SABER College

CURIOUS MINDS

College Catalog

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

SABER College
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Miami, Florida 33134
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www.sabercollege.edu

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Accredited by:
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CERTIFIED TRUE AND CORRECT IN CONTENT AND POLICY.

Josefina Bonet	*Chief Executive Officer*
School Official's Name	Title
Josefina Bonet	June 10, 2026
School Official's Signature	Date

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Dear Student:

This catalog is intended to provide you with general guidelines, regulations, and SABER College resources. I hope you find it helpful to become acquainted with the school's policies and procedures. We at the SABER College applaud you for deciding to further your education and training. We know it isn't easy 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 every one of our students. We look forward to meeting you and molding you into a productive member of our society. Good luck!

Sincerely,

SABER College's Staff and Faculty

Introduction

Philosophy

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

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

Mission Statement or Purpose

SABER College identifies as its primary responsibility the preparation of individuals for careers that will enable them to become productive members of this society by helping them attain their educational and career goals and develop 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 individuals for entry-level positions in various career fields; and
3. To provide a highly qualified faculty and staff to meet the student body's needs.

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 various occupational fields. SABER 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, approved by the Florida Board of Nursing 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

Raul Rodriguez Chairman
Robert Bonds Treasurer
Hilda Portilla Secretary
Maurice Habif Director

Administration

School directors have ample educational background, experience, and administrative competence to supervise all activities properly.

Executive Staff

Josefina Habif, MPA Chief Executive Officer
Alex Montorro, MBA, CPA CFO
Maria Palacios Chief Financial Assistance Officer

Educational/Administrative Staff

Karen Flynn, PT, BS, MS Director of PTA Program
Gaspara Bardritch, PT, MSPT, DPT Academic Coordinator of Clinical Ed (ACCE)
Pavel Pugh, DNP, APRN, PMHNP-C, FNP-C, CNE, FEP Director of Professional Nursing Program
Alexandra Lis, BA, MS, EdD Director of Distance Education
Amarilis Somoza Director of Student Affairs
Lucibel Alvarez Senior Director of Admissions
Dulce Estevez, BS Assistant CEO/Personnel Manager/ Accreditation Coordinator

Catalogue Availability

Catalogues and Handbooks are available online at www.sabercollege.edu. You are responsible for becoming familiar with them before the beginning of classes by reading and reviewing them. It is your responsibility to review them at the beginning of each semester.

Descriptions of School Facilities

SABER College is housed in a 3990 W. Flagler St., Miami, Florida building. The campus occupies 15,273 square feet of physical space; it has access to convenient public transportation and parking facilities. The school is centrally air-conditioned and contains all the modern equipment needed. It comprises seven classrooms, one nursing skills lab and two nursing simulation labs, two physical therapy labs, a library information resource service area with 35 laptops, an admissions office, a financial aid office, a reception area, a faculty working area, and an administrative space.

Affirmative Action Plan

Non-Discrimination Statement

SABER does not discriminate based on 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 Rights Act of 1964, as amended, Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990.

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

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 is an approved Training Agent and 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 year after an applicant has been denied admission.
- Courses will not be accepted for transfer if they are completed five or more years from the date of enrollment
- 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 year) 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 give the students two weeks' notice after a policy has been approved by the Advisory Committee.
- It is the policy of SABER College to offer its student population academic advisement, and if needed, the student is referred to an appropriate professional for personal counseling. This maintains a supportive environment where students can openly discuss their problems, with the goal of providing these students with the necessary support mechanisms to complete their training.

Policies and Procedures

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.
- Admission requirements include an interview process with the Admission's Department and a second interview with the program's department. A Kaplan exam is administered to each applicant in which they are expected to pass with a 65% score.
- Student Orientation - Orientation of new students is conducted for each academic start. New students shall learn about SABER College, including procedures, rules and regulations. Students shall receive their program schedule and shall get acquainted with the school facilities on the first day of class, when another orientation session will be provided. Catalogs and Handbooks Are available online a SABERCollege.edu and may be provided upon request.
- The institution shall consistently and fairly apply its admission standards as published. It determines that applicants understand such standards and can benefit 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 based on 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 College will grant credit to RN students for core nursing courses in the 3rd semester that have been completed with a 3.0(B) average: Fundamentals of Nursing and Pharmacology, that are in SABER's nursing curriculum and that the student has completed with a 3.0 (B) average. 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 and entrance requirements have been met. Courses will not be accepted for transfer if they are completed five or more years from the date of enrollment. SABER does not accept advanced placement and credit for experiential learning.
- 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 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.

- Credit for previous clinical training or experience is not granted for the purpose of accepting transfer students into the PTA 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.
- Saber College limits enrollment to students who reside in the State of Florida. Applicants must establish and maintain Florida residency throughout the completion of the program.

General Guidelines

- Applicants are interviewed by an admissions specialist to discuss program requirements and content, students' 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 Director of Student 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.
- Admission requirements include an interview process with the Admission's Department and a second interview with the program's department. A Kaplan exam is administered to each applicant in which they are expected to pass with a 65% score.
- Credit will be granted for general education courses that are in SABER's curriculum, when a student submits an official transcript with a minimum GPA of 2.0 for general education courses, or 3.0 for nursing core courses of the third semester, in a 4.0 scale. SABER may grant up to a maximum amount of twenty (20) general education credits.
- Credit for previous training or experience maybe granted for English for Students of Other Languages (VESL levels). If students bring certificates from Miami Dade College or Dade County Public Schools, they will be given credit for the levels stated in the certificate. A student does not bring a certificate student will be tested using the English Assessment Diagnostic Test Placement and the student will be credited with the appropriate level. In this case the tuition will be pro-rated to the number of levels taken.
- In case a student's laptop is damaged and there is a need for the student to use one, SABER College will be able to provide a laptop with proof that student's laptop is being repaired. This loan will not be longer than fifteen (15) days.
- SABER does not have advanced placement and credit for experiential learning.

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 should advise each applicant prior to admission to ensure that applicant understands the program's responsibilities and demands.
- Admission requirements include an interview process with the Admission's Department and a second interview with the program's department.
- The institution shall consistently and fairly apply its admission standards as published. It determines that applicants understand such standards and can benefit 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. The Kaplan (65) is SABER's College official entrance exam. Applicants may be granted acceptance into the programs 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 (65Those applicants having completed all general education courses or having a Bachelor's degree, or above, may be waived from taking the Kaplan. Foreign students must have their degrees evaluated by Joseph Silney.

- SABER College shall not deny admission or discriminate against students enrolled at the institution based on 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 College will grant credit for core nursing courses that are in SABER's nursing curriculum and that the student has completed with a 3.0 (B) average in the third semester. SABER will extend credit in the case of LPNs who have a current, active, unencumbered license as long as they meet the Admission Requirements of the program.
- 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 Director of Student 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 students who received the reduction. This information shall be kept on file at the institution for onsite review.

Program Information

Academic Programs

Associate Degree Program

- Professional Nursing Program (PNP) – (AS) 80 Semester Credit hrs. (Traditional & Blended Delivery)
- Physical Therapist Assistant – (AS) 76 Semester Credit hrs. (Traditional & Blended Delivery)

Non-Degree Programs

Language

- VESL – English for Students of Other Languages – 1200 hrs. (Distance Education)

Program Information

Program Name: Professional Nursing Program
Credential Awarded: Associate of Science in Nursing
Mode of Delivery: Blended and Residential (Blended refers to General Education courses)
Total Semester Credits: 80
Total Clock hours: 1725 total clock hours/ 885 theory hours / 210 lab hours / 630 clinical hours
Program Weeks: 96
C.I.P Code: 51.3801

Program Accreditation
"The Saber College Associate of Science Degree in Nursing Program holds initial accreditation from the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA), located at 2600 Virginia Avenue, NW, Washington, DC 20037. 202-909-2487."

Program Description
The Professional Nursing Program (PNP) is an intensive, full-time program comprised of 80 credit hours/1,725 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 thorough 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 (Associate of Science.) Program are 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 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.

Program Entrance Requirements

In order to be accepted into the Professional Nursing Program, (Associate of Science) an applicant must meet the following requirements:

- An applicant must submit a High School Diploma (or equivalent in their country of origin) or GED.
- Applicant must be 18 years of age by program completion and have; parent guardian consent.; For Students who are 16-17 years old, parent or guardian approval is required for enrollment.
- The applicant must successfully pass the entrance examination. The Kaplan (65) is SABER College's official entrance exam. 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). Those applicants having completed all general education courses or having an Associate or Bachelor's degree, or above, may be waived from taking the Kaplan. Foreign students must have their degrees evaluated by Joseph Silney. Applicant must submit official school transcript documenting any previous work in the United States, with a minimum GPA of 2.0 (C) for each general education course, when requesting credit for 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. Nursing courses will not be accepted for transfer if they were completed five or more years from the date of enrollment; courses older than five years will have to be repeated.
- 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 the 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 another orientation session will be provided. Catalogs and Handbooks Are available on line a SABERCollege.edu and may be provided upon request.
- 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 meet personal health requirements as stipulated in the SABER Physical Health Form (before starting the third semester).
- Applicant must submit results of a 10-panel drug screening.
- Applicant must submit CPR card endorsed by the American Heart Association (before starting the third semester).
- 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. An applicant requesting credit for the first core semester must submit an official transcript for each core course with a minimum GPA of 3.0 in a 4.0 scale.

- All required documents must have been submitted by the end of the add/drop period.
    - Documents to be submitted during the first two weeks of class
    - Add/drop period at the end of the first week of class.

Course Promotion

In the Professional Nursing Program (Associate of Science), a student who fails NURS 1001-Fundamentals of Nursing will not be advanced to the following nursing courses. Student will be given the chance to repeat the course and if the student fails again the student will not continue in the nursing core.

In the Professional Nursing Program (Associate of Science), a student may repeat a course only once. A student who fails a course may repeat it, however, if the student fails a third course, he/she will not be allowed to repeat the third course failed and will be terminated immediately.

Standards of the Associate of Science in Nursing Program:

1 In cases where a clinical course is failed, the student must repeat the theoretical and clinical components
2 Complete the program's core courses with a minimum of 77% or higher.
3 Complete all clinical skills with an evaluation of Satisfactory
4 Pass a Comprehensive Final Exam with a minimum score of 75%
4 Pass the Exit Exam with the required minimum score.

Additional Requirements for Graduation

Requirements for graduation from the Professional Nursing Program (PNP) will include the following:

- Theory – 75% overall average
- Laboratory/ Clinical Practice - 75% overall average
- Professional Attitude – satisfactory rating
- Nursing Judgment - satisfactory rating
- Concern for Patient Welfare – satisfactory rating
- Personal Grooming – satisfactory rating
- Field trips, conferences, workshops and/or special service assignments - written reports
- Completion of required program hours
- NURS 8001 and NURS 8002 must be completed with a minimum grade of 80%
- Completion of an assessment exit exam, such as the HESI Exit Exam (850) passing grade), UWorld or any other Exit Exam and completion of a comprehensive exam. See specifications described above.
- Fulfillment of all monetary obligations to the college

Please refer to the Nursing Student Handbook for specific rules. Any Rules reflected in the nursing handbook supersede rules as reflected in this Catalog

Course Descriptions
Professional Nursing Program (Associate of Science)

ENC1101	**English Composition **** 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 learn to graph linear, quadratic, rational, exponential, logarithmic, radical, power, and absolute functions and transformations.	3
MCB 2010	**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
MCB 2010-L	**Microbiology Lab**** This course serves as laboratory for what is learned in MCB 2010	1
PSY 2012	**Introduction to Psychology**** Study of mental processes and behavior	3
BSC 2085	**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 2085-L	**Human Anatomy and Physiology Lab I** This course if the laboratory for BSC 2085	1
BSC 2086	**Human Anatomy and Physiology II** This course is a continuation of BSC 2085.	3
BSC2086-L	**Human Anatomy and Physiology Lab II** This course is the laboratory for BSC 2086**.**	1
HSC1531	**Applied Medical and Healthcare Terminology** This course is designed to introduce students to a new language of medical terminology. Upon successful completion of the course, students will be able to comprehend medical record reports, communicate among medical professionals and have a high-level overview of medical terms.	2
DEP 2000	**Human Growth and Development**** This course focuses on the nature of human behavior as a dynamic developmental phenomenon.	3
****General Education Courses Offered Online**		
NURS 1001	**Fundamentals of Nursing** This course introduces nursing and the roles of the nurse, as the concepts of the profession related to patient centered care. Emphasis is placed on the role of caring presence in providing patient centered care in which the theoretical foundation for the nursing process is emphasized.	4
NURS 1002-L	**Fundamentals of Nursing Lab** This is a clinical skills laboratory course designed to teach the basic nursing skills for delivery of nursing care.	1
NURS 1002	**Fundamentals of Nursing Clinical Practicum** This course provides the student an opportunity to apply what they have	3

	learned in **NURS 1001** selected clinical experiences.	
HSC 240	**Principles of Human Nutrition** Student will explore the newest frontiers in nutrition and learn how to apply nutrition principles to your own food choices.	3
NURS 1003	**Adult Nursing Assessment** A holistic approach to assessment is taught. Emphasis is given to the role of the nurse as diagnostician, collaborator, communicator, and teacher. This course focuses on assessment of adult patients.	2
NURS 1100	**Nursing Pharmacology I** This course introduces nursing pharmacology that integrates the concepts of physiology, pathophysiology, chemistry, and nursing fundamentals to build a foundation for administering drug therapy to patients.	3
NURS 2001	**Psychiatric Nursing**. This course integrates the principles and concepts of mental health, psychopathology, and treatment modalities as they relate to providing nursing care to patients and their families suffering from mental illness.	2
NURS 2002	**Psychiatric Nursing Clinical Practicum** This course provides the student opportunities to apply concepts of psychiatric nursing in a clinical setting	2
NURS 3001	**Medical-Surgical Nursing I** This is the two courses in adult health nursing. Nursing management of diverse individuals with complex health alterations.	4
NURS 3002	**Medical-Surgical Nursing I Clinical Practicum** This course provides students with opportunities to apply what they have learned in NURS 3001 at selected clinical experiences.	3
NURS 1111	**Nursing Pharmacology II** This course is a continuation of NURS 1011. It integrates the concepts of physiology, pathophysiology, chemistry, and nursing fundamentals to build a foundation for administering drug therapy to patients. Students will be able to discuss drug legislation in the United States and explain the legal regulation for drug development, approval and testing.	2
NURS 3011	**Medical-Surgical Nursing II** This course is a continuation of NURS 3001 and addresses nursing care issues from a physiologic, pathophysiologic, and psychosocial context	3
NURS 3012	**Medical-Surgical Nursing II Clinical Practicum.** This course provides the students with an opportunity to apply what they have learned in NURS 3011 at selected clinical experiences.	2
NURS 4001	**Obstetrics and Newborn Nursing** Obstetrics builds on the concepts of previous nursing courses with emphasis on utilizing the nursing process in dealing with women's health focus during childbearing years, antepartum, intrapartum, and the health of newborns as well as all pediatric ages.	2
NURS 4002	**Obstetrics and Newborn Nursing Clinical Practicum.** This course provides an opportunity to the student to apply what they have learned in NURS 4001 at selected clinical experiences	2
NURS 6001	**Geriatric Nursing** A study of topics related to basic knowledge to form a foundation of needs fulfillment for older adults, their families, and significant others in their lives.	2
NURS 5001	**Pediatric Nursing** This course builds on previously mastered medical-surgical content with an application to the pediatric population.	2
NURS 5002	**Pediatric Nursing Clinical Practicum.** This course provides students with opportunities to apply with what they	2

	have learned on NURS 5001 at selected clinical experiences.	
NURS 7001	**Professional Nursing Leadership**. This course introduces the leadership roles and management functions of professional registered nurses within the structure of an organization. Lecture Credit Hours/Clock Hours: 3 Credit Hours / 45 Clock Hours.	3
NURS 8001	**NCLEX Readiness** Review of concepts required for licensure examination and entry into the practice of professional nursing, including review of application process of National Council Licensure Examination for Registered Nurses (NCLEX-RN) test, assessment of knowledge deficits, and remediation.	4
NURS 8002	**Comprehensive Nursing Lab**. This course provides the students with an opportunity to apply what they have learned in all their nursing core courses	3

Program Information

Program Name: Physical Therapist Assistant
Credential Awarded: Associate of Science Degree
Mode of Delivery: Blended and Residential (Blended refers to ONLY General Education courses)
Total Semester Credits: 76
Total Weeks: 80
C.I.P Code: 51.0806

Program Accreditation and Approval
Program approved by CIE and COE – The PTA Program at SABER College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: http://www.capteonline.org.

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 course attainment 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:

- An applicant must submit a High School Diploma (or equivalent in their country of origin) or GED.
- Applicant must be 18 yrs. of age.
- The Kaplan (65, min passing score) is SABER College's official entrance exam. 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 PTA 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). (Students with AA or higher degrees of education are exempt)
- An 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
- The applicant must successfully complete a personal oral interview with the Program Director and or an administrative representative of the program to evaluate the applicant's ability to communicate satisfactorily as required by the health care delivery system. The interviewer must recommend applicants for admission
- 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.

Additional Graduation Requirements

The curriculum of the PTA Program is designed to guide the student in developing the necessary skills to safely and satisfactorily practice as a Physical Therapist Assistant and to prepare the student in successfully completing the licensing requirements in the State of Florida.

Requirements for graduation from the PTA Program will include the following:

- Completion of all courses with a minimum of 77% overall average for each course.
- Successfully pass all lab skills competency check offs
- Successful completion of all laboratory practical exams with a passing grade of 77% ensuring passing of all safety components.
- Satisfactorily pass all 3 clinical education experience courses with rating at "entry level" for all applicable criteria on the CPI at the final evaluation.
- Method of evaluation of coursework, lab, and clinical experience will be based on course syllabi.
- Completion of required program hours.
- Take an NPTE for the PTA practice exam.
- Comply with the policies of the PTA Program of SABER College
- Demonstrate Professional Behaviors May et al. 2010
- Demonstrate employability and occupational skills by complying with the rules, regulations, and attendance policies of the program.
- Develop and use appropriate verbal communication and listening skills with peers, school staff, faculty, and patients.
- Demonstrate ethical responsibilities in the classroom and clinical experience
- Fulfillment of all monetary obligations to the school.

Licensure Examination

It is mandatory for graduates of the program to become licensed if they wish to practice in the state of Florida. Students will perform 2 practice exams during the terminal course of the program PTA 2000. For licensure examination details, you can go to the following web-site: http://www.doh.state.fl.us/

Course Listing

Physical Therapist Assistant **Semester Credit Hours**

ENC 1101	**English I* (**)** In this course, through a variety of writing projects the student develops competence in writing clear, correct, and effective English prose.	3
ENC 1102	**English II* (**)** 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.	3
MAC 1105	**College Algebra* (**)** This course introduces the student to the concept of functions and their graphs. Students will learn to graph linear, quadratic, rational, exponential, logarithmic, radical, power, and absolute functions and transformations.	3
PSY 2012	**Introduction to Psychology* (**)** This course studies the mental processes and behaviors	3
DEP 2000	**Developmental Psychology* (**)** This course focuses on the nature of human behavior as a dynamic developmental phenomenon.	3
BSC 2085	**Human Anatomy and Physiology I*** This course provides a basic understanding of the human body, its systems and their functions.	3
BSC 2085-L	**Human Anatomy and Physiology I – Lab*** This course consists of the laboratory for BSC 2085.	1
BSC 2086	**Human Anatomy and Physiology II*** This course is a continuation of BSC 2085.	3
BSC 2086-L	**Human Anatomy and Physiology II – Lab*** This course consists of the laboratory for BSC 2086.	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.** 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.	5
PTA 1401	**Applied Anatomy and Kinesiology with Lab** 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, Performance of PROM, AAROM and AROM joint motions, muscle actions, posture, and gait.	4
PTA 1501	**Test and Measurements with Lab** 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.	5
PTA 1201	**Therapeutic Procedures I with Lab** 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, lymphatic and vascular system 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. The course discusses pathologies commonly treated by therapeutic modalities, including pharmacological treatment discussed in this course with emphasis of the different systems. Students develop competency in commonly used modalities in physical therapy practice	5

	such as: superficial heat modalities, cryotherapy, traction, compression, hydrotherapy, and ultrasound and the stages of wound healing. This course explains important concepts of wound care including wound types, burns and stages of healing. Applications of wound care techniques are included.	
PTA 1601	**Pathophysiology** 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. Body systems emphasized include endocrine, cardiovascular, respiratory, musculoskeletal, neurological, and genetic disorders. Lifespan considerations in the medical management of covered conditions are presented. 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. 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. This course also introduces the student to basic pharmacology providing instructions about medications and their effects on different body systems and conditions. It introduces basic concepts of medications including history, drug nomenclature, sources of drug information, federal drug laws and standards, classifications of medications, and variables affecting medication actions and adverse effects of medications.	3
PTA 1301	**Therapeutic Exercise with Lab** 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, aquatic therapy, and women's health. The course reinforces concepts of posture, kinesiology, and application of data collection skills to the progression of exercise programs. Students develop competency in stretching and strengthening exercises, orthopedic protocols, and balance and coordination exercises.	5
PTA 1210	**Therapeutic Procedures II with Lab** 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 discussed in this course. The course also expands to include physical therapy interventions as applied to the PT plan of care for cardiovascular and pulmonary rehabilitation, as well as management of lymphatic disorders. 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, as well as competency in aerobic condition and reconditioning exercises.	5
PTA 1901	**Clinical Experience I** Clinical Experience I is the first of three clinical experiences in a physical therapy setting. This is a 4 week full time clinical experience, approximately 160 hours, in an outpatient orthopedic setting under the direct supervision of a clinical instructor (licensed Physical Therapist or Physical Therapist Assistant).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.	3
PTA 1701	**Rehabilitation with Lab** 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.	5
PTA 1902	**Clinical Experience II** Clinical Experience II is the second of three clinical experiences in a physical therapy setting. This is a 5 week full time clinical experience, approximately 200 hours, under the direct supervision of a clinical instructor (licensed Physical Therapist or Physical Therapist Assistant). The purpose of this experience is to integrate and competently apply all previously learned clinical skills through application of physical therapy treatment to patients. The focus is on progression of clinical skills treating patients with varying conditions at the intermediate level based on the Clinical Performance Instrument (CPI). Implementation of rehabilitation techniques for more complex patients within an established plan of care is emphasized.	4

PTA 1903	**Clinical Experience III** Clinical Experience III is the final clinical experience in a physical therapy setting. This is a 6 week full time clinical experience, approximately 240 hours, under the direct supervision of a clinical instructor (licensed Physical Therapist or Physical Therapist Assistant). 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.	5
PTA 2000	**Review Course for NPTAE** 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.	1

Program Information

Program Name: English for Students of Other Languages (VESL)
Credential Awarded: Non-degree program certificate
Mode of Delivery: Distance Education
Total Clock hours: 1200 (900 Lecture / 300 computer lab)
Total Weeks: 48.2

The VESL program will no longer enroll new students.

Program Objective

The objective of the Intensive English for Students of Other Languages is to deliver exceptional education through technology-infused instruction and support that facilitates English language development. Program will provide students with enough communication skills to enable them to function successfully in the workforce and the community.

Program Description

Training offered will include but will not be limited to the development of listening, reading, writing, speaking, and cross cultural communication skills. Program is divided into six (6) courses, covering different levels ranging from VESL Level I: 180 hours, Level II: 180 hours, Level III: 195 hours, Level IV: 171 hours, Level V: 174 hours, and Level VI: 300 hours with 900 hours of lecture and 300 hours of computer laboratory comprised of the following: oral communication practice; listening comprehension; pronunciation and learning how to successfully apply for employment through pre-employment skills

Entrance Requirements

All students must be 16 years or older and not enrolled in the K-12 school system. Additionally, they have earned a High School Diploma or its equivalent (GRE). Furthermore, all prospective students will be placed in the prospective level base under English deficiency:

Level 1 - No ability whatsoever in the use of the English Language.

Level 2 - Functions minimally in English and be able to handle only very routine entry-level jobs that do not require oral communications.

Level 3 - Be able to satisfy basic survival needs and few routine social demands.

Level 4- Can handle entry-level jobs that involve simple oral communication.

Level 5 – expanded vocabulary, more complex grammar, and a wider choice of functional expressions.

Level 6 – learn how to successfully apply for employment through pre-employment skills. The applicant must already possess occupational competencies and would be employable if he/she could demonstrate adequate English language skills.

Course Descriptions

Level I

Course Name	Clock hours
VESL 100	
Mechanics of school and student life	20
Comp. Lab Identify classes and school supplies	6
VESL 101	
Personal Information and Social Communication	25
Comp. Lab Listen and Recognize formal way of greeting people at work	6
VESL 102	
Community Transportation, Road symbols and Survival signs.	25
Comp. Lab Identify road symbols	6
VESL 103	
Consumerism; Online shopping and Placing Order	25
Comp Lab USA currency; Online Shopping, using Popular Applications	6
VESL 104	
Housing – Shelters and household items	25
Comp. Lab Describe items in the house	6
VESL 105	
Health- Body parts and common health symbols.	20
Comp. Lab Common Health Presentation	10

Level II

Course Name	Clock Hours
VESL 200	
Social communications-in the workplace	12
Comp Lab Listening Comprehension	3
VESL 201	
Personal Information. Q & A about filling out forms and identifications	15
Comp Lab Job interviews and appointments	5
VESL 202	
Community- Emergency; warnings; signs in public places; reporting	15
Emergencies.	
Comp Lab Making Emergencies Procedures.	5
VESL 203	
Employment – Job titles and resume requirements	29

Comp Lab How to use job search engines	6
VESL 204	
Housing; furniture; real estate/housing search engines	12
Comp Lab Listening Comprehension. Questions practice.	3
VESL 205	
Health; body parts; common illnesses.	15
Comp Lab Conversation in a doctor's office.	5
VESL 206	
Food; names, quantities and prices of food.	12
Comp Lab Shopping at a Supermarket.	3
VESL 207	
Transportation – traffic signs, Uber.	15
Comp Lab Discussion on bus fares, routes and transportation services like Uber.	5
VESL 208	
Environment – days and dates, weather conditions.	10
Comp Lab Weather Presentations	10

Level III

Course Name	**Clock Hours**
VESL 300	9
Social communication; culture; background; experiences.	
Comp Lab Oral presentations.	4
VESL 301	
Personal information. Learning to fill out forms.	15
Comp Lab Identify the parts of a resume	5
VESL 302	
Community- community resources	11
Comp Lab A visit to the local library	4
VESL 303	
Employment; job interviews; job search engines; occupations.	28
Comp Lab Create a PowerPoint presentation on occupation.	5
VESL 304	
Consumerism – search for the best groceries deals around the community	12
Comp Lab Go shopping.	3
VESL 305	

Housing – housing units and community housing resources	16
Comp Lab Searching for housing units using a search engine	4
VESL 306	
Health; medical appointments; filling out forms.	9
Comp Lab Talking to the nurse and doctor	10
VESL 307	
Creating a reservation and reading the menu	16
Comp Lab Acting out placing a reservation and ordering	10
VESL 308	
Transportation – buses and bus schedule.	12
Comp Lab Calling for information.	3
VESL 309	
Environment – protection signs; precautions for weather conditions.	12
Comp Lab Presentation on emergency situations.	7

Level IV

Course Name	**Clock Hours**
VESL 400	
Social communication; handling emotional expressions in a work environment.	7
Comp Lab Talk about their jobs.	3
VESL 401	
Personal Information – filling out necessary forms for self and family.	15
Comp Lab Discuss how to fill out regular and legal forms.	5
VESL 402	
Community; reporting emergencies; interpreting notices published; reading signs in public areas.	11
Comp Lab Discuss news on the web.	4
VESL 403	
Employment- Benefit packages and simulated job interviews.	19
Comp Lab Download forms from the internet. Discuss it.	7
VESL 404	
Consumerism; writing checks; balancing accounts.	12
Comp Lab Talk about banking	3
VESL 405	
Housing; interpreting leases; rules and regulations.	16
Comp Lab Search for rentals on the web. Discuss it.	4

VESL 406	
Health; scheduling and canceling appointments.	7
Comp Lab Making cancellation calls.	3
VESL 407	
Food; reading food labels and comparing prices.	16
Comp Lab Comparative shopping.	4
VESL 408	
Transportation- reading maps, calling for information about schedules and fares.	16
Comp Lab The use of computer tools to navigate the web.	4
VESL 409	
Environment. Conserving resources.	12
Comp Lab Presentation Conserving Resources	3

Level V

Course Name **Clock Hours**

VESL 500	
Friends and Neighbors – embedded questions; short answers;	10
making phone calls.	
Comp Lab Practice conversations; questions and answers.	8
VESL 501	
Calling people; going places; person-to-person calls; leaving	13
telephone messages using noun clauses; leaving messages on answering machine.	
Comp Lab Act out an office call	8
VESL 502	
Personal finances; engage in conversations using time expressions;	13
complaints using Passive Voice and Present Perfect Tense.	
Comp Lab Practice a Reported Speech conversation.	8
VESL 503	
Rules and Regulations at school; using impersonal expressions with you;	13
various verb tenses; perfect modals; reported speech.	
Comp Lab Talk about Rules and Regulations. Importance	6
VESL 504	
At work; behavior at work using want+object+infinitive;	15
use Could Have and Supposed To; learn to correct someone and offer suggestions.	
Comp Lab Practice Behavior at Work	10

VESL 505	
Rights and Responsibilities; using short answers; different verb tenses;	15
reported speech; sequence tenses and Present Perfect.	
Comp Lab Discuss Civil Rights	10
VESL 506	
Friends; family; co-workers- comparison and superlatives; express	13
opinions and concerns; use wish clauses; present unreal	
conditional and gerunds.	
Comp Lab Talk about family and friends.	10
VESL 507	
Strategies for communicating – learning to initiate conversations;	12
politely interrupting people; clarifying statements;	
saying goodbye; expressing and giving opinions.	
Comp Lab Presentation on Community	10

Level VI

Course Name	**Clock hours**
VESL 600	
Personal Work Skills	
Discuss and Use Conversational Skills. Work on initial research paper	21
Comp Lab – Discussion – Engage in class collaborative discussion	4
VESL 601	
Virtual Job Market Research and Networking	
Quiz	21
Comp Lab - Discussion Work on group project	4
VESL 602	
Finding Job Advertisements Online	21
Comp Lab - Discussion	4
VESL 603	
Reading and Working with Job Advertisements Online	
Reported Questions - Written Assignment- Quiz #	21
Comp Lab - Discussion	4
VESL 604	
References and How to Apply for a Job	
Quiz – Midterm Review	21
Comp Lab – Discussion – Engage in class collaborative discussion	4

VESL 605	
Discover and Discuss Different Types of Resumes	
Midterm Exam	21
Comp Lab – Discussion	4
VESL 606	
Construct Different Types of Resumes	
Quiz	21
Comp Lab – Discussion – Engage in class collaborative discussion	4
VESL 607	
Job Applications Research and Construct Personal Fact Sheet	
Quiz	21
Comp Lab – Discussion	4
VESL 608	
Job Interview Skills Do's and Don't's	21
Comp Lab – Discussions – Conversational Skills	4
VESL 609	
Perform Mock Interviews	21
Comp Lab – Discussion – Communicate with your classmates outcomes of Job	4
Interviews	
VESL 610	
Cover Letters	
Quiz – Final Exam Review	21
Comp Lab – Discussions -Discuss and Consruct Various Cover Letters	4
VESL 611	
Construct and Submit Final Group Project-Portfolio	21
Final Exam	6

Course Descriptions –All Programs

ENC 1101 English Composition ** (Credits 3)
In this course, through a variety of writing projects the student develops competence in writing clear, correct, and effective English prose.
Prerequisite: None

ENC 1102 English Composition II** (Credits 3)
In this course, the student will continue to learn and practice the skills of clear, correct and effective English, by means of writing, conversations, and reading of essays, short stories, and poems.
Prerequisite: ENC1101

MAC 1105 College Algebra** (Credits 3)
This course introduces students to the concept of functions and their graphs. Students will learn to graph linear, quadratic, rational, exponential, logarithmic, radical, power, and absolute functions and transformations.
Prerequisite: None

MCB 2010 Microbiology** (Credits 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.
Co-requisite: MCB 2010-L

MCB 2010L- Microbiology Lab** (Credits 1)
This course serves as laboratory for what is learned in MCB 2010
Co-requisite: MCB2010

PSY 2012 - Introduction to Psychology (**Credits 3)
Study of mental processes and behavior.
Prerequisite: None

BSC 2085 Human Anatomy and Physiology I (Credits 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.
Prerequisites: ENC 1101, MAC 1105, MCB 2010, MCB 2010-L, PSY 2012.
Co-requisite: BSC 2085-L - Human Anatomy and Physiology I Lab.

BSC2085-L Human Anatomy and Physiology Lab I (Credits 1)
This course if the laboratory for **BSC 2085**
Prerequisites: ENC 1101, MAC 1105, MCB 2010, MCB 2010-L, PSY 2012.
Co-requisites: BSC 2085 - Human Anatomy and Physiology I

BSC2086 Human Anatomy and Physiology II (Credits 3)
This course is a continuation of **BSC 2085.**
Prerequisites: ENC 1101, MAC 1105, MCB 2010, MCB 2010-L, PSY 2012, BSC 2085, BSC 2085-L.
Co-requisites: BSC 2086-L - Human Anatomy and Physiology II Lab.

BSC2086-L Human Anatomy and Physiology Lab II (Credits 1)
This course is the laboratory for BSC 2086**.**
Prerequisites: ENC 1101, MAC 1105, MCB 2010, MCB 2010-L, PSY 2012, BSC 2085, BSC 2085-L.
Co-requisites: BSC 2086 - Human Anatomy and Physiology II.

DEP2000 Human Growth and Development ** (Credits 3)
This course focuses on the nature of human behavior as a dynamic developmental phenomenon.
Prerequisite: None

HSC1531 Applied Medical and Healthcare Terminology (Credits 3)
This course is designed to introduce students to new language of medical terminology. Upon successful completion of the course, students will be able to comprehend medical record reports, communicate among medical professionals and have a high-level overview of medical terms.
Prerequisites: ENC 1101, MAC 1105, MCB 2010, MCB 2010-L, PSY 2012.
Co-requisites: N/A

HSM1015 Applied Medical and Healthcare Terminology (Credits 3)
This course focuses on concepts and vocabulary of health disease, disability, causation, prevention treatment and classification.
Co-requisites: N/A

All the above courses are General Education Courses, that are prerequisites for the Core courses that follow:

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.
Prerequisites: BSC 2085/2085L, HSC 1531

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, Performance of PROM, AAROM and AROM joint motions, muscle actions, posture, and gait.
Prerequisites: BSC 2085/2085L, HSC 1531

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.
Prerequisites: BSC 2085/2085L, HSC 1531, PTA 1001, PTA 1401

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, lymphatic and vascular system 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. The course discusses pathologies commonly treated by therapeutic modalities, including pharmacological treatment discussed in this course with emphasis of the different systems. 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. This course explains important concepts of wound care including wound types, burns and stages of healing. Applications of wound care techniques are included.
Prerequisites: BSC 2085/2085L, HSC 1531, PTA 1001, PTA 1401

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. Body systems emphasized include endocrine, cardiovascular, respiratory, musculoskeletal, neurological, and genetic disorders. Lifespan considerations in the medical management of covered conditions are presented. 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. 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. This course also introduces the student to basic pharmacology providing instructions about medications and their effects on different body systems and conditions. It introduces basic concepts of medications including history, drug nomenclature, sources of drug information, federal drug laws and standards, classifications of medications, and variables affecting medication actions and adverse effects of medications.
Prerequisites: BSC 2085/2085L, HSC 1531, PTA 1001, PTA 1401

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, aquatic therapy, and women's health. The course reinforces concepts of posture, kinesiology, and application of data collection skills to the progression of exercise programs. Students develop competency in stretching and strengthening exercises, orthopedic protocols, and balance and coordination exercises.
Prerequisites: BSC 2085/2085L, HSC 1531, PTA 1001, PTA 1401, PTA 1201, PTA 1501, PTA 1601

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 discussed in this course. The course also expands to include physical therapy interventions as applied to the PT plan of care for cardiovascular and pulmonary rehabilitation, as well as management of lymphatic disorders. 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, as well as competency in aerobic condition and reconditioning exercises.
Prerequisites: BSC 2085/2085L, HSC 1531, PTA 1001, PTA 1401, PTA 1201, PTA 1501, PTA 1601

PTA 1901 Clinical Experience I (Credit Hours 3)
Clinical Experience I is the first of three clinical experiences in a physical therapy setting. This is a 4 week full time clinical experience, approximately 160 hours, in an outpatient orthopedic setting under the direct supervision of a clinical instructor (licensed Physical Therapist or Physical Therapist Assistant).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.
Prerequisites: BSC 2085/2085L, HSC 1531, PTA 1001, PTA 1401, PTA 1201, PTA 1501, PTA 1601, PTA 1210, PTA 1301

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.
Prerequisites: BSC 2085/2085L, HSC 1531, PTA 1001, PTA 1401, PTA 1201, PTA 1501, PTA 1601, PTA 1210, PTA 1301

PTA 1902 Clinical Experience II (Credit Hours 4)
Clinical Experience II is the second of three clinical experiences in a physical therapy setting. This is a 5 week full time clinical experience, approximately 200 hours, under the direct supervision of a clinical instructor (licensed Physical Therapist or Physical Therapist Assistant). The purpose of this experience is to integrate and competently apply all previously learned clinical skills through application of physical therapy treatment to patients. The focus is on progression of clinical skills treating patients with varying conditions at the intermediate level based on the Clinical Performance Instrument (CPI). Implementation of rehabilitation techniques for more complex patients within an established plan of care is emphasized.
Prerequisites: BSC 2085/2085L, HSC 1531, PTA 1001, PTA 1401, PTA 1201, PTA 1501, PTA 1601, PTA 1210, PTA 1301, PTA 1701, PTA 1901

PTA 1903 Clinical Experience III (Credit Hours 5)
Clinical Experience III is the final clinical experience in a physical therapy setting. This is a 6 week full time clinical experience, approximately 240 hours, under the direct supervision of a clinical instructor (licensed Physical Therapist or Physical Therapist Assistant). 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.
Prerequisites: BSC 2085/2085L, HSC 1531, PTA 1001, PTA 1401, PTA 1201, PTA 1501, PTA 1601, PTA 1210, PTA 1301, PTA 1701, PTA 1901, PTA 1902

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.

Prerequisites: MAC 1105, ENC 1101, ENC 1102, PSY 2012, DEP 2000, HSC 1531, BSC 2085/2085L, BSC 2086/2086L, PTA 1001, PTA 1401, PTA 1201, PTA 1501, PTA 1601, PTA 1210, PTA 1301, PTA 1701, PTA 1901, PTA 1902

NURS 1001 Fundamentals of Nursing (Credit Hours 4)
This course introduces nursing and the roles of the nurse, as the concepts of the profession related to patient centered care. Emphasis is placed on the role of caring presence in providing patient centered care in which the theoretical foundation for the nursing process is emphasized.
A student who fails NURS 1001-Fundamentals of Nursing will not be advanced to the following nursing courses. Student will be given the chance to repeat the course and if the student fails again the student will not continue in the nursing core.

NURS 1002 Fundamentals of Nursing – Clinical Practicum (Credit Hours 3)
This course provides the students an opportunity to apply what they have learned in **NURS 1001** at selected clinical experiences.
NURS 1001 is a prerequisite for this course.

NURS 1002-L Fundamentals of Nursing Lab (Credit Hour 1)
This course provides students in the skills laboratory explanation, demonstration and practice of care provider activities, essential to the basic practice of nursing.

HSC 240 Principles of Human Nutrition (Credit Hours 3)
Student will explore the newest frontiers in nutrition and learn how to apply nutrition principles to your own food choices.

NURS 1003 Adult Nursing Assessment (Credit Hours 2)
A holistic approach to assessment is taught. Emphasis is given to the role of the nurse as diagnostician, collaborator, communicator, and teacher. This course focuses on assessment of adult patients.

NURS 1100 Nursing Pharmacology I (Credit Hours 3)
This course provides an introduction to nursing pharmacology that integrates the concepts of physiology, pathophysiology, chemistry, and nursing fundamentals to build a foundation for administering drug therapy to patients. **This course is a prerequisite for NURS 2001, NURS 3001 and NURS 1111.**

NURS 2001 Psychiatric Nursing (Credit Hours 2)
This course integrates the principles and concepts of mental health, psychopathology, and treatment modalities as they relate to providing nursing care to patients and their families suffering from mental illness. **Prerequisites for this course are NURS 1001 and NURS 1100.**

NURS 2002 Psychiatric Nursing – Clinical Practicum (Credit Hours 2)
This course provides the student opportunities to apply concepts of psychiatric nursing in a clinical setting. **NURS 2001 is a prerequisite for this course.**

NURS 3001 Medical-Surgical Nursing I (Credit Hours 4)
This is the two courses in adult health nursing. Nursing management of diverse individuals with complex health alterations. **This course is a prerequisite for NURS 3011 and NURS 3012.**

NURS 3002 Medical-Surgical Nursing – Clinical Practicum (Credit Hours 3)
This course provides students opportunities to apply what they have learned in **NURS 3001** at selected clinical experiences. **NURS 3001 is a prerequisite for this course.**

NURS 1111 Nursing Pharmacology II (Credit Hours 2)
This course is a continuation of NURS 1011. It integrates the concepts of physiology, pathophysiology, chemistry, and nursing fundamentals to build a foundation for administering drug therapy to patients. Students will be able to discuss drug legislation in the United States and explain the legal regulation for drug development, approval and testing. **NURS 1100 is a pre-requisite for this course.**

NURS 3011 Medical-Surgical Nursing II (Credit Hours 3)
This course is a continuation of NURS 3001 and addresses nursing care issues from a physiologic, pathophysiologic, and psychosocial context. **NURS 3001 is a prerequisite for this course.**

NURS 3012 Medical-Surgical Nursing II – Clinical Practicum (Credit Hours 2)
This course provides the students an opportunity to apply what they have learned in **NURS 3011** at selected clinical experiences. **NURS 3001, NURS 3002 and NURS 3011 are prerequisites for this course.**

NURS 6001 Geriatric Nursing (Credit Hours 2)
A study of topics related to basic knowledge to form a foundation of needs fulfillment for older adults, their families, and significant others in their lives.

NURS 4001 Obstetrics and Newborn Nursing (Credit Hours 2)
Obstetrics builds on the concepts of previous nursing courses with emphasis on utilizing the nursing process in dealing with women's health focus during childbearing years, antepartum, intrapartum, and the health of newborns as well as all pediatric ages.
This course is a prerequisite for NURS 5002.

NURS 4002 Obstetrics and Newborn Nursing – Clinical Practicum (Credit Hours 2)
This course provides an opportunity to the student to apply what they have learned in **NURS 4001** at selected clinical experiences. **NURS 4001 is a prerequisite for this course.**

NURS 5001 Pediatrics Nursing (Credit Hours 2**)**
This course builds on previously mastered medical-surgical content with an application to the pediatric population.

NURS 5002 Pediatrics nursing – Clinical Practicum (Credit Hours 2**)**
This course provides students opportunities to apply with what they have learned on NURS 5001 at selected clinical experiences.

NURS 7001 Professional Nursing Leadership (Credit Hours 3)
This course introduces the leadership roles and management functions of professional registered nurses within the structure of an organization.

NURS 8001 NCLEX Readiness (Credit Hours 4)
Review of concepts required for licensure examination and entry into the practice of professional nursing, including review of application process of National Council Licensure Examination for Registered Nurses (NCLEX-RN) test, assessment of knowledge deficits, and remediation. **All previous core courses must be passed in order for a student to take this course. This course is a prerequisite for NURS 8002.**

NURS 8002-L Comprehensive Nursing Lab (Credit Hours 3)
This course provides the students an opportunity to apply what they have learned in all their nursing core courses. NURS 8001 is a prerequisite for this course.

VESL - English for Students of Other Languages Course Description
Levels I – Through a set of interactive online assignments, group discussions requiring communication, everyday use of the English language and the beginner level of the English language grammar and composition, students will learn the English language**.**
Level II - Student will have working knowledge of social communication skills and will begin to acquire grammar rules that are pertinent to conversational as well as written language.
Level III - Student will begin the transition from basic interpersonal communicative skills to cognitive academic language proficiency. The same themes are addressed in this course but a larger emphasis is on writing and oral communication instead of social communication.
Level IV - Students will begin to acquire CALPS. This curriculum includes skills useful in workplace, life, and academic applications. These skills are integrated into reading, writing, speaking, and listening format.
Level V - The purpose of this course is to improve the advanced VESL students' ability to communicate in English. This course is designed to prepare adult students for further education by providing concentrated instruction in VESL Academic Skills competencies.
Level VI – Students will learn how to successfully apply for employment through pre-employment skills.

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.

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 demonstrate 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.

COST OF ATTENDING

Program Name: VESL - English for Students of Other Languages	
Non-Refundable Registration Fee	$100.00
Non-Refundable Application Fee	$50.00
Tuition, Books, Supplies, Lab Fees, Other Cost	$9,640.00
Total Cost	$9,790.00

Program Name: Professional Nursing Program (AS)	
Non-Refundable Registration Fee	$150.00
Non-Refundable Application Fee	$50.00
Testing Fee – Entrance Exam	$80.00
Tuition	$582.00 per semester credit
Books (Lippincott)	$1,206.94
Skills lab Fees	$500.00
Materials and Supplies	$300.00
BLS Training and Certification	$300.00
Uniforms, Liability Insurance, ID's, Lanyard	$400.00
Total Cost	$49,546.94

Program Name : Physical Therapist Assistant (AS)	
Non-Refundable Registration Fee	$150.00
Non-Refundable Application Fee	$50.00
Testing Fee – Entrance Exam	$80.00
Tuition	$582.00 per semester credit
Books	$827.00
Skills lab Fees	$500.00
Materials and Supplies	$300.00
Uniforms, Liability Insurance, ID's, Lanyard	$400.00
Total Cost	$46,539.00

Books * May be purchased through the school or directly with the specific vendor (must meet Syllabus specifications)

*Please refer to each specific program handbook for exact costs.

VA:

The College will not assess a financial penalty for Chapter 31 and Chapter 33 beneficiaries, for up to 90 days, following certification of enrollment to VA for payment.

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. The school maintains a written record of the previous education and training of the veteran or eligible person and clearly indicates that appropriate credit has been given for previous education and training, with the training period shortened proportionately.

Payment Schedule

A hundred and fifty dollars ($150.00) non-refundable application fee and registration 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) Aid from Tuition Financing Corporation (TFC), as third-party vendor
3) 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.
4) A monthly payment plan
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.

Tuition Financing Corporation

Tuition Financing Corporation (TFC) tuition provides tuition financing options to help students manage the cost of their education. When Federal financial aid, including grants and student loans, does not cover the full cost of a student's program. TFC may offer additional financing options or payment plans to help cover the remaining balance, subject to the options available through the school. For questions about an existing TFC account or making payments, student may contact TFC directly at phone: 800-872-9832.

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 $150 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:
   Students are charged by the semester based on the number of credits per course, 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%.

   {A) 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.

   {B) 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. Refund 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 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.

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 30 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 $150 application and registration fees may be retained by the institution. Appropriate refunds for a student who does not begin classes shall be made within 30 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.

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 for 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 students 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 more than 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.

Collections process

Saber College is committed to helping students maintain their accounts in good standing. Students are responsible for paying tuition and fees according to the established payment schedule.

- Payment Reminder: Students with outstanding balances will receive a reminder of the amount due and the payment deadline.
- Past-Due Notice: If payment is not received by the due date, the student will be notified of the outstanding balance and asked to make payment arrangements.
- Follow-Up: The College will contact students with unpaid balances to discuss payment status and any available payment arrangements.
- Outstanding Accounts: Accounts that remain unpaid may be referred to the appropriate College department for further review and action, consistent with College policy and applicable law.
- Payment and Account Updates: Payments received will be applied to the student's account, and account records will be updated accordingly.
- Students who experience financial difficulties are encouraged to contact the College's administrative office to discuss their options.

Academic Policies

Satisfactory Academic Progress (SAP)

In order to demonstrate SAP, a student must maintain a 2.00 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 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 2.00 or better for each semester in the program. At completion of the program, every student must have a CGPA of at least 2.00 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 77% by the end of the first Semester and maintain a 77% 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. *** For the Physical Therapist Assistant (PTA) Program please refer to the student handbook where the absenteeism rate is 7%.**

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.

Blended 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 Blended 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 Blended 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 some 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.

A brief explanation of grades will follow:

- "A" (93-100% - 4.0)
- "A-" (90-92% - 3.7)
- "B+" (87-89% -3.3)
- "B" (83-86% - 3.0).
- "B-" (80-82 – 2.7)
- "C+" (77-79% - 2.3) PASS
- "C" (73-76% - 2.0) ***
- "C-" (70-72% - 1.7)
- "D+" (66-69% - 1.3)
- "D" (60-65% - 1.0)
- "F" (59% or below – 0.7)
- 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 Director of Student 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.**
- "TC" (Transferred Credit)

*****Nursing Program Passing Score Requirement**
Course Grades
- The student's evaluation average grade must be 75% or greater to pass any didactic, lab or clinical course, except for the 8001 and 8002 courses, that require 80%. Students whose average is less than 75% will have failed the course. Assignments are only calculated into the final course grade when a 75% or higher is achieved on evaluation's average.
- **All Nursing core courses (except NURS 8001/8002) require a 75% (C) minimum passing grade. No rounding will be applied. A score of 75 or above is required to pass; 74.9 or below is considered failing.**

***The Programs' Student Handbooks supersede rules and regulations found in this catalog**.
***For those students in the Professional Nursing Program, please refer to Student Handbook for value of grades.**

Students that do not successfully pass periodic quizzes will be encouraged through academic advisement to complete additional work for practice and may be placed on probation (see below section "Probation"). If a student fails the final exit examinations, students will be allowed to re-take exams. If he/she fails the retake, student may be allowed to repeat the course. If he/she fails to pass the exam on the third 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 2.00 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. 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 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

1. Each student must meet minimum successful rate of completion at the evaluation periods 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.
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 must be mindful of the impact the initial failure will have on a student's satisfactory academic progress. Because of pre-requisite course work, a student who fails a nursing course will not be able to advance to the following semester until all the nursing courses for that semester have been passed. We will accept credit for courses passed.

In the Professional Nursing Program (Associate of Science), a student may repeat a course only once. A student who fails a course may repeat it, however, if the student fails a third course, he/she will not be allowed to repeat the third course failed and will be terminated immediately.

Student must pass all general education courses in order to pass to the nursing core component of program.

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 Approval

SABER College is approved by the Florida Department of Veteran's Affairs State Approving Agency for the education and training of veterans

Veterans Policy on Satisfactory Academic Progress

Students receiving VA educational benefits must maintain a minimum cumulative grade point average (CGPA) of 2.00 each semester. A VA student whose CGPA falls below 2.00 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 2.00 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 2.00.

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 accepts 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 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 by the Student Advisor and refined as internal and external developments warrant. While on an Academic Plan, the student is required to attend academic advising sessions with the Student Advisor. 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, the Academic Advisor 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 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 remedial courses at the campus.

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 2.00 (C) average. SABER College will grant credit for the third semester of the core courses (nursing) that are in SABER's curriculum and that the student has completed with a 3.00 (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 Director of Student 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.

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 Director of Student 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 a student is terminated. Attendance is the tracking mechanism used by school to identify unofficial withdrawals.

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.
-

Course Numbering System

Associate of Science Degree 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 of Science Degree programs offered can be found in pages 42 through 29 of this catalog.

Courses reflected with one (1) asterisk are general educations courses
Courses reflected with two (2) asterisks are general education courses offered online

Non- Degree - Vocational Programs

The first digit of the course number indicates the level of the course. Lower-level courses are 100 and 200. Advanced level courses are termed 300 and 400. The second and third digit of the course number indicates the series of the courses.

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.

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 Blended model programs with externship or clinical requirements). Students must comply with all externship and clinical policies regardless of the mode of didactic delivery.

GRADUATION REQUIREMENTS

Upon successful completion of the program and meeting all the course requirements, a **diploma or degree**, including transcripts and information sent to board for examination, 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 and to the Department of Education (Exit Counseling).
4. Adhere to the requirements listed in the Handbooks

Additional Graduation requirements may apply for PNP and PTA program please see program information sections of this catalog.

Student Services

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 provide 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.

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 records 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 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. To obtain a transcript the student must send a written request with his/her signature on the document.

Library

The library is 1,240 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 40 laptops with internet access. Student groups will have access to scheduled library time, and online periodical search. The library is available from 1:30 pm to 5:30 pm and is accessible by appointment. SABER has a librarian, who has a Master of Science degree in Library Studies. SABER is a member of the Library Information Resources Network, Inc. (LIRN), as well as Online Librarian (OLIB), these are electronic libraries that provide access to electronic research resources to all SABER students. The library has a sitting capacity of 40 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. 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 by going to the website 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.

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 refer to appropriate professionals who can provide 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 should 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 Protocol

At SABER College, it is our priority to keep our students and their families healthy. We will abide by governmental guidelines when necessary and possible as we strive to balance public health concerns with the needs of our college. This plan, which is pulled from Centers for Disease Control and Prevention (CDC) and Occupational Safety and Health Administration (OSHA) guidance, highlights the responsibilities of faculty, staff, and students. 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.
SABER College participates in core prevention strategies including:

- **Practicing good hygiene** by covering coughs and sneezes, washing or sanitizing hands often, and cleaning frequently touched surfaces.
- **Taking steps for cleaner air** such as purifying indoor air.

When a student, faculty, or staff member gets sick with a respiratory virus, SABER College will follow the updated guidance from the CDC which currently states that they stay home and away from others. The recommendations suggest returning to normal activities when, for at least 24 hours, symptoms are improving overall, and if a fever was present, it has been gone without use of a fever-reducing medication. Once you can return to campus, you are encouraged to take additional prevention strategies for the next 5 days to curb disease spread, such as taking more steps for cleaner air, enhancing hygiene practices, wearing a well-fitting mask, keeping a distance from others, and/or getting tested for respiratory viruses. If students, faculty, or staff members are outside of campus, such as in clinical experiences, they will follow the procedure of that site as indicated.

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 reasonably 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 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 for notifying 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 using electronic and cellular communication, whichever is more expedient. In this instance, 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 ensuring 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 ensuring 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.

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 accommodation to qualified students with disabilities, allowing them to participate in the programs and activities of the school.

Students who need disability accommodation should contact the Director of Student Affairs or Program Director. SABER maintains strict confidentiality with regards to medical information related to students' disabilities.

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 Director of Student Affairs or the Program Director. Said complaint must be in writing, dated and signed by student. The Director of Student Affairs or Program Director must investigate 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.

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 cannot 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 Director of Student 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 the 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

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 every day 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 because 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 commemoration of Constitution Day, SABER College will sponsor educational activities. The exhibit display 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.

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.

Rules and Regulations

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.

Attendance

A student may not miss more than 7% of clock hours in each course. Students will be placed on probation at 4%. If he/she continues to be absent while on probation student may be terminated at the discretion of the Director of Student Affairs. While absences occur, students 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 students to try and help him/her solve any problems that may be affecting attendance such as transportation, childcare, 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

Students arriving after attendance has been taken will be marked absent unless valid excuse is presented. If late more than 15 minutes, one 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, students 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 Director of Student 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 to always maintain a clean environment and project a professional image.
   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 wastepaper, 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 terminated immediately.
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 terminated immediately.

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, handheld computers, cell phones, etc. on quizzes, tests, and exams.

Plagiarism

Is the act of obtaining or attempting to obtain credit for academic work by copying 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 people associated with SABER who engages in any hazing activity are subject to penalties up to dismissal from the School.

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 freedom of instructors within the College to pursue knowledge, speak, and write without unreasonable restrictions. Programs have academic freedom to design and teach an appropriate professional curriculum and can 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 should 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.

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. A student with any 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 is unavailable, student may then submit a written grievance and meet with the Director of Student Affairs and/or Director within three days of having met with instructor.
4. Staff and faculty may lodge a complaint with the Program Director or Director of Student Affairs
5. Director of Student Affairs must inform SABER College's Chief Executive Officer of the grievance within 24 hours of meeting with student.
6. If at this point conflict remains unresolved, the student can then meet with the Academic Affairs Committee, comprised of faculty and administrative staff.
7. The student, staff or faculty members 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 issues.
9. Provisions for resolutions shall be concluded within ten (10) business days after receipt of the written grievances.
10. The Student, Staff and Faculty may lodge a complaint against the Chief Executive Officer to the Board of Directors. The Board of Directors shall appoint a committee to hear the complaint. 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. The Committee will consider all sides and render a decision on the disposition of the policy violation or other issues. 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, the 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)
3030 Potomac Ave., Suite 100
Alexandria, Virginia 22305-3085
(703) 706-3245
accreditation@capte.org
http://www.capteonline.org

NLN-CNEA
The Watergate
2600 Virginia Avenue, NW, Eighth Floor
Washington, DC 20037
CNEAaccreditation@nln.org

Distance Education / Blended Concept

Blended 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, telephonic communication, teleconference and campus-based meetings.

Since our strategic model programming is Blended, access to the campus is critical. It is our policy that students participating in training using the platform may 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.

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.

Blended Education

Blended education is a method of instruction that integrates face-to-face classroom learning with online learning, combining both approaches to support student learning and achievement of the program's objectives. Programs offered at SABER teach General Education courses via distance education and core courses residential format.

Policies & Procedures

Enrollment for Blended Education

The Enrollment process for the blended 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 blended training cycles.

The enrollment process begins with the first appointment 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 blended based programs 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

Blended 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
- 8 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 e-mail address.

Orientation & Tutorial:

Prior to one week 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. Students are responsible for understanding the requirements to successfully pass each course. 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 Blended 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

Assignment submission

All assignments will be posted at a minimum one week in advance of their deadline. Each module opens on Sunday 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.

Minimum CGPA Achievement

Each student must achieve the minimum cumulative grade point average of 2.00 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 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”, “A-“, “B+”, “B”, “B-“, “C+”, “C”, “C-“, “D+”, “D”, “F”, WF, “I”, or “P”.

A brief explanation of grades will follow:

- “A” (93-100% - 4.0)
- “A-” (90-92% - 3.7)
- “B+” (87-89% -3.3)
- “B” (83-86% - 3.0).
- “B-” (80-82 – 2.7)
- “C+” (77-79% - 2.3) PASS
- “C” (73-76% - 2.0) ***
- “C-“ (70-72% - 1.7)
- “D+” (66-69% - 1.3)
- “D” (60-65% - 1.0)
- “F” (59% or below – 0.7)
- 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 Director of Student 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.**
- “TC” (Transferred Credit)

***Nursing Program Passing Score Requirement

Course Grades

- The student’s evaluation average grade must be 75% or greater to pass any didactic, lab or clinical course, except for the 8001 and 8002 courses, that require 80%. Students whose average is less than 75% will have failed the course. Assignments are only calculated into the final course grade when a 75% or higher is achieved on evaluation’s average.

- All Nursing core courses (except NURS 8001/8002) require a 75% (C) minimum passing grade. No rounding will be applied. A score

of 75 or above is required to pass; 74.9 or below is considered failing.

Test Taking

Students taking Blended courses may 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 on campus. LockDown Browser will be used by faculty member for online mode. Faculty members will be assigned to monitor all exams. Most courses will have mid-term and final. Quizzes can be administered using 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. If student fails first final, he/she may retake the final a second time. 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 instructor with their course number and title. The instructor will respond to the student with a date and time for scheduled exam.

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. backpack, 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, iPads, Kindles, laptops 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 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 Blended 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.

Student Advisor and Blended Delivery

The Student Advisor roles and responsibilities to students, operations, accreditation standards and United States Department of Education standards are the same for Blended modes of delivery as they are for residential modes of delivery. While faculty track and record attendance, it is the advisor's responsibility to ensure that the office is aware of any attendance issues, or issues concerning students at risk of failure. The advisor is responsible for calling, emailing and sending regular written correspondence to students who are not attending their classes. The advisor will communicate with the Director of Distance Education concerning any students who

require a “STOP” on their LMS access. This will require the student to contact distance education office.

Business Office and Blended Delivery

When payment is late from a Blended 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 Blended 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 their academic experience. Students are encouraged to make use of all resources on campus in order ensure equal access to academic material and media services. Director of Student Affairs is available for more information and hours of operation.

Graduation Requirements

Students participating in the Blended 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 measurable benchmarks over a different platform.
Students in the online course hours may be required to report to the campus for laboratory activities once per week, if applicable. Students may 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.

Technical Support

SABER College is committed to helping students, faculty, and staff resolve technical problems with Canvas as quickly as possible. If a user experiences issues logging in, accessing a course, submitting assignments, taking quizzes, or viewing course materials, they should first check their internet connection and try refreshing their browser. If the problem continues, users can contact the IT Department at (it@sabercollege.edu) for technical assistance. When submitting a request, users should briefly describe the problem and include the affected course or assignment, any error messages, and screenshots if available. Students experiencing technical issues that may affect assignment deadlines or exams should contact IT and notify their instructor as soon as possible. Preceptors, faculty and staff should direct students to IT when additional technical assistance is needed.

School Schedule

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 8:30 a.m. Length will vary according to each individual course.

Morning classes are scheduled within the hours of 8:30 a.m. to 1:30 p.m.
Afternoon classes are scheduled within the hours of 1:30 and 5:30
Evening Classes are scheduled within the hours of 5:30pm to 10:30 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, Director of Student 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.

Class Starting and Ending Dates

School is in session throughout the year except for holidays and vacations listed in the calendar.
Non-Degree programs will start at the end of each level.

Associate Degree Program will adhere to a Semester Schedule.

Program Name	Program Start Date	Estimated date of Graduation
Professional Nursing Program	N-28: 1/26/2026 N-29 3/23/2026 N-30 5/18/2026 N-31 7/13/2026 N-32 9/7/2026 N-33 11/16/2026	12/5/2027 3/12/2028 4/9/2028 7/2/2028 7/30/2028 11/5/2028
Physical Therapy Assistant	PTA 2027B: 4/27/2026 PTA 2028A: 8/24/2026	12/21/27 4/25/28
English for Students of other Languages	6/23/2025 9/8/2025 12/1/2025 2/9/2026 4/20/2026 5/18/2026 6/8/2026 6/22/2026	6/5/2026 8/28/2026 11/13/2026 1/22/2027 4/2/2027 4/30/2027 5/21/2027 6/4/2027

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.

Calendar

Holidays

2026	
January 6	Classes Begin
January 19	Martin Luther King Jr.
February 16	President's Day
April 2-3	Spring Break
May 25	Memorial Day
June 19	Juneteenth
July 3	Independence Day
August 3-7	Summer Break
September 7	Labor Day
October 12	Columbus Day
November 11	Veteran's Day
November 26-27	Thanksgiving
December 18	Last Day of Class
December 21	Winter Break Begins

2027	
January 5	Classes Begin
January 18	Martin Luther King Jr.
February 15	President's Day
April 1-2	Spring Break
May 31	Memorial Day
June 18	Juneteenth
July 5	Independence Day
August 2-6	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 20	Winter Break Begins

Faculty Listing

FACULTY	COURSES TAUGHT:	FT/PT	Credentials:	Conferring Institution
Victoria Mahler	ENC 1101 and 1102	PT	M.A in Education B.A in Education	E Carolina University FL Atlantic University
Freddy Suarez	College Algebra ENC 1101 and 1102	PT	M.S in Math Education Ed.S in Leadership	Nova Southeastern University Miami, FL American College of Education
Alexandra J. Lis	Introduction to Psychology Human Growth and Development	PT	Doctor of Philosophy Specialized in Genera Psychology	Capella University Dallas, TX
Araceli Rodríguez	Anatomy & Physiology I and II	PT	Foreign Educated Physician	Higher Institute of Medical Sciences of Havana, Cuba Evaluation of Educational Credentials-Josef Silny & Associates
Jaqueline Mayorga	Microbiology	PT	MS, BS in Microbiology	Pontificio Universidad Javeriana Evaluation by Joseph Silney
Miguel Del Toro	Anatomy and Physiology I and II	PT	Foreign Educated Physician	Higher Institute of Medical Sciences of Havana, Cuba Evaluation of Education Credentials-Josef Silny & Associates
Elizabeth Glaria Teaching Assistant	Applied Medical and Healthcare Terminology Principles of Human Nutrition	PT	MSN	Capella University Dallas, TX
Yasser Betancourt	VESL	FT	B.A in Translation (English) Evaluated by Josef Silny	University of Matanzas "Camilo Cienfuegos" Cuba
Danaith Diaz	VESL	PT	B.A in Translation (English) Evaluated by Josef Silny	University of Matanzas "Camilo Cienfuegos" Cuba
Erik Garcia	VESL	FT	Licentiate in Education; Specialty in Foreign Language-English	"Enrique Jose Varona" University of Pedagogic Sciences-Cuba

			Evaluated by Josef Silny Certified to teach English for Speakers of Other Language	Florida Dept. of Ed.
Yoandy Torres	VESL	FT	BA in English Language Evaluated by FCSA	University of Matanzas "Camilo Cienfuegos" Cuba
Karen Flynn	PTA	FT	MS, Physical Therapy PT 18701 Exp. 11/30/27	Florida International University, Miami, Fl.
Gaspara Barditch	PTA	FT	MS Physical Therapy, Doctorate Physical Therapy PT 23916 Exp. 11/30/2027	Nova Southeastern University, Ft Lauderdale, Fl
Lorena Castillo	PTA	FT	BS Physical Therapist Asst PTA 25055 Exp. 11/30/2027	Broward College Weston, FL
Ayleen Prieto	PTA	PT	A.S Physical Therapist Asst PTA 30260 Exp. 11/30/2027	SABER College Miami, FL
Aura Sanchez	PTA	FT	Doctorate in Physical Therapy PT 23340 Exp. 11/30/2027	Florida Gulf Coast University Fort Myers, Florida
Yalmar Acosta	Nursing	PT	M*SN* APRN11022124 *Exp.* 7/31/2028	Ana G Mendez University, Miami, FL
Barbara Betancourt Teaching Assistant	Nursing	PT	B*SN* *RN9650769* *Exp. 4/30/2027*	Capella University Dallas, TX
Yailet Cervera	Nursing	PT	MSN-Family Nurse Practitioner RN9563228 Exp. 7/31/2028	Florida National University, Miami, FL
Hugo Cos-Salmon	Nursing	PT	MSN APRN9339972 Exp. 4/30/2027	Ana G Mendez University, Miami, FL
Solmaire Cueto	Nursing	PT	MSN APRN9381096 Exp 4/30/2027	South University Savannah, GA
Lorna Cuxart Falcon	Nursing	PT	PMHNP-BC FNP MSN APRN9260163 Exp. 7/31/2028	Miami Regional University Chamberlain College of Nursing Addison, IL University of Phoenix
Yaimara Diaz	Nursing	PT	DNP APRN11019133 Exp. 4/30/2027	Ana G Mendez University, Miami, FL

Irelys Di Renzo	Nursing	PT	BSN RN9538616 4/30/2028	Grand Canyon University Phoenix, AZ
Patricia Fernandes	Nursing	PT	MSN APRN11037939 Exp. 7/31/2028	Nova Southeastern University Fort Lauderdale, FL
Frank Garcia	Nursing	FT	MSN RN9494842 Exp. 07/31/2028	Atlantis University Miami FL
Yulia Garcia	Nursing	PT	MSN RN9329281 Exp. 4/30/2027	Miami Regional University
Yovany Gongora	Nursing	PT	MSN APRN11019813 Exp 4/30/2028	Ana G Mendez University, Miami, FL
Ana Maria Grillo	Nursing	PT	MSN RN9511334 Exp. 4/30/2027	Larkin School of Nursing Miami, FL
Rainel Leon	Nursing	FT	DNP APRN11009860 Exo. 7/31/2028	South University Savannah, GA
Juan Manotas	Nursing	PT	MSN RN9567960 Exp. 4/30/2027	Capella University Dallas, TX
Yosvani Pena	Nursing	PT	DNP APRN11013283 Exp 4/30/27	Ana G Mendez University, Miami, FL
Mercedes Perez	Nursing	PT	DNP RN3161512 Exp. 7/31/2028	University of Miami Miami, FL
Osvaldo Medina	Nursing	PT	MSN-FNP-BC RN 9346550 4/30/2028	Florida National University Miami, FL
Kailen Rivero	Nursing	PT	MSN APRN9453864 Exp. 7/31/2028	Florida International University Miami, FL
Dixania Soto	Nursing	FT	DNP RN9453267 7/31/2028	Capella University Dallas, TX

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