first time. They will use the online tutorial to learn to navigate through the LMS. The orientation will take approximately 1.5 hours in total including the tutorial.

On campus faculty and administration will be responsible for ensuring that the information provided for each program and online orientation is up-to-date and appropriate to the program of study and entry into the training cycle. For all coursework delivered via distance education the institution provides appropriate training for faculty who use technology in distance education courses and programs.

The online course schedules runs weekly from Sunday to Saturday. The online professors are trained to respond to students' requests within 24 hours during the work week (Monday to Friday). The professors have 48 hours to respond during the weekend and during official school holidays which are listed in the school catalog. Additionally, the students are informed during their orientation that they may contact the Distance Education Coordinator if the professor fails to meet the 24/48 hour deadline.

Syllabus and Lesson Plans

Syllabus will be available on the first day class opens. Lesson plans are standard however adapted for the distance education component. The syllabus must reflect a general information plan of education for each course. The following components are required for distance education training:

Campus Location

Course Number and Title

Instructor Name

Campus Contact Information (Phone, Email, Fax)

Number of hours/credits of the course/weeks

Mode of delivery

A hybrid or online course should include the kind of minimum technology requirements for the learning management system to operate and any additional peripheral equipment and software necessary to participate in all areas of the courseware.

Course description

Behavioral Objectives

Methods of delivery & tools

Textbooks and Materials

Grading and Evaluation

Grading Scale

Weekly Outline (designates which weekly assignments are online and which are performed in class)

Distance Learning Policies for assignment submission and directions to the campus for attendance of lab classes and testing dates.

Hybrid programming will follow the residential training modules. Therefore, the same work performed on campus will be adapted for the online course work model. Students will be required to accomplish the work in the same clock hour and weekly time frame schedule as the residential programming schedule.

Syllabi for hybrid programming will reflect all of the same information as the residential syllabi; however, the grading and evaluation section will include the types of graded learning events that will be required in order to satisfy the rubric. The Hybrid course syllabus will also include the schedule for deadlines and assignment submission.

Assignments will be released to students online in a reasonable rate of time. All assignments will not be released at the beginning of the course. Quizzes will be administered online when applicable, however all midterms and finals will be proctored on campus by staff.

Rubric

The graded learning events are analyzed in light of the established rubric. A student's grade in a course is based on the Grading and Evaluation activities that are planned by faculty within the auspices of the established Graded Learning Events Chart for the course.

| | | |
|--------|---|---|
| 100-90 | This is the equivalent of an "A" on the grading scale. This is awarded based on the number of points earned by successfully completing the graded learning events. Partial points in this scale can be provided on graded learning events based on the quality of the participation and level of passing grades on examinations. | A |
| 89-80 | This is the equivalent of a "B" on the grading scale. Partial points in this scale can be provided on graded learning events based on the quality of the participation and level of passing grades on examinations. The student may have participated in whole or part however, the student may not have achieved the highest quantitative scoring due to errors, or poor grades on quizzes or exams. Any grade below 80 is not considered a passing grade. | B |
| 79-77 | This is the equivalent of a "C" on the grading scale. The student may have participated in whole or part however the student may not have achieved the highest quantitative scoring due to errors, or poor grades on quizzes or exams. . Any grade below 80 is not considered a passing grade | C |
| 76-69 | The grades for each learning events and/or assessment did not meet the minimum required standard. . Any grade below 80 is not considered a passing grade | D |
| 68-0 | The grades for each learning events and/or assessment did not meet the minimum required standard. . Any grade below 80 is not considered a passing grade. | F |

Assignment submission

All assignments will be posted at a minimum one week in advance of its deadline. Each module opens on Saturday at 11:59 p.m. For each module, the initial discussion board post(s) is due by 11:59 p.m. on Wednesday. The responses to the discussions of fellow students are due by Friday at 11:59 p.m. Any other assignments must be submitted by 11:59 p.m. on Saturday unless otherwise noted. Any assignment submitted after Saturday at 11:59PM will not be accepted and student will receive a "0". It is the decision of the Distance Education Coordinator and/or professor to determine whether any documentation will be accepted as an acceptable excuse and the assignment allowed to be graded. The Distance Education Coordinator and/or professor will reduce the maximum grade by 10 points for late submission.

Test Taking

Students taking hybrid courses will be required to take all midterms and final exams in person on the physical campus. A faculty member will be assigned to proctor exams for each course offered. Faculty member will

be assigned to monitor all in-house exams. Most courses will have a mid-term and final. Quizzes can be administered using the LMS.

Dates and times for taking mid-terms and finals will be posted online in the syllabus, and will be emailed to students in a course. Remove: There will be at a minimum two test dates and times for students to take midterms and finals. Students MUST schedule their testing date in advance. Reservations will be confirmed on a first come first serve basis. In order to schedule midterm dates and finals, students must email the Campus Services Coordinator with their course number and title and the selected date for testing. Before each test opens the student will sign and accept the terms of test taking. Remove: This will be kept in the student's academic file.

The following items are required for students to take an exam on campus:

- a) State or federal photo identification such as a valid driver's license, passport, resident alien card. Change to School Issued Student Identification Card
- b) Students should carry any personal belongings in a bag (i.e. back pack, sports bag, tote bag, pocketbook, or purse) and be prepared to leave such belongings in the front of the room.
- c) All electronic equipment such as cell phones, beepers, iPads, Kindles, mp3 players, or any other type of equipment are to be stowed in the front of the room with other personal belongings or not brought to the testing center.
- d) Any student found cheating will be removed immediately from the testing area and will be given an automatic zero (0) for the course, and may be subject to disciplinary action including potential termination. Please see Cheating and Plagiarism policy in the school catalog.
- e) Notes and textbooks are not allowed in the testing area.

All exams will be graded and results posted on the course page. Any questions or comments concerning grades can be made with the course instructor.

Tracking student attendance

Course work for each course in a program is designed by institution staff and faculty with the expectation that the workload provided is reflective and congruent to the number of contact hours required for the course. Furthermore, submission of assignments will be the measure of evaluation that a student is expected to submit in order to prove student attendance. Students who do not participate in online class activities will be given a warning that they are at risk of failure. They will be given an opportunity to continue their courses online with the express condition that they will make strides towards improvement.

Working with Financial Aid Programs and other Student Services

Students enrolled in hybrid programs will be responsible for maintaining communication with the financial aid officer concerning all aspects of their financial eligibility, requirements and documentation. Students must maintain their financial aid file accurate and up-to-date. The financial aid officer will be responsible for ensuring that communication with students at a distance is open and regular. Students attending classes at a distance will be required to meet with the registrar/bursar and financial aid director as needed while they are on campus.

Registrar and Hybrid Delivery

The Registrar roles and responsibilities to students, operations, accreditation standards and United States Department of Education standards are the same for hybrid modes of delivery as they are for residential modes of delivery. While faculty track and record attendance, it is the registrar's responsibility to ensure that the office is aware of any attendance issues, or issues concerning students at risk of failure. The registrar is responsible for calling, emailing and sending regular written correspondence to students who are not attending their classes. The Registrar will communicate with the distance education coordinator concerning any students who require a "STOP" on their LMS access. This will require the student to contact the distance education add the word office here.

Business Office and Hybrid Delivery

When a payment is late from a hybrid program student, an email will be sent to the student's email address notifying them of their late payment and assessing additional fees. If the student does not make payment or does not call or contact the business office within a reasonable time frame, a "STOP" will be placed on the student's LMS account until they make the required payment(s).

Accreditation and Program Development

All distance education activities are expected to meet and exceed the standards of accreditation and licensure. The process of program development from the time that the platform is introduced and moving forward will always review the hybrid model as an option for any future program offering.

Assessment plans are developed for each program of study. The platform maintains an integrated program assessment on its own and in conjunction with the modified assessment plans which will include the distance education mode of delivery in the assessment plan as needed.

U.S. Department of Education

All methodologies for the calculation of hours for a distance education platform of delivery that apply to the model adopted by SABER College will be initiated in compliance with federal guidelines for title IV programs. Such methods can be found in the FSA Handbook.

Media Services

Students in all programs of delivery regardless of the mode of delivery will have regular access to campus media, and virtual libraries. This is inherent to the requirements of accreditation for the development and supplemental enhancement of the academic experience. Students are encouraged to make use of all resources on campus in order ensure equal access to academic material and media services. Dean of Academic Affairs is available for more information and hours of operation.

Graduation Requirements

Students participating in the hybrid delivery model will be subject to all of the graduation requirements as set forth in this catalog. The graduation requirements for all students are the same regardless of the mode of delivery.

Schedules

Course scheduling will be consistent with all campus courses. Commonalities in modes of delivery: The course offered on campus will follow certain benchmarks for training, including quizzes, assignments and class participation. In like form, the online portion of training will follow a plan that will offer the same kinds of measureable benchmarks over a different platform.

Students in the online course hours will be required to report to the campus for laboratory activities once per week, if applicable. Students will be required to attend their mid- term and final on campus

Differences in modes of delivery:

The measurement of clock hours and attendance will not only be dependent upon a roster such as found in a classroom setting, but in the actual submission of course work on the deadlines provided. This is critical for the success of students and as evidence of class participation in the program of study.

Schedule:

Hybrid Delivery Schedule:

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--|--------|---------|----------------------------------|---------------------------------------|--|---------------------------|
| Assignments for week posted with following Saturday deadlines (11:59PM time stamp) | | | First Discussion Post by 11:59PM | Residential Lab Day (if applicable) | Two responses to classmates' post by 11:59PM | Deadlines for assignments |
| | | | | Residential Lab Night (if applicable) | | |

Externship Transition:

Before externship assignment students must comply with all clinical competency requirements, medical and health requirements, financial requirements, and any assignments/makeup hours outstanding must be completed prior to externship assignment. Students regardless of mode of delivery must meet these requirements prior to externship assignment. (This policy is applicable to all hybrid model programs with externship or clinical requirements).

Students must comply with all externship and clinical policies regardless of the mode of didactic delivery.

Faculty

Faculty members are selected for their academic qualifications and experience. Each faculty member must provide proof of at least a high school diploma (or equivalent) and demonstrated competency and credentials in the technical area of instruction. In the Physical Therapist program all faculty have a minimum of a professional Master's Degree. All General Education instructors possess a Degree in the field in which they are teaching and a minimum of 18 semester credits of course work performed throughout their collegiate experience in the subjects they teach. School maintains sufficient staff to properly serve the number of students enrolled. For all coursework delivered via distance education the institution provides appropriate training for faculty who use technology in distance education courses and programs.

Faculty takes an active part in the yearly review of curricula. New programs and changes are thoroughly discussed during staffing sessions with faculty, under the leadership of the Director. Once the review is completed, it is then submitted to employers in the area, who sign off on the program or proposed changes. Once this process is completed, it is then approved by the Administrators, after an in depth review of supportive documentation.

Faculty Members

| FACULTY | COURSES TAUGHT: | FT/PT | Credentials: | Conferring Institution |
|-------------------|------------------------|--------------|--|--|
| Victoria Mahler | English I and II | PT | M.A in English B.A in Education | E Carolina University FL Atlantic University |
| Yoan Valdes Vigil | Math | PT | M.S in Math Education B.S in Mathematics | Nova Southeastern University, Fort Lauderdale, FL "Enrique Jose Varona" Higher Pedagogic Institute-Cuba |
| Ileana Herrera | Psychology | PT | B.A., M.S. in Psychology LPN, PN1054221 Exp. 7/31/2021 Medical Billing and Coding Diploma | LPN-Robert Morgan Voc, School, Miami, FL AA, Miami Dade College, Miami, FL MB&C Diploma-National School of Technology, Miami, FL BA, MS-Carlos Albizu University, Miami, FL |
| Alexandra J. Lis | Psychology | PT | BA, M.S. in Psychology | Argosy University Phoenix, AZ |
| Araceli Rodríguez | Anatomy & | PT | Doctor of Medicine | Higher Institute of |

| | | | | |
|---------------------|--------------|----|--|--|
| | Physiology | | | Medical Sciences of Havana, Cuba Evaluation of Educational Credentials-Josef Silny & Associates |
| Jaqueline Mayorga | Microbiology | PT | BS, MS in Microbiology | Pontificio Universidad Javeriana Evaluation by Joseph Silney |
| Karen Arocha | PTA | FT | BS, Physical Therapy / MS, Physical Therapy PT18701 Exp. 11/30/21 | Florida International University, Miami, FL. |
| Gaspara Barditch | PTA | FT | MS Physical Therapy, Doctorate Physical Therapy PT 23916 Exp. 11/30/2021 | Nova Southeastern University, Ft Lauderdale, FL |
| Aura Sanchez | PTA | FT | MS Physical Therapy PT23340 Exp. 11/30/2021 | Florida International University, Miami, FL. |
| Elia C. Monterrubio | Nursing | FT | MSN RN1373402 Exp. 04/30/2021 | University of Phoenix Miami Florida |
| Jessica Laurent | Nursing | PT | MSN, ARNP ARNP 9311923 Exp. 04/30/2022 | University of Miami Coral Gables, FL S. University, Savannah Georgia |
| Javier Rios | Nursing | PT | MSN, ARNP ARNP 9251933 Exp. 07/31/2022 | Florida International University Miami, Florida |

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