

Health Career Institute



CATALOG 2017

West Palm Beach #2077 (Main Campus)
1764 North Congress Avenue
West Palm Beach, Florida 33409
(561) 586-0121 Office
(561) 471-4010 Fax

Lauderdale Lakes #5625 (Branch of West Palm Beach)
4850 W. Oakland Park Boulevard
Lauderdale Lakes, FL 33313
(954) 579-2001 Office
(5614) 471-4010 Fax

Administration Suite: 203
Classroom & Labs: Ground Floor

Administration Suite 123
Classroom & Lab Suite 101A & 101B

www.HCI.edu

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Certified true and correct in content and policy.
Robert Bonds, EdD

Campus President and Chief Operating Officer

HEALTH CAREER INSTITUTE

A Postsecondary, Vocational School

West Palm Beach (Main Campus) & Lauderdale Lakes (Branch of West Palm Beach)

Licensed by the Commission for Independent Education, Florida Department of Education.

Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 323099-0400, toll-free telephone number (888)224-6684.

Accredited by:

The Accrediting Commission of Career Schools and Colleges

2101 Wilson Boulevard, Suite 302

Arlington, VA 22201

(703) 247-4212

#MO72133 & BR072560

Licensed by:

Commission for Independent Education

Florida Department of Education

325 West Gaines Street, Suite 1414

Tallahassee, Florida 32399-0400

(850) 245-3200 (888) 224-6684

#2077 West Palm Beach (Main Campus) & #5625 Lauderdale Lakes (Branch of West Palm Beach)

The Florida Department of Health Bureau of Emergency Medical Oversight, Florida Board of Nursing, and The Florida State Fire College provide program approvals and are not licensing bodies.

The Florida Department of Health Bureau of Emergency Medical Oversight

4052 Bald Cypress Way, Bin A-22

Tallahassee, FL 32399-1738

#107 West Palm Beach (Main Campus) & #165 Lauderdale Lakes (Branch of West Palm Beach)

Program Approvals: Emergency Medical Technician (Diploma) and Paramedic (Diploma), offered at West Palm Beach Main Campus & Lauderdale Lakes Branch of West Palm Beach Campus. Emergency Medical Services & Fire Science (Associate in Science) offered at West Palm Beach (Main Campus) only.

CoAEMSP Status

The Health Career Institute Paramedic program at West Palm Beach had a site visit scheduled on 11/17 & 11/18/2016 for pursuing initial accreditation by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) (www.caahep.org). A response to the site visit report was submitted on 8-9-2017 for consideration at the November 2017 Commission Meeting. This step in the process is neither a status of accreditation nor a guarantee that accreditation will be granted.

Florida Board of Nursing

4052 Bald Cypress Way Bin C-02

Tallahassee, Florida 32399-3252

(850) 488-0595

NPRN #70755 West Palm Beach (Main Campus)

NPRN #704135 Lauderdale Lakes (Branch of West Palm Beach)

Program Approval: Nursing (Associate in Science) offered at West Palm Beach (Main Campus) & Lauderdale Lakes (Branch of West Palm Beach).

ACEN Status for Nursing (Associate Degree in Nursing)

This associate nursing program in West Palm Beach has been deemed eligible to participate in the Candidacy process. This process is the prerequisite step toward formal review for ACEN initial accreditation and is neither a status of accreditation nor a guarantee that accreditation will be granted.

The Florida State Fire College

1165 NW Gainesville Road
Ocala, FL 34482-1486
(352) 369-2800
#12606

Program Approval: Fire Science (Associate in Science) offered at West Palm Beach (Main Campus) only.

Member Of:

**The Florida Department of Education Statewide Course Numbering System
Florida Association of Postsecondary Schools & Colleges**

Statement of Legal Control:

Health Career Institute LLC is a for-profit Limited Liability Corporation and a subsidy of Florian Education Investors, LLC formed under the laws of the State of Delaware and authorized to transact business in the State of Florida

**Steve Hart and Larry Brown, Co-CEOs
Robert Bonds, Chief Operating Officer
Thomas Filippi, Chief Academic Officer**

The HCI West Palm Beach (Main Campus) and corporate offices are located at:

1764 North Congress Avenue
Suite 203
West Palm Beach, FL 33409
(561) 586-0121

Office Hours: Mon-Fri 8 AM to 6 PM; Sat 9 AM to 3:30 PM

Website: www.HCI.edu

The HCI Lauderdale Lakes (Branch of West Palm Beach) offices are located at:

4850 W. Oakland Park Boulevard
Suite 123
Lauderdale Lakes, FL 33311
(954) 579-2001

Office Hours: Mon-Fri 8 AM to 6 PM

Website: www.HCI.edu

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Welcome to Health Career Institute

On behalf of our faculty and staff, I welcome you to Health Career Institute (HCI). At Health Career Institute, you will find professional career programs taught by experienced faculty with a passion for education. A professional degree from Health Career Institute offers tremendous opportunity for a rewarding career in public health and safety. We are very proud of our excellent outcomes and success rates. Most of all, we are proud of our many graduates who are working in and contributing to the community.

The faculty at Health Career Institute is comprised of caring individuals who are dedicated to making your experience both enjoyable and rewarding. These instructors are experts in the field, most often with advanced degrees and many years of industry experience. Under their guidance, our students receive the education necessary to transition from student to working professional.

I offer you my best wishes as you pursue your educational goals.

Sincerely,

Robert Bonds

Robert Bonds
Campus President & Chief Operating Officer

Mission Statement

Health Career Institute is dedicated to providing education to students preparing them for a career in Allied Health. Health Career Institute provides a student-centered environment consistent with its core values preparing graduates to apply their knowledge, critical thinking skills and ability to succeed in employment, advancement in careers and service to the community.

History and Philosophy

Health Career Institute is a private postsecondary educational college accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC). Health Career Institute's mission is to provide educational training that prepares students to enter the workforce. The school offers general education and professional programs at the diploma and the Associate in Science Degree (A.S.) levels in the fields of healthcare, nursing, emergency medical services (EMS) and fire science. These programs are designed to instill the knowledge and skills under the current standards of professional practice, as well as foster the values of higher education and social responsibility. Health Career Institute employs a faculty and staff who are comprised of working paramedics, firefighters, and nurses in the pre-hospital and hospital settings.

Health Career Institute began as a modest provider of American Heart Association (AHA) programs in 1993. Initially, courses were conducted on a custom basis for physicians, nurses, and EMS providers. Health Career Institute first offered its emergency medical technician (EMT) program in 2002, followed by a Paramedic program in 2005. In 2010 Health Career Institute moved into its current facility, which is both larger and better equipped, thereby allowing for the continued growth of the Institute's EMS and fire programs. In 2013, Health Career Institute introduced an exciting Associate in Science in Nursing degree program. With a practical approach to health-related and community service programs and industry seasoned staff, Health Career Institute offers students the opportunity to move through the completion of an applied training program and forward into the workforce with confidence in their skills and preparation. In early 2015 Health Career Institute also introduced another exciting nursing program. Bachelor of Science in Nursing. The BSN program is 100% online, and can be completed in as little time as 56 weeks or longer if needed. In addition, only the General Education Courses for the Nursing (ADN), Emergency Medical Services (AS) and Fire Science (AS) programs are taught 100% online.

On December 31, 2013, Health Career Institute was acquired by Florian Education Investors LLC (FEI), a company with proven leadership and extensive experience in management and growth of quality schools. FEI is controlled by Co-CEOs Steve Hart and Larry Brown. In 2016, HCI received initial accreditation and licensure approval for its Lauderdale Lakes branch campus, a Branch of West Palm Beach of the main school in West Palm Beach, with a strong focus on quality nursing education.

Goals

At Health Career Institute, our aim is to provide our students with an education whereupon graduation they are equipped to confidently enter the work force, and to successfully engage and compete with their peers and colleagues.

Our dedicated staff and faculty continually seek to improve our environment, our skills, and our professionalism to ensure that our mission is accomplished. By proactively pursuing our vision we will be able to accomplish our goals.

Accreditation, Certifications, Licenses & Memberships

Health Career Institute is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC) (license #MO72133 & #BR072560) Health Career Institute is licensed by the Commission for Independent Education Florida Department of Education (license # 2077 and #5625).

Various programs are approved by the following program-specific bodies:

Florida Fire Protection (“FFP”) Program: Florida State Fire College (Site #12606); **EMT and Paramedic Programs:** Florida Department of Health Bureau of Emergency Medical Services (License # 107); **ADN Nursing:** Florida Department of Nursing (License # NPRN 70755).

EMT, Paramedic, Nursing and General Education courses are approved for **academic** transfer through the Florida Statewide Course Numbering System (“SCNS”). FFP courses are approved for **occupational** transfer through the SCNS.

A copy of the aforementioned approvals as well as our licenses is on display in the Suite 203 lobby at Health Career Institute.

Administration

OFFICERS

Co-Chief Executive Officers	Larry Brown and Steve Hart
Chief Operating Officer & WPB Campus President	Robert Bonds, EdD
Chief Academic Officer & Lauderdale Lakes Campus President.....	Thomas Filippi, MA MS
Business Office Manager	Angela Moeckel
Director of Financial Aid.....	Holly Bergeron
Career Services Director/Student Services.....	Johanna Lane, BBA
Registrar	Naiby Perez
Director of Admissions.....	Don Cunningham
Admissions Representative.....	Vanessa Harris
Admissions Representative Lauderdale La.....	Christine Palmer
Director of Nursing.....	Sherry Raber, MSN, RN
Medical Director	Steven Keehn, DO
Director of EMS	Philip Botting, BS, AS
Director of Fire Science	Brent Braunworth

Responsibility for the organization and governance of Health Career Institute rests with the Officers of Health Career Institute. The Officers exercise responsibility for the establishment of the basic policies that govern the operation of the school. They meet on a regular basis to review the implementation of these policies. The Officers are primarily concerned with the academic quality of the institution, and regularly review data that allow them to insure that the institution meets the needs of both the students as well as the communities the school serves.

The President is responsible for ensuring that the institution achieves its mission through the effective and efficient management of its financial and academic resources. To that end, the President reserves the right to administer the staff and faculty. The Company President is charged with overall responsibility for the administration of the school, including the implementation of Company Policy at the campus. Assisting the President in these activities is the staff of Health Career Institute, which shares responsibility for the administration of a number of key functions. These functions include but are not limited to: fiscal and property management, student services, information systems, institutional research, marketing, and development.

Program Advisory

Health Career Institute has two Advisory Boards. The first serves the EMS, Fire Science, and Nursing programs, and consists of Public Safety Employers & Health Care Providers from the community. The second is an Academic and Programmatic Advisory Board consisting of the President and other staff and faculty members. The Advisory Boards meet at least twice a year to discuss issues such as new program development, curriculum, compliance with standards and regulations, and community involvement. The Advisory Boards also provide valuable feedback to the program, faculty, and staff regarding current trends and expectations within their respective professional communities.

Academic and Professional Standards

Health Career Institute requires that all students meet the standards of the profession for which they are preparing. Students are required to complete certain academic and field training requirements, and are expected to conduct themselves in a manner consistent with professional ethics at all times. Professional conduct requires the faithful discharge of all responsibilities undertaken during externships and clinical rotations, as well as the maintenance of respectful interpersonal relationships with all individuals.

Health Career Institute is committed to the development of students into professionals who demonstrate high levels of integrity. All programs have been designed to be challenging and demanding. These programs require that students apply themselves continually throughout their academic program.

Outcome Assessment

One of the distinctive characteristics of a career school is its emphasis on outcome-based education. That is, rather than award students credit in a course after a given amount of material has been covered or after the classroom contact hours have been completed, the school identifies specific competencies for each course and program that students must acquire and perform with proficiency in order to earn credit. Health Career Institute is committed to a process of continuous improvement through the policies, procedures, and practices involved in the implementation of the Institution's educational programs. The assessment strategies employed by Health Career Institute are designed by the faculty on the basis of the programmatic goals and objectives of the school's curricula, which include academic skills, behaviors, and knowledge bases appropriate for the level of education, National Standards where applicable, and disciplines in which the degrees are offered, as well as the specific outcomes of courses and field experiences that collectively constitute the various programs. These assessment and evaluation strategies occur at the individual, class, programmatic, departmental, and institutional levels.

Commitment to Diversity

Health Career Institute prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.

Admission Requirements

Applicants should apply for admission as soon as possible in order to be officially accepted into a program or class. To begin the application process, the applicant can visit our website at www.HCI.edu or call Health Career Institute at **(561) 586-0121** or come into our office for a tour and visit with our Admissions Representative. Please note that all requisite documents are required to be submitted before attending orientation or starting classes.

General Admission Requirements

IN ORDER TO BEGIN THE ADMISSIONS PROCESS AT Health Career Institute AN APPLICANT MUST:

- Complete and sign an application including payment of the application fee
- Students must pass a criminal background check FDLE (Level II) within 6 months of the first day of class¹
- 10 panel drug screen (current within 60 days of first class)¹
- Be 18 years of age prior to the start of classes
- Provide a valid Driver's License or government issued photo ID
- Have a physical / health clearance from a physician within the last year (forms provided) due prior to clinical
- Current PPD, proof of Titters and proof of current American Heart Association BLS due prior to clinical
- Provide proof of High School graduation (Diploma) or successful completion of the General Education Development test ("GED") or recognized equivalents of a high school diploma as defined in the 2016/2017 FSA Handbook, Volume 1, Chapter 1, page 1-8.
- Meet admission criteria of the program in which they are enrolling (see program specific criteria)

¹*Certain findings on background checks or drug screen can hinder or prevent a student from pursuing licensure in most program fields offered by Health Career Institute.*

General Enrollment Requirements

IN ORDER TO BEGIN THE ENROLLMENT PROCESS AT Health Career Institute AN APPLICANT MUST:

- Complete the Application Requirements above
- Complete and sign an enrollment agreement
- Submit payment of tuition and fees

Vaccination Policy

Allied health programs have vaccination requirements, and the requirements vary by program. Details related to these individual requirements are in each program's handbook.

EMT - Admission Requirements (Offered at West Palm Beach and Lauderdale Lakes locations)

In addition to the above General Admission Requirements, the prospective student must:

- Have a current American Heart Association Basic Life Support for Health Care Provider Card "AHA BLS"

PARAMEDIC - Admission Requirements (Offered at West Palm Beach and Lauderdale Lakes locations)

In addition to the above General Admissions Requirements, the prospective student must:

- Have a current AHA BLS for Health Care Provider Card
- Current license as a Florida State EMT (If the student just completed EMT they must show proof of payment and application to the Florida Department of Health Bureau of EMS. The student MUST receive their Florida EMT prior to Semester II of the Paramedic Program (Phase I))

ASSOCIATE DEGREE IN NURSING - Admission Requirements (Offered at West Palm Beach and Lauderdale Lakes locations)

In addition to the above General Admissions Requirements, effective 12/5/2016, the prospective student must:

- Have previous education in a medical program or completion of college level coursework.

- Pass the Wonderlic Scholastic Level Exam (SLE) with a minimum score of 14.
- Applicants failing to meet the minimum score requirement will be eligible to immediately retake another version of the SLE. If a third attempt is needed, a minimum of 7 days must elapse after the second testing date before the third SLE may be administered. A fourth and final administration of another version of the SLE is permitted only after a minimum of 180 days have elapsed since the date of the third test administration. Applicants who choose to take the entrance test for the fourth and final time are strongly encouraged to pursue remediation in reading and math prior to testing for the fourth and final time to assist in strengthening their critical thinking skills.
- Once a passing score is earned, the SLE score is valid for 12 months from the date of administration.

ASSOCIATE DEGREE IN EMS - Admission Requirements (Offered at West Palm Beach location)

No additional requirements to the General Admission Requirements needed

ASSOCIATE DEGREE IN FIRE SCIENCE - Admissions Requirements (Offered at West Palm Beach location)

IN ADDITION TO THE ABOVE GENERAL ADMISSION REQUIREMENTS, THE PROSPECTIVE STUDENT MUST HAVE:

- The technical proficiencies of this program require that the applicant be a *Certified Fire Fighter*

BACHELOR DEGREE IN NURSING - Admissions Requirements (Offered at West Palm Beach location)

BSN students are to have completed their ASN degree prior to admission. Applicants will receive 60 credits for transfer, of which 15 must be in general education. Students must:

- Submit a copy of an AHA CPR for Healthcare Provider card which must not expire prior to the last day of school.
- Have a current Florida registered nurse license with completion of their ASN degree prior to admission, provide proof of an active RN license, and provide transcripts with proof of completion of an ASN degree.
- Meet the technical requirements as per Health Career Institute's admission Enrollment Agreement.

Advanced Standing/Credit Transfer

Health Career Institute may accept transfer credits for a course completed in other post-secondary institutions when comparable in scope and content to Health Career Institute's own coursework. Health Career Institute does not accept experiential learning in lieu of transfer credits. Health Career Institute will evaluate the comparability, applicability, source, and age of the previously earned credit; academic preparedness of the student at the time of credit transfer, grade earned for the credit transferred and apply a systematic, consistent process for determining whether to accept the credit earned at other institutions. A petition for credit for prior training will be evaluated by the Program Director, the Registrar or the School President. Official transcripts and course descriptions (if the course differs from the state numbering system) are needed to approve applicable credit. A minimum grade of "C" from an accredited school is a consideration for credit transfer decisions; however, the source of accreditation of the institution or program from which the student is seeking to transfer credits is not the sole basis for accepting or denying credit for transfer. At a minimum, 25% of the credits required for non-degree and undergraduate degree programs must be completed at Health Career Institute in order to receive a certificate, diploma, or a degree from the school awarding the degree.

Transfer Students must complete the following:

- All General Admissions Requirements
- All program specific Requirements
- Health Career Institute application, application fee and enrollment agreement
- Request that an official transcript from previous institution(s) be sent to Health Career Institute
- Meet with the appropriate school official to review transcripts for potential transfer of credits
- Submit assessment of credit transfer fee

Transferability of Credit

Health Career Institute does not guarantee credit transfer in to or out of the school. Transferability is always at the discretion of the receiving college. It is the student's responsibility to confirm whether or not credits will be accepted by

another institution. The course numbers that appear in this catalog and on transcripts are part of the Florida Statewide Course Numbering System, which is a statewide system of prefixes and numbers developed for use by all public postsecondary and participating private institutions in Florida to enable ease of transfer of credits by identifying courses which are equivalent.

Re-Admission

Students who have not attended Health Career Institute for 12 months or more must re-apply for admission and must submit the materials required by the program to which they are reapplying, including the application, application fee, and enrollment agreement, have no outstanding obligations to the school and must meet all General Admission Requirements (see above). The school reserves the right to deny re-admission to any student based solely on its own discretion.

International Applicants

Because our mission is to train students for permanent jobs in the United States, we can admit only those who are United States citizens or who possess documents authorizing them to take permanent employment in the U.S.

Orientation

New students are required to participate in an orientation program prior to beginning classes. This program is designed to acquaint students with the policies of the school and introduce them to staff and faculty members, who will play an important part in the student's academic progress. The registration/orientation session is specific to each program. Please consult with the program director or admissions representative for the time, date and location.

Criminal History Record Disclosure & Drug Screening

- Students enrolled in **ALL** Health Career Institute programs are subject to a criminal background check and a ten-panel drug screen prior to enrollment to ensure they are qualified to meet occupational or employment requirements, clinical or externship placement requirements or licensure standards for programs in allied health.
- Enrollment for students may not be granted when the background check identifies a conviction, pending case, or unresolved deferral/diversion for any felonies or misdemeanors.
- ***A student's inability to obtain criminal background clearance may preclude opportunities for program completion, clinical/field/hospital placement and job placement.***
- Enrollment for students may not be granted when the drug test identifies the use of certain prescribed drugs. Health Career Institute reserves the right to administer drug screenings throughout the period of student attendance.
- Individual traits, such as health, past criminal conduct, work history, drug use and financial history can adversely impact the student's employment opportunities despite successfully passing all academic requirements for graduation.
- The student will be required to sign a Waiver Acknowledgement Form regarding a positive background check that the student is aware that his/her background may affect the student with the completion of obtaining licensure, externship or placement in their desired career field.
- All students re-entering a program shall be required to complete a Criminal Background and ten panel drug screen attesting that they do not have a criminal background that would preclude them from obtaining licensure, externship or placement in their desired career field.

Registration Priority

The following will be considered when selecting and prioritizing applicants for Admission:

- Admission is based on first come first serve basis.
- Completion of the application packet and satisfaction of all pre-requisites for individual programs, including required financial payment.
- A letter will be sent to any student that is not selected for enrollment.

The following materials are made accessible to the student prior to the first day of class:

- Agendas/Schedules/Program Objectives
- Catalog
- Textbooks

Continuous Enrollment Requirements

Students must be continuously enrolled in the program from the time of entry through graduation.

Availability/Cancellation

While the school makes every effort to provide sufficient course sections for students, the school reserves the right to reschedule any start date for a class in which there is insufficient enrollment.

Audit Policy

Students may audit a course. To audit a course, students must obtain the permission of the school president, and submit a request at the time of registration. All materials/text books and fees are the financial responsibility of the student.

Transcripts and Student Records

The registrar maintains academic records for each student. The Registrar issues transcripts to students upon successful completion of a program. For additional transcripts the School will issue a transcript only upon receipt of a signed (original), written request form, which is available for download on our website: www.HCI.edu, from admissions or Student Services. The registrar will release official transcripts only when the student has met all their financial obligations to the school. Students that meet the requirements of the program in which they are enrolled will receive an official transcript as well as a diploma and/or a degree as applicable.

Tuition and Fees

Application and Registration Fees

An application fee is charged for processing initial applications. A nonrefundable registration fee is charged each term to cover registration fees for subscription to Pearson online access, publishing software registration and setup, and administrative costs. All tuition costs and fees are subject to change without notice will not be changed for currently enrolled students as long as they remain a student in good standing.

Class Tuition and Fees

The Officers establishes tuition annually. In addition, special fees are associated with some classes. The schedule of tuition and fees is published with each program/course description of this catalog. Each program will show a breakdown of total costs per course, including books and other materials. All fees are due at the time of registration. A student may not attend classes until all tuition and fees have been submitted. Students withdrawn for non-payment will not be reinstated into their classes, unless there is a documented Institution error that resulted in the withdrawal. No registration will be complete until all fees have been paid in full. In certain programs, students may be required to purchase equipment, uniform components, or insurance.

Current Tuition and Fees (except Nursing ADN and RN to BSN)

Tuition Rate for Paramedic:	\$165 per credit hour
Tuition Rate for Emergency Medical Technician:	\$225 per credit hour
General Education Courses	\$140 per credit
Application Fee	\$150
Non-refundable fee for Emergency Medical Technician:	\$75
Non-Refundable Registration Fee – Fire	\$25
Non-Refundable Registration Fee – Online	\$50
Non-Refundable Returned Check	\$36
Non-Refundable Assessment of Credit Transfer Fee	\$35 per credit

Current ADN Tuition and Fees

Tuition Rate:	\$780 per credit hour
Pre-Requisite and Co-Requisites General Education	\$325 per credit hour (not including non-refundable e-Text)
General Education Courses	\$140 per credit) not including non-refundable e-Text)
Application Fee	\$150
Non-Refundable Registration Fee – Online	\$50
Non-Refundable ATI Fee – Nursing	\$530 per Semester
Non-Refundable Returned Check	\$36
Non-Refundable Assessment of Credit Transfer Fee	\$35 per credit

Current BSN Tuition and Fees

Tuition Rate:	\$250 per credit hour (not including non-refundable e-Text)
Application Fee	\$150
Non-Refundable Registration Fee – Nursing	\$150
Non-Refundable Returned Check	\$36
Non-Refundable Assessment of Credit Transfer Fee	\$35 per credit

Payments may be made by check (made payable to Health Career Institute or Health Career Institute), or credit card. No cash is accepted.

Health Career Institute accepts the following credit cards: VISA, MasterCard, American Express, or Discover.

Health Career Institute participates in the Florida Prepaid College Fund* and Bright Futures Scholarships Program *

Florida Prepaid College Board. Contact: (800) 552-4723

Bright Futures Scholarship Program. Contact: (888) 827-2004

Financial Aid is available to those who qualify.

Health Career Institute is approved for participation in various funding programs offered through the Veterans' Administration. We accept Veterans Benefits and/or Qualifying Dependent Benefits. The GI Bill provides educational funding to veterans, guardsmen and reservists as well as qualified dependents. The amount of money allotted the student is determined by the Department of Veteran Affairs. If the student drops or withdraws from a course the payment is either lessened or stopped completely as applies. To determine if you are qualified to receive VA Benefits you must contact the Department of Veterans Affairs to obtain a Certificate of Eligibility. **These Students are required to provide paperwork from Florida Prepaid College Board, Bright Futures, or VA to the Finance Department, Suite 203, prior to completion of registration.*

Financial Services

CONSUMER INFORMATION

The Higher Education Opportunity Act of 2008 (HEOA) requires postsecondary institutions participating in federal student aid programs disclose information from various administrative areas to students. This information may be viewed online at the following web address in compliance with federal law: www.Health Career Institute.edu.

GENERAL INFORMATION

The United States Department of Education has determined Health Career Institute is an institution eligible to participate in Federal Title IV financial aid programs for its Nursing programs. The Financial Aid Department at Health Career Institute provides assistance to nursing students requesting financial aid to assist with paying tuition and other educationally related

expenses incurred while in attendance at Health Career Institute. The Financial Aid Department has established procedures to assure fair and consistent treatment of all applicants.

Health Career Institute believes the primary responsibility for educational costs rests foremost with a student and his/her family. However, financial aid is available to meet the difference between students' resources and actual needs. The total costs associated with attending Health Career Institute, including but not limited to tuition and fees, books, supplies, room and board, personal expenses, and allowable travel expenses are examined to determine each student's eligibility for financial aid.

Students requesting financial aid must submit a Free Application for Federal Student Aid (FAFSA) using FAFSA-on-the-Web at www.fafsa.ed.gov. Health Career Institute uses the information submitted by students and their families (if applicable) to determine eligibility for financial aid. The information students submit on the FAFSA is confidential.

Health Career Institute maintains full-time Financial Aid staff to meet students' needs. Students are encouraged to make appointments with the Financial Aid department to ensure they obtain the funding needed for their college investment.

Every Nursing student is required to pay a portion of their education in the form of monthly cash payments, payable either to Health Career Institute directly or to a third party, as determined by the Financial Aid department.

Financial Options (if applicable and eligible):

1. Apply for Federal Financial Aid Programs
2. Apply for Private Funding
3. Other Sources (check, credit card)

Other sources must be discussed with the Financial Aid Department.

Types of Financial Aid

The following Federal Financial Aid programs are available to Health Career Institute Nursing students who qualify. Some of the funding is subject to availability. The amount of Financial Aid Nursing students qualify for is based on each student's Cost of Attendance, Expected Family Contribution (EFC), enrollment status (full time, $\frac{3}{4}$ time, $\frac{1}{2}$ time, less-than-half time), and length of attendance within the academic year.

GRANTS

Substantial financial need determines Grant eligibility. Grants are not required to be repaid unless a student becomes ineligible. Students must maintain Financial Aid Satisfactory Academic Progress as defined and outlined in the Health Career Institute Financial Aid Satisfactory Academic Progress Policy.

Federal Pell Grant

A Federal Pell Grant is a financial aid award to assist students with the greatest financial need in paying for their education. Pell Grants do not have to be repaid unless a student becomes ineligible. Eligibility for a Federal Pell Grant is based on several factors, as determined by the EFC calculated using the information submitted on the Free Application for Federal Student Aid (FAFSA). Using the EFC number and other criteria, a Pell Grant award is determined. Students with a bachelor's degree or higher are not eligible for a Federal Pell Grant even if they are attending an undergraduate program. The Federal Pell Grant is limited to a lifetime of six full-time years of funding, referred to as Pell Lifetime Eligibility Usage (LEU).

Federal Supplemental Educational Opportunity Grant (FSEOG)

The Federal Supplemental Educational Opportunity Grant (FSEOG) provides additional grant assistance to Pell-eligible students with exceptional financial need. FSEOG funds are limited and are awarded on a first-come, first-served basis based on funding availability each semester. Students with a bachelor's degree or higher are not eligible for the FSEOG Grant even if they are attending an undergraduate program. If students become ineligible for Pell Grants due to LEU, they also become ineligible for FSEOG.

Iraq and Afghanistan Service Grant

The Iraq and Afghanistan Service Grant is a financial aid award for students who are not Pell-eligible due only to having less financial need than is required to receive Pell fund, and whose parent or guardian died as a result of military service in Iraq or Afghanistan after the events of 9/11. A student may receive an Iraq and Afghanistan Service Grant for no more than twelve (12) semesters or the equivalent (roughly six years).

Federal Work Study (FWS)

The Federal Work Study program allows students who need income to meet the costs of postsecondary education to work part-time to help meet those costs. When available, Health Career Institute provides part-time jobs to eligible students. Generally, students work 15 to 20 hours per week, either on campus or in a community service capacity off campus.

LOANS

Health Career Institute offers a variety of low interest loans to assist students in meeting their educational costs. Educational loans **MUST BE REPAYED**. Interest rates vary depending on the type of loan, and a minimum monthly payment may be required while attending Health Career Institute.

Federal Direct Stafford Student Loan

A Federal Direct Stafford Student Loans are low interest loans that is funded directly by the United States Department of Education. The Federal Direct Stafford Student Loans are low interest loans and are guaranteed as long as students meet the requirements set forth in the Student Eligibility Requirements section later in this section.

Federal Direct PLUS Loans

The Federal Direct PLUS Loan program provides non-need based loans to parents of dependent students. PLUS loan eligibility is based on the parent borrower's credit worthiness and the student's Cost of Attendance minus any other financial aid awarded. PLUS loan repayment generally begins sixty (60) days after the final loan disbursement of the academic year, and the interest rate is variable, determined annually by the federal government.

SCHOLARSHIPS

Health Career Institute Scholarship Programs

Health Career Institute has made Alumni Scholarships available to those who qualify to Health Career Institute Nursing and Paramedic graduates. The Guidelines and Requirements of these scholarships are outlined in the section "Alumni Scholarships."

Health Career Institute has a Nursing Program Scholarship available to those who qualify to assist students in completing their program. The Guidelines and Requirements of this scholarship is outlined in the section "Student Success Scholarship."

Health Career Institute has a Student Success Scholarship available to those who qualify to help and encourage the timely application, preparation, testing and success on the NCLEX-RN exam for first time testers. The Guidelines and Requirements of this scholarship is outlined in the section "Nursing Program Scholarship."

Private Scholarships

Outside scholarships are awarded to students who meet the specific criteria of the scholarship benefactors. Scholarship committees usually choose recipients that have high grade point averages, large financial need and/or superior academic and community service qualities.

The Health Career Institute Financial Aid Department will provide a listing of web sites for scholarship resources. Applicants are encouraged to contact agencies within their communities for more information regarding outside scholarships in the area.

Student Eligibility Requirements

Every student enrolled in a Health Career Institute Nursing program who meets certain eligibility requirements may qualify for some type of federal student aid, regardless of age or family income. To be eligible for most Title IV need-based aid, students must meet the following requirements:

- Demonstrate financial need (for most programs);
- Be a U.S. citizen or eligible noncitizen;
- Have a valid Social Security number;
- Register (if you haven't already done so) with Selective Service if you're a male between the ages of 18 and 25 years old;
- Maintain satisfactory academic progress;
- Comply with the requirements of the Anti-Drug Abuse Act, Section 5301 of the Anti-Drug Abuse Act of 1988, which states that if a person is convicted of drug distribution or possession, the court may suspend his/her eligibility for Title IV Financial Aid. If a student/prospective student is convicted three or more times for drug distribution, he or she may become permanently ineligible to receive Title IV Financial Aid;
- Not be in default on a Federal Perkins Loan (or a National Direct Student Loan), Federal Stafford Loan and/or Federal PLUS Loan, or Federal Direct and/or Federal PLUS Loan;
- Not owe a refund on a Federal Pell Grant or Federal Supplemental Educational Opportunity Grant (FSEOG);
- Agree to use all Federal student aid received solely for educational purposes;
- Sign a Statement of Educational Purpose/Certification on refunds and default; and
- Be enrolled at least half time (for most programs).

Financial Aid Procedures

Prospective Health Career Institute students seeking financial aid assistance must create an FSA ID and submit the [Free Application for Federal Student Aid \(FAFSA\)](#).

1. Create your FSA ID at www.StudentAid.gov/fsaid. Students and parents (if students are dependent) are required to use an FSA ID, made up of a username and password, to access and submit personal data at U.S. Department of Education websites. Your FSA ID is used to confirm your identity and electronically sign your federal student aid documents.
2. Submit the FAFSA at www.fafsa.ed.gov.

Many funds are limited and are awarded on a first come, first served basis to students who have the greatest financial need. Instructions are available in Health Career Institute's Financial Aid Department. Students must submit a FAFSA and an appointment must be made with the Financial Aid Director.

After the FAFSA is processed, Health Career Institute will receive an electronic Institutional Student Information Record (ISIR), and the student will receive a Student Aid Report (SAR) from the U.S. Department of Education, usually between

three and thirty days of submission. Health Career Institute highly advised students and parents to review the SAR for accuracy, and if there are any errors, meet with the Financial Aid department for guidance before making any corrections.

If verification is required or if other documentation is requested, all items must be provided to the Financial Aid Director by the designated deadline to avoid processing delays or loss of eligibility. The Financial Aid Director will explain the procedures if this situation arises, since could occur on a case-by-case basis.

After all documentation is gathered and verified for accuracy, the Financial Aid department will submit relevant paperwork to appropriate agencies and will follow up to ensure financial aid files are processed timely. The Financial Aid department is the liaison between the outside agencies and lenders, and the students. The Financial Aid department ensures students are aware of their responsibilities, tuition and all other educational costs are paid, lenders receive correct paperwork, and all documents are executed and tracked correctly and accurately.

The Financial Aid department is dedicated to helping students understand and comply with the forms and paperwork necessary to navigate through the financial aid application process. As such, students will be informed when they are required to re-apply for financial aid each academic and/or award year.

NOTE: A student's financial aid is solely the responsibility of the student. Each student is responsible for correctly completing all applications and submitting paperwork in a timely manner. If Health Career Institute does not receive a student's financial aid while the student is in attendance in school, the student is responsible for all tuition and fees due at the time of graduation, expulsion or withdrawal.

Student Rights

All Health Career Institute students have the right to:

- Know when they will receive their financial aid;
- A copy of the documents describing Health Career Institute's accreditation or licensing;
- Information about Health Career Institute programs, its instructional, laboratory and other physical facilities and its faculty;
- Information relating to job placement rates;

- Information concerning the cost of attendance;
- Information about the refund policy for students who withdraw;
- Reconsideration of their aid package if they believe a mistake has been made or if enrollment or financial circumstances have changed;
- Information regarding how Health Career Institute determines whether a student is making Financial Aid Satisfactory Progress, and if not, the nature of the procedures;
- Information concerning special facilities and services that are available under the Americans with Disabilities Act;
- Information as to financial assistance available, including information on federal, state, local, private, and institutional financial aid programs;
- Information identifying the Financial Services personnel, where they are located on campus, and how and when they may be contacted;
- Information concerning how financial aid recipients are selected for various programs;
- Information concerning how financial aid eligibility is determined;
- Information regarding how much financial need has been met;
- Information concerning each type and amount of assistance in the financial aid package
- Information regarding interest rates on any student loans, the total amount that must be repaid, the length of time to repay, when repayment must begin, and what cancellation or deferment (postponement) provisions apply;
- Information regarding Federal Work Study jobs, including they type of job, hours the student must work, a job description including job duties, the rate of pay, and the manner in which payroll is issued;

- Know who the academic advisors are and how to contact them;
- Information concerning academic and administrative policies;
- Fair, equal and non-discriminatory treatment of all school personnel;
- Access to student records;
- Freedom of academic expression.

Student Responsibilities

It is the responsibility of each Health Career Institute student to:

- Abide by Health Career Institute's student codes of conduct;
- Read, understand and retain copies of all forms provided by Health Career Institute personnel;
- Review and consider all information about Health Career Institute's programs prior to enrollment;
- Pay special attention to the Free Application for Federal Student Aid (FAFSA), complete it accurately and submit it on time to the right place because errors may delay or prevent financial aid eligibility;
- Apply and re-apply for financial aid by the published or advised deadlines;
- Provide all documentation, corrections, and/or new information requested by Health Career Institute personnel or agencies to which applications were submitted;
- Notify Health Career Institute of any information that has changed since the initial application for financial aid was submitted;
- Repay all student loans;
- Attend an Exit Interview at the school if any loans were awarded and disbursed;
- Notify Health Career Institute and lender(s) of any changes in name, address or attendance status;
- Understand Health Career Institute's refund policy, outlined in this catalog;
- Read the contents of the Enrollment Agreement carefully;
- Purchase or otherwise furnish books and supplies;
- Abide by the Federal Work Study program requirements, if applicable;
- Maintain Health Career Institute property in a manner that does not deface, destroy or harm it.

Alumni Scholarships

Health Career Institute has made Alumni Scholarships available for graduates of Health Career Institute applicable for the Nursing and Paramedic programs.

GUIDELINES: Scholarships will be available for graduates of a Health Career Institute program if they apply and attend another Health Career Institute program (only for Nursing (ADN), Paramedic and RN to BSN) after graduation. Health Career Institute's finance department personnel will govern this policy, with the approval of Health Career Institute's Chief Operating Officer and/or Campus President.

The following requirements must be present to award an Alumni Scholarship:

1. Only graduates from a Health Career Institute program will be eligible for the Alumni Scholarship.
2. The graduate student must have taken **all** classes at Health Career Institute.
3. The programs that are available for the scholarship are for the Nursing (ADN), Paramedic and RN to BSN.
4. If a student enrolls in the Nursing (ADN) program, and they are eligible for the Alumni Scholarship, they will be awarded a \$1000 scholarship for the Nursing program.
 - a. The Alumni Scholarship will be broken up and awarded by semesters.
 - b. Currently the Nursing program is 5 semesters (\$200x5).
 - c. Each semester the student will be awarded \$200 towards tuition.
5. If a student enrolls in the Paramedic program, and they are eligible for the Alumni Scholarship, they will be awarded \$450 towards their program tuition.
 - a. The Alumni Scholarship will be broken up and awarded by semesters.
 - b. Currently the Paramedic program is 3 semesters (\$150x3).

- c. Each semester the student will be awarded \$150 towards tuition.
- 6. If a student enrolls in the RN to BSN program, and they are eligible for the Alumni Scholarship, they will be awarded a \$12,150 scholarship for the RN to BSN program.
 - d. The Alumni Scholarship will be broken up and awarded by semesters.
 - e. Currently the Rn to BSN program is 7 semesters (\$1,736 each for 1 – 5 and \$1,735 each for 6-7).
 - f. Each semester the student will be awarded either \$1,736 or \$1,735 based on the semester towards tuition.
- 7. The Alumni Scholarship may only be used for tuition. It cannot be used for anything except tuition (i.e. it cannot be used for books, eBooks, fees, etc.).
- 8. Student must meet all financial obligations to the school.

Nursing Program Scholarship*

Health Career Institute has made the Nursing Program Scholarship available for current and graduates of Health Career Institute applicable for the Nursing program.

GUIDELINES: Scholarships will be available for current and graduates of Health Career Institute’s Nursing Program for those who qualify if they apply and meet the following requirements. Health Career Institute’s finance department personnel will govern this policy, with the approval of Health Career Institute’s Chief Operating Officer and/or Campus President.

The following requirements must be present to award an Alumni Scholarship:

1. Only current and graduates from Health Career Institute’s Nursing program will be eligible for the Nursing Program Scholarship.
2. The current or graduate student must be in good standing.
3. The current or graduate student must have submitted the completed NCLEX-RN application and exhibits to the Florida Board of Nursing with Health Career Institute paying the testing fee.
4. The current and graduate student must have taken and successfully completed all classes at Health Career Institute.
5. Must pass the ATI Predictor with a minimum of 94% and complete any remediation plan recommended by the Director of Nursing. Graduate students must pass the ATI Predictor with a minimum of 94% if taken more than 60 days prior and complete any remediation plan recommended by the Director of Nursing. Health Career Institute will pay for any fees associated with the remediation plan.
6. Upon review and approval of the Director of Nursing, the official transcript will be sent to the Florida Boars of Nursing for authorization for a test date.
7. Students must notify the Director of Nursing of their test date via email at sraber@hci.edu.
8. After verification of passing NCLEX-RN on first attempt as evidenced by official NCSBN Report, student will receive a tuition credit of \$1,000.

Student Success Scholarship*

GUIDELINES: The Student Success Scholarship will be available for active HCI students who qualify in order to assist students in successfully completing their program.

The following requirements must be met to award a Student Success Scholarship:

1. The programs that are available for the scholarship are the Nursing (ADN), Paramedic (Diploma) and Emergency Medical Services (AS in EMS).
2. The student must attempt a minimum of 6 credits and meet and maintain Satisfactory Academic Progress (SAP) standards as outlined in the Catalog for each semester.
3. The student must maintain a minimum of 3.0 GPA for each Semester.
4. The Student Success Scholarship will be awarded monthly with Health Career Institute contributing \$250 per month credit toward the student’s subsequent semester tuition after attainment of the 3.0 GPA standard in Semester 1 or later Semesters not to exceed \$1,000. The scholarship will apply to the following semester after the student maintains the 3.0 GPA, meets SAP and minimum of 6 attempted credits standards.

5. Eligibility for the Student Success Scholarship shall immediately terminate should the student fail to meet any of the above requirements.

**Note: HCI reserves the right to alter, modify or terminate the Nursing Program Scholarship and/or Student Success Scholarship at any time at the sole discretion of the school. To receive the scholarship tuition credit student must comply with all written requirements. Failure to comply at any point will result in immediate termination of tuition credit. A reduction of tuition could result in a modification of the student's Title IV Financial Aid Award.*

Refund Policy

Cancellation/Withdrawal Refund Policy

Health Career Institute offers a refund to students who withdraw from the program, or to the sources from which the student's prepaid fees came, according to the schedule outlined below. This refund is based on tuition. Any student wishing to withdraw should complete and sign a Withdrawal Form. The Withdrawal Form and procedure may be obtained at Health Career Institute's registration desk in Suite 203 or on Health Career Institute's website: www.HCI.edu.

A Student wishing to cancel an enrollment or withdraw may complete a Withdrawal/Cancellation Form. This form is available at www.HCI.edu or from the Registrar located in Suite 203.

Health Career Institute will refund monies paid by students in the following manner:

- All monies will be refunded if the applicant is not accepted by the school or if the student cancels within three (3) business days after signing the Enrollment Agreement and making payment.
- Cancellation after the third (3rd) business day, but before the first day of class, will result in a refund of all monies paid with the exception of the non-refundable registration fee.
- Any textbooks and uniform polo shirts that were issued must be returned to the school unused to receive the refund for those items.
- Refunds will be made within 30 calendar days of date of the cancellation with proper submission of a Withdrawal/Cancellation Form by the student. Written notification may be submitted by email, fax or in person.
- Refunds will be made within 30 calendar days of the first day of class if no written notification is provided by the student.

Return to Title IV Funds (R2T4) Policy

The requirements for federal financial aid when a student withdraws are separate from the Institutional Refund Policy, as such a student may still owe a balance to the Institution for unpaid institutional charges. Federal regulations specify how the Institution must determine the amount of Federal financial aid the student is entitled to have earned when a student withdraws from the Institution.

The percentage amount of Federal financial aid a student has earned during a semester/pay period is calculated based on the total number of calendar days completed in a semester/payment period divided by the total number of calendar days in the payment period. For students who withdraw during the semester/payment period the school will perform the return calculation on a payment period basis.

The amount of assistance earned is determined on a pro-rata basis, up through the 60% point in each semester/payment period. For example, if you completed 30% of your semester/payment period, you earn 30% of the FSA assistance you were originally scheduled to receive. After the 60% point of the semester/payment period, a student has earned 100% of the Title IV funds he or she was scheduled to receive during the period. Any time a student begins attendance in at least one course, but does not begin attendance in all the courses he or she was scheduled to attend, regardless of whether the student is a withdrawal or graduate, the institution must review to see if it is necessary to recalculate the student's eligibility for funding received based on a revised enrollment status and the cost of education.

The Order of the Return of Title IV Funds

The return of Title IV funds under the Federal Refund Policy follows a specific order, as follows:

- (1) Unsubsidized Direct Loan, (2) Subsidized Direct Loan, (3) Perkins Loan (if applicable), (4) Direct PLUS Loan, (5) Pell Grant, (6) FSEOG, (7) Other Title IV

Withdrawal Procedures

1. Notice of withdrawal should be made in person by submitting a Withdrawal Form to the Registrar, and the date of determination will be the date the student submits the Withdrawal Form. The Withdrawal Form and procedure may be obtained from Health Career Institute's Registrar in Suite 203 or on Health Career Institute's website: www.HCI.edu.
2. If a student is withdrawn by the school for absenteeism based on the attendance policy, the student's last date of attendance will be the withdrawal date. The date of determination will be no later than 14 days after the student's last date of attendance.
3. If a student is withdrawn by the school for failure to maintain required grades or passing rate, the date of determination will be no later than 14 days after the student's last date of attendance, which will be the same day as the last failed exam or make-up exam.

Institutional Refund Policy

The refund schedule is as follows:

1. All monies paid will be refunded* if the applicant is not accepted by the school, or if the student cancels within three business days after signing the Enrollment Agreement and making payment. The applicant that has not visited the school facility prior to signing the Enrollment Agreement will have the opportunity to withdraw without penalty within (three days) following either the regularly scheduled orientation procedures or following a tour of the school facilities and inspection of equipment. **Returned check fees and transfer credit fees are non-fundable. The non-refundable Registration fee is fully refundable (not to exceed \$150).*
2. Withdrawal after the third business day, but before the first day of class, will result in a refund of all monies paid with the exception of the registration fee (not to exceed \$150) and transfer credit fees.
3. Any textbooks and uniforms issued must be returned to the school unused to receive full refund for those items.
4. Refunds will be issued to the payer within 30 days of the date of determination of the student's withdrawal (see above).
5. Tuition will be refunded on a pro-rated basis. The pro-rata refund will apply on the proportion of the Semester Taught of the Enrollment Term (as defined by Program). In the online courses, if no activity is logged within the first 7 days of each scheduled class then Health Career Institute reserves the right to withdraw the student for non-participation; monies will be refunded according to the refund schedule above.

Refund Schedule for EMT Program

Proportion of Semester Taught	Tuition Refund Percentage
Up to & including 40%	Pro-Rata
40.01% up to and including 50%	40%
More than 50%	0% (No Tuition Refund)

Refund Schedule for Paramedic, Fire Science, EMS, Nursing and RN to BSN

Health Career Institute will refund tuition paid by a Student in the following manner:

- Students who withdraw during the 14 day add/drop period for Nursing core courses and 7 day add/drop period for General Education courses will receive a 100% refund of all monies paid for tuition, fees and supplies (excluding the \$150 nonrefundable application fee and non-refundable e-Text for General Education courses). Students who attend beyond the 14 day add/drop period for Nursing core courses and 7 day add/drop period for General Education courses will be responsible for 100% of the tuition and fee charges for the period of enrollment (semester).

- The Withdrawal Date for refund computation will be one of the following:
 - The date Withdrawal/Cancellation Form signed by Student.
 - The date of withdrawal for unsatisfactory progress.
 - The date of withdrawal for excessive absences will be the last date of attendance.

Grading System

Student performance is recorded in grades as follows:

A	=	90-100	=	4 grade points	Excellent
B	=	80-89	=	3 grade points	Very Good
C	=	70-79	=	2 grade points	Good
D	=	60-69	=	1 grade points	Poor
F	=	0-59	=	0 grade points	Failure

I = Incomplete

T = Transfer

AU = Audit

P = Pass *(For certain designated courses only. See Course Descriptions below))

NC = No Credit

R = Re-Take

NS = No Show (Does not calculate into attempted credits)

W = Withdrawn

WA = Withdrawn For Unsatisfactory Student Progress Meeting Programmatic Criteria

WX = Withdrawn For Excessive Absences

GPA and CGPA Calculations

- The Grade Point Average (GPA) is calculated for all students.
- The GPA is calculated at the end of each semester period by dividing the grade points earned by the total credits attempted for that evaluation period. (CGPA) is calculated by dividing the total cumulative grade points earned by the total cumulative credits
- The number of grade points awarded for each course is determined by multiplying the points listed for each letter grade by the number of credits for the course.

Florida Statewide Course Numbering System

The course numbers that appear in this catalog and on transcripts are part of the Florida Statewide Course Numbering System (SCNS) of prefixes and numbers developed for use by all public postsecondary and participating private institutions in Florida to provide a “seamless system of articulation” which enable easy transfer of credits among member institutions by identifying courses which are equivalent. This system has been developed and instituted by The Florida Department of Education to assure transferability of courses between participating institutions. The SCNS website is <http://scns.fldoe.org/>. From this page, please find information on course numbers, course offerings, and descriptions of various disciplines throughout the state of Florida.

Acceptance of Equal Courses Authority by Receiving Institution

1007.24(7) Florida Statute States: *“Any student who transfers among postsecondary institutions that are fully accredited by a regional or national accrediting agency recognized by the United States Department of Education and that participate in the statewide course numbering system shall be awarded credit by the receiving institution for courses satisfactorily completed by the student at the previous institutions. Credit shall be awarded if the courses are judged by the appropriate statewide course numbering system faculty committees representing school districts, public postsecondary educational institutions, and participating nonpublic postsecondary educational institutions to be academically equivalent to courses offered at the receiving institution, including equivalency of faculty credentials, regardless of the public or nonpublic control of the previous institution. The [Florida] Department of Education shall ensure that credits to be accepted by a receiving institution are generated in courses for which the faculty possesses credentials that are comparable to those required by the accrediting association of the receiving institution. The award of credit may be limited to courses that are entered in the*

statewide course numbering system. Credits awarded pursuant to this subsection shall satisfy institutional requirements on the same basis as credits awarded to native students.”

Appeal Procedures

A formal appeal will be entertained in instances in which there is evidence of discrimination or factual error on the part of the faculty/staff member. Mere disagreement with a faculty/staff member’s professional judgment is not sufficient grounds for an appeal. Any appeal made by students concerning a decision, grade or evaluative comment shall be initiated within one week of the day the decision, grade or evaluative comment was given.

The initial step is for the student is to consult the faculty/staff member who issued the decision, grade or evaluative comment for reconsideration. If, after consultation with the faculty/staff member, the student wishes to pursue the issue, the student should request, in writing, a determination from the Program Director, Dean or President. The Program Director, Dean or President conducting the investigation should consult the parties involved, gather all pertinent information, and review the relevant facts. At the conclusion of the investigation, the Program Director, Dean or President shall issue a finding within 10 calendar days, in writing, that will decide the matter.

Attendance Policy

The administration and faculty of Health Career Institute recognize that proper attendance is essential to achieve the required knowledge, skills, and competencies in his/her educational pursuits. Cultivation of positive habits is as important as the acquisition of knowledge and the development of skills needed later in life. Consistent attendance is required in order to complete each program as scheduled. If a student is suspended, must repeat a course due to lack of academic progress, or withdraws and re-enters, Health Career Institute is unable to ensure completion of the student’s program in the prescribed amount of time. In this event, the Director of the relevant program will work with the student to determine what is required to complete the program and the student will be scheduled to complete any remaining courses at the earliest availability of the course, in accordance with the normal schedule and on a space-available basis.

The school must be able to ensure to potential employers that a student will be a reliable employee. Therefore, punctual attendance is required at all classes, training sessions, and externships. On time attendance is an absolutely crucial part of the training program and a requirement for graduation. Attendance is taken by instructors at every class (lecture, lab, externship, and/or clinical) for the entire duration of the instruction period. Students will not be excused from part of a class to attend to personal business. The only excused absences are for illness and or emergency. Health Career Institute recognizes that there are times when a student cannot attend class, or arrives late because of unusual circumstances. The attendance policies have been formulated to allow for those circumstances, while at the same time ensuring that each student attends class a sufficient amount of time to acceptably master the subject matter and to meet the minimum criteria for National Education Standards. Makeup work is given at the discretion of the Instructor.

Attendance Didactic/Lab

Absences are based on programmatic requirements that provide for the withdrawal and dismissal of students whose absences exceed a set rate. Each program contains a specific absence policy.

- Three tardies equal one absence.
- Students are responsible for the material covered in **ALL** scheduled classes: lectures, reading assignments, practical sessions and testing sessions. This work must be made up and cannot be skipped.
- Subject material cannot always be written as notes during classes; therefore; it is important to attend each session.
- No more than two absences are allowed in the EMT Program. On the third absence the student will be withdrawn for excessive absences within the term; No more than two absences per semester are allowed in the Paramedic Program. All clock hours missed must be completed in order to graduate.
On the third absence the student will be withdrawn for excessive absences within the term; the date of the student’s withdrawal is the date of the last attendance.
- No more than two absences per semester are allowed in the Nursing Program (16 hours per semester). On the third absence the student will be withdrawn for excessive absences within the term; the date of the student’s withdrawal is the date of the last attendance.

- Students that leave class early without prior permission from the instructor or preceptor will have an absence recorded for that class period.
- If a student is withdrawn due to absences in excess of policy academic failure will be entered into their permanent record.
- If a student is absent in excess of the program requirements the student will be automatically withdrawn.

Attendance - Clinical Externships

Clinical externships are critical to academic success. The Absence Policy in the clinical or externship setting is based on programmatic requirements that provide for the withdrawal and dismissal of students whose absences exceed a set rate. Each program contains a specific absence policy.

- Only under extenuating circumstances is any student permitted to miss a clinical. In this instance a student is allowed only one clinical or field absence per semester. A second absence will result in failing the clinical portion of the course and academic withdrawal from the program.
- Other attendance requirements for externships are explained in detail within the program requirements.

Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy ACT (FERPA), a Federal law, requires that the school, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your educational records. Directory information is considered public and may be released without written consent unless specifically prohibited by the student concerned. Data defined as directory information includes: student name, major field of study, student participation in officially recognized activities, dates of attendance; enrollment status (full-time, part-time; undergraduate or graduate), degrees and awards received, and the most recent educational agency or institution the student has attended. Students wishing to opt out must provide a formal written request to the Registrar at their campus.

FERPA is a federal law that protects the privacy of student educational records. The law applies to all schools that receive Title IV funding. Therefore, graduates requesting career services assistance must provide signed authorization allowing the Department of Student Services to send out résumés to potential employers as part of a graduate's job search program.

Satisfactory Academic Progress Policy

The vast majority of Health Career Institute student success is due in part to the high level of personal attention that each student receives. At the same time, experience shows that the greatest contributing factor to satisfactory academic progress is an individual's strength of motivation coupled with strong commitment. In order to demonstrate satisfactory academic progress toward completion of a program, a student must maintain a specific course grade point average (see Required Grades) and must progress through the program at a specific minimum pace.

Students are expected to maintain satisfactory academic progress (SAP) and to make ongoing progress toward graduation. There are two standards that must be met: a **qualitative standard** and a **quantitative standard**.

The **qualitative standard** for each programs requires that a student achieve a minimum grade point average of 2.0 at the end of the first semester/pay period and every semester/pay period thereafter (SAP review period) with a Cumulative Grade Point Average (CGPA) of at least 2.0 in order to graduate from Health Career Institute.

The Cumulative Grade Point Average (CGPA) continues throughout a student's tenure at Health Career Institute. If a student transfers from one program to another, the student's current CGPA will transfer to the new program. The final calculation will include all courses taken at Health Career Institute.

In the event a student does not achieve a 2.0 cumulative grade point average at the end of the first semester/pay period, or a cumulative grade point average of 2.0 at the end of any semester/pay period thereafter, the student will be placed on **Academic Financial Aid Warning (AFAW)** for the next semester/pay period. This status may be assigned for a single

consecutive semester/pay period without an appeal, and students may receive Title IV funding while in this status for one SAP review period.

Students on Academic Financial Aid Warning status are expected to take corrective action in order to meet SAP standards by bringing the **cumulative** grade point average to 2.0 by the next SAP review. Students who meet the SAP standards at the next SAP review have the Academic Financial Aid Warning lifted. If the student is not meeting SAP, the student may appeal the determination. Please see the Academic Financial Aid Grievance Process below. If the student elects not to appeal the determination, the student will be dismissed from the program and Health Career Institute, or can continue in the program without Title IV funding on **Academic Financial Aid Probation (AFAP)** status.

A student who fails to achieve a CGPA of 2.0 and *who has appealed that determination* and has had eligibility for aid reinstated is placed on **Academic Financial Aid Probation (AFAP)** for the following semester. If a student is placed on AFAP and achieves a CGPA of 2.0 at the end of the next SAP review period, the AFAP is lifted. If a student is placed on AFAP and the student fails to achieve a CGPA of 2.0 at the end of the next SAP review period, the student will be monitored to ensure they are meeting the requirements of the approved academic plan. If the student is making progress as required, the student will be allowed one additional semester/pay period of aid as long as the student would be able to meet the required maximum time frame. If the student is not meeting the plan requirements, financial aid will be terminated and the student may be dismissed from Health Career Institute.

The **quantitative standard** requires students to complete their program of study within 150% of the normal timeframe allotted for completion of the program. Transfer credits that meet program requirements are considered in the determination of this 150% normal time frame although not in computation of grade point average. In order to accommodate schedules of full-time and part-time students, the normal timeframe is measured in credit hours attempted (rather than semesters) for all credit hour programs.

In order to ensure completion of a program within the maximum timeframe, students must successfully complete 67% of credit hours attempted by the end of the first semester/pay period. If a student withdraws from a course, the credit hours of that course are included in determining the quantitative standard of satisfactory academic progress. All students must have completed a minimum of 67% of credit hours attempted in order to graduate within 150% of the normal timeframe.

If a student transfers from one program to another, the quantitative SAP of the student is calculated based on credits attempted and earned in the new program as well as all credits attempted and earned in the current program that are also applicable to the new program. All credits that are transferred from another institution are also included in the calculation if the credits are also applicable to the new program.

Cumulative completion percentage is derived by dividing the number of credits attempted into the number of credits earned. Transfer credits are counted as both attempted and earned credits toward the completion percentage.

A student whose cumulative completion rate falls below 67% after the first semester or any semester thereafter is placed on **Academic Financial Aid Warning (AFAW)** for the next SAP review period. This status may be assigned for a single consecutive SAP review period without an appeal, and students may receive Title IV funding while in this status for one SAP review period despite the determination that the student did not maintain SAP.

Students on Academic Financial Aid Warning status are expected to take corrective action in order to meet SAP standards by bringing the completion rate to 67% by the next SAP review. Students who meet the SAP standards at the next SAP review will have the Academic Financial Aid Warning lifted. If it is determined that the student is not completing the program within the maximum 150% timeframe, the student may appeal the determination. Please see the Academic Financial Aid Grievance Process. If the student elects not to appeal the determination, s/he will be dismissed from the program and Health Career Institute.

A student who fails to complete 67% or more of credit hours attempted and who has appealed that determination and has had eligibility for aid reinstated is placed on **Academic Financial Aid Probation (AFAP)** for the following semester/pay period.

If a student is placed on AFAP and completes 67% or more of credit hours attempted by the next SAP review period, the AFAP is lifted. If a student is placed on AFAP and the student fails to complete 67% or more of the credit hours attempted at the end of the next SAP review period, the student will be monitored to ensure they are meeting the requirements of the approved academic plan. If the student is making progress as required, the student will be allowed one additional semester/pay period of aid as long as the student would be able to meet the required maximum time frame. If the student is not meeting the plan requirements, financial aid will be terminated and the student may be dismissed from Health Career Institute.

When determining SAP, the Qualitative and the Quantitative are determined independently of each other and a student may be placed on AFAW or AFAP for either qualitative or quantitative or both at the end of a semester/pay period.

A student who has been dismissed may reapply to Health Career Institute after remaining out of school for one full semester/pay period. At that time, a student's academic records are evaluated to determine if it is possible for a 2.0 cumulative grade point average to be achieved, and if the program can be completed within the maximum 150% timeframe. If both standards can be achieved, a student may be readmitted but is not eligible for Title IV funds until the student achieves satisfactory academic progress both quantitatively and qualitatively.

These standards apply to all students (those receiving veterans' benefits, those receiving financial aid and cash-paying students). The Veterans Administration is notified of unsatisfactory progress of a veteran student who remains on academic probation beyond two consecutive semesters/pay periods. At that point, veterans' benefits can be terminated. A student terminated from veterans' benefits due to unsatisfactory progress may be recertified for benefits upon attaining a 2.0 cumulative grade average or completing 67% or more of the credit or clock hours attempted.

Academic Financial Aid Grievance Process

Health Career Institute may only approve an appeal by a student if it is determined the student will meet Satisfactory Academic Progress based on the qualitative and/or quantitative standards in the next SAP review period.

To request the opportunity to appeal a dismissal, the student must submit a written request to the Chief Academic Officer and/or Campus President. The reason for the appeal must be the result of mitigating circumstances, and documentation supporting a claim of mitigating circumstances must be provided in addition to the student's plan for improvement. As part of the appeal, the student must document in writing why s/he did not meet SAP, and what in the student's situation has changed that will allow him/her to meet SAP.

Student life issues and making the transition to college are not considered mitigating circumstances under this policy. Examples of mitigating Circumstances that may impact Academic Progress include the following conditions (not all inclusive):

- Death of an immediate family member
- Student illness requiring hospitalization (this includes mental health issues)
- Illness of an immediate family member where the student is a primary caretaker
- Illness of an immediate family member where the family member is the primary financial support
- Abusive relationships
- Divorce proceedings
- Previously undocumented disability
- Work-related transfer during the term
- Change in work schedule during the term
- Natural disaster

- Family emergency
- Financial hardship such as foreclosure or eviction
- Loss of transportation where there are no alternative means of transportation

The Chief Academic Officer and Campus President will determine the appropriateness of the mitigating circumstance in regard to severity, timeliness, and the student's ability to avoid the circumstance in the future. Upon receipt of the request for appeal and the supporting documentation, the Chief Academic Officer and/or Campus President will notify the student within twenty-four hours of the determination of the Academic Financial Aid Grievance.

If the student's appeal is granted, s/he will be placed on Academic Financial Aid Probation at the start of the following semester. As part of Academic Financial Aid Probation, the student must agree with and sign a written academic Action Plan for Improvement, which documents that s/he will be required to attain a 2.0 CGPA and/or complete his or her program within 150% of the maximum timeframe by the next evaluation period. The student is eligible to receive Title IV funding while on AFAP.

If a student appeals and is denied the appeal, s/he must remain out of school for one semester/pay period after the SAP review period in which the appeal was denied.

A student who has been dismissed may reapply to Health Career Institute after remaining out of school for one full semester/pay period. At that time, a student's academic records are evaluated to determine if it is possible for a 2.0 cumulative grade point average to be achieved, and if the program can be completed within the maximum 150% timeframe. If both standards can be achieved, a student may be readmitted but is not eligible for Title IV funds until the student achieves satisfactory academic progress both quantitatively and qualitatively.

Required Grades

A grade of (80%) or higher is required for all Paramedic Exams

A grade of (80%) or higher is required for all Emergency Medical Technician Exams and Emergency Medical Services

A grade of (70%) or higher is required for all General Education Courses and Fire Science Courses

A grade of (80%) or higher is required for all Nursing Core and (70%) or higher for General Education Courses

An Assessment Technologies Institute (ATI) specialty exam score classified as Proficiency Level 2 standard considered to readily meet NCLEX-RN standards in the said specialty content area for Nursing

A 96% probability score on the ATI Comprehensive predictor to pass NUR2943L course. It is 180-item test (three hours long) that offers assessment of student's comprehension and mastery of nursing content and integration of NCLEX Client Need categories similar to the percentage of items on the NCLEX-RN for Nursing.

Repeat Course Policy

A course in which a letter grade of "D" or "F" has been earned may be repeated for grade average purposes. Only the higher grade is used in computation of a cumulative grade point average (CGPA) at Health Career Institute. Students may only receive federal financial aid funding for one repetition of a previously passed course. There is an exception for courses which require repeats (see examples below).

Examples of repeated coursework that may or may not count for financial aid eligibility:

Permissible: Repeated coursework may be included if a student needs to meet an academic standard for a particular previously passed course, such as a minimum grade. Example: Student received a "C" in a course which requires a minimum grade of "B" for his/her major.

Not permissible: Student receives a "D" in a course which does not have a minimum grade requirement for the major and decides to repeat the course to improve his/her GPA. The student may repeat this passed course one time, but if the student wants to repeat it a second time, the second repeat would not count for financial aid eligibility.

All repeated courses, including withdrawals from repeated courses, affect financial aid satisfactory academic progress calculations. A repeated course along with the original attempt must be counted as attempted credits.

Regardless if a student is eligible or not eligible for Federal Financial Aid funding, no course may be repeated more than two (2) times unless the student files an appeal which is approved.

Students who repeat a course for which they have received a letter grade of “D” or “F” must notify the Registrar’s Office for recalculation of their cumulative GPA. A course in which a satisfactory letter grade (e.g., “A”, “B”, “C”) has been earned may not be repeated for grade average purposes. Courses may not be repeated for grade average purposes after graduation.

NOTE: Veterans’ Administration benefits and some Title IV funds may not cover the cost of repeating courses assigned a “C” or “D” grade. Students should speak with the Financial Aid Department for further details.

Graduation Requirements

To be eligible for graduation and receive a diploma and, or a degree as appropriate, the student must have:

- Completed the required clock and credit hours for the program in which they were enrolled.
- Repeated and successfully completed any failed courses, with the understanding that the maximum time frame shall not exceed 1.5 times the normal duration or number of clock hours required to complete the programs.
- Completed at least 25% of the course requirements of the program at Health Career Institute.
- Met all financial obligations to the school.
- Satisfactorily met all program-specific requirements.

Notice of Non-Discrimination and Harassment

Health Career Institute does not tolerate any form of employee or student harassment, either verbal or physical, be it based on race, color, religion, gender, national origin, age, physical handicap, medical condition, marital status, sexual orientation, or any other characteristics protected by law. Further, the school will not discriminate in policy or actions based upon the above. Questions concerning grievance policies, and procedures for filing grievances should be directed to the Office of the President.

School’s Right to Change Catalog Requirements

This catalog and its contents are subject to change, as the school deems necessary and appropriate. Students will normally follow the requirements in effect at the time of their admission. However students and the Institution are bound by the agreement signed at the time of the student’s enrollment unless the student signs a new agreement. Furthermore, requirements of other regulatory bodies may influence a student’s program requirements. Possible changes include, but are not limited to, graduation requirements, admissions requirements, tuition, fees, curricula, and course content. The school **will** provide adequate advance notice of any change. Students are responsible for making themselves aware of any changes.

The Americans with Disabilities Act of 1990 - The Rehabilitation Act of 1973, Section 504

Health Career Institute recognizes and accepts its obligations under The Americans with Disabilities Act (ADA) of 1990 and The Rehabilitation Act of 1973 prohibiting discrimination on the basis of a disability and requiring that reasonable accommodations be provided to qualified disabled students in all programs and activities within the control of the Institution, provided such accommodation would not impose an unreasonable burden on the school or other students. Determination of reasonable accommodations and compliance with the ADA and Rehabilitation Act for students are managed by the President. No student shall be retaliated against for seeking accommodation under this policy or for participating in good faith and in a reasonable manner in any review procedures concerning Health Career Institute for its alleged noncompliance with The Americans with Disabilities Act of 1990.

The Family Education Rights and Privacy Act of 1974

The Family Educational Rights and Privacy Act (FERPA) afford students certain rights with respect to their education:

- The right to inspect and review the student's education records within 45 days of the day the school receives a request for access.
- The right to request the amendment of a record that they believe is inaccurate or misleading.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure.
- The right to file a complaint with the U.S. department of Education concerning alleged failures of Health Career Institute to comply with the requirement of FERPA.

Sexual Harassment

Health Career Institute strives to provide a work environment free of sexual harassment. Harassment on the basis of sex is a violation of Section 703 of Title VII of The Civil Rights Act of 1964. It is also a violation of The APA Code of Conduct.

It is the policy of Health Career Institute that sexual harassment of employees or students is regarded as unprofessional and demonstrative of improper conduct. Sexual harassment is defined as unwelcome sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual or otherwise offensive nature. Conduct of this nature is improper whether 1) submission to the conduct is either an explicit or implicit term or condition of employment or student status; 2) submission to or rejection of the conduct is used as a basis of employment or student standing; 3) the conduct has the effect of substantially interfering with an individual's work or academic performance; or 4) the sexually suggestive conduct or language has the effect of causing uncomfortable living or working conditions. All employees and students of Health Career Institute are expected to avoid any behavior or conduct toward any other employee or student that could be interpreted as sexual harassment.

Reporting Discrimination or Harassment

Students who believe they have been the victim of sexual or other harassment or discrimination should immediately report the matter to the President. Any faculty member or administrator who has received a complaint from an employee or student alleging harassment should immediately notify the President of Health Career Institute. Similarly, any administrator, faculty member, or supervisor who becomes aware of a situation involving potential harassment of an employee or student should contact the school President. All complaints of harassment will be investigated promptly and will be kept confidential to any and all extents possible. Appropriate disciplinary action up to and including termination from academic study or employment will be taken against any employee or student found to have engaged in harassment.

Reporting Health or Safety Hazards

Students should immediately report health or safety hazards to the nearest available school representative and then to the President. Any accident or injury, no matter how slight, must also be reported immediately.

Campus Security Report

Health Career Institute is a safe campus. Students and employees should report any theft, vandalism or any crime no matter how minor to the college President. A campus security report is published annually by Health Career Institute to the Commission of Independent Education. All students and employees should take reasonable precautions, such as not leaving personal possessions unattended and seek an escort to one's vehicle after dark.

Drugs and Alcohol Policy

The unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in all locations on the property of, or as part of any of the activities of Health Career Institute. We recognize the dangers of drug and alcohol abuse in the workplace and it is our policy to ensure that our campuses are free of drug and alcohol abuse. The college will take appropriate action consistent with local, state and federal law against a student or employee who violates the standards of conduct contained herein, up to and including termination from academic study or employment, and referral for prosecution for violations of the standards of conduct described above.

Academic Policies and Student Responsibilities

All students enrolled at Health Career Institute assume an obligation to conduct themselves as responsible members of the community at all times, to respect the personal and property rights of others, and to support the educational mission of the school. The school insists that its students demonstrate personal and professional integrity in addition to academic excellence.

Ethical Code of Conduct

Students are expected to conduct themselves in an ethical, professional, and civil manner. One of the most important standards of conduct at Health Career Institute is the individual's responsibility to the classroom community. This entails not only being attentive and respectful in class, but also helping one another toward success.

Students found guilty of violating the Ethical Code of Conduct, committing academic dishonesty or plagiarism, or failing to meet the professional standards of the school shall be liable for sanctions up to and including dismissal from the school. Any student suspected of violating these standards will be referred to the President's office to investigate the allegations. The investigation is conducted by the President, the Director of the Program, and a faculty representative. Students are not permitted to bring or be represented by legal counsel during committee proceedings. The student will be provided an opportunity to respond to the allegations in writing and/or in person. The committee may elect to exonerate the student, issue a warning to the student, place the student on an administrative leave of absence, place the student on general probation, or dismiss the student from the school. Students will be informed in writing of the disciplinary action, as well as the conditions that must be met in order to remove the disciplinary action. Each student, while in attendance at Health Career Institute, assumes the responsibility of becoming familiar with and abiding by the standards of conduct expected by the school after receiving a copy at orientation.

The student will:

- Abide by all local, state and federal laws
- Abide by all school policies
- Abide by all conditions of school warning, probation or suspensions
- Assist other students with clean-up of lab, classroom and other areas used for instruction

The following actions are **violations** of the Student Conduct Code:

- Participation in any activity that disrupts or interferes with the education of others or the orderly operation of the school.
- Academic dishonesty of any kind with respect to examinations or course work. This includes any form of cheating and plagiarism.
- Falsification or alteration of school documents, attendance records, or identification cards.
- Using the computer password of another or in any way accessing computer files other than one's own.
- Forgery, issuing bad checks, or not paying financial obligations to the school.
- Theft or the deliberate damaging or misusing of property belonging to others or the property of the school.
- The manufacture, possession, use, or distribution of any form of alcoholic beverages or illegal drugs while on school property.
- Possession, display, or use of any dangerous instrument, weapon, or explosives.
- Deliberate interference with academic freedom, freedom of speech, or movement of any member or guest of the school community.
- Discrimination towards any individual or group, verbal or nonverbal. Any physical altercation with another person on school property.
- Breach of any school discrimination or harassment policy.

Academic Dishonesty/Plagiarism

The school seeks to foster a spirit of honesty and integrity. Any work submitted by a student must represent original work produced by that student. Any source used by a student must be documented through normal scholarly

references and citations, and the extent to which any sources have been used must be apparent to the reader. The school further considers resubmission of a work produced for one course in a subsequent course or the submission of work done partially or entirely by another to be academic dishonesty. It is the student's responsibility to seek clarification from the course instructor about how much help may be received in completing an assignment or exam or project and what sources may be used.

Students found guilty of academic dishonesty or plagiarism shall be liable for sanctions up to and including dismissal from the school.

Exposure Policy Student/Employee

DEFINITIONS

1. **Contact** - Defined as touching or close enough to come in contact with respiratory droplets. Blood products, or body fluids on clothing, or personal protective equipment (i.e. mask, gown, shoe covers, eye protection). Contact with blood, blood products, or body fluids on intact skin.

2. **Exposure** - Defined as contact with blood, blood products, or body fluids through non-intact skin (i.e. lacerations, abrasions, puncture wounds, or needle sticks) or through contact with the mucous membranes (i.e. mouth, eyes, nose, etc.).

PROCEDURE

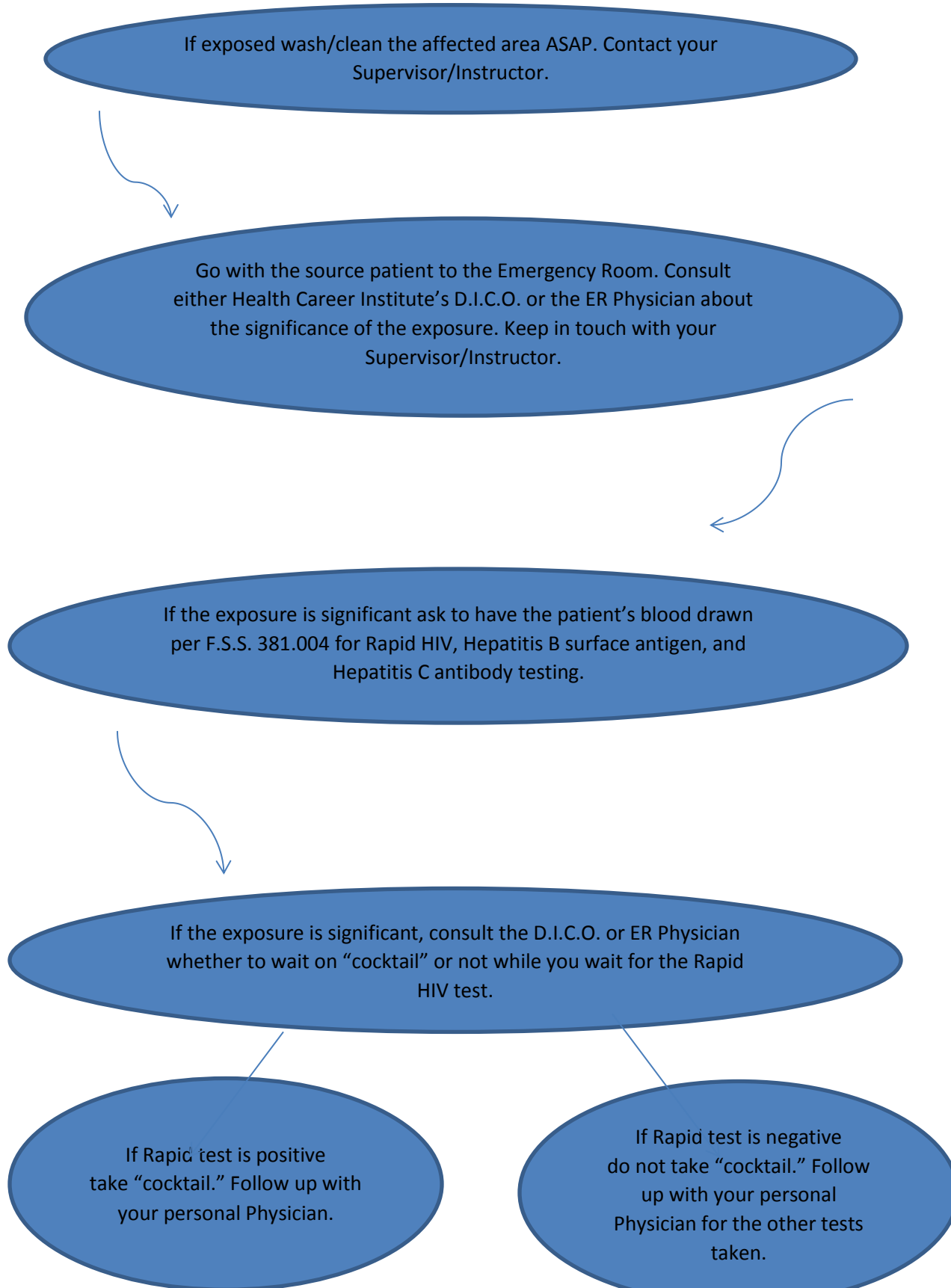
In the event of an exposure to blood, blood products, or bodily fluids:

1. Any necessary first aid treatment will be rendered by available, appropriate personnel. The Exposed Student or employee shall, as soon as practical, wash the affected area(s) thoroughly with soap and water or with any available alcohol-based cleanser.
2. The exposed student or employee shall, as soon as possible, notify his/her clinical or lead instructor or supervisor of the incident. The lead/clinical instructor will notify the associated Program's Director or supervisor.

The Program Director will decide whether or not to call Dr. Halpern to act as the student's Designated Infection Control Officer (D.I.C.O.). If the decision is made to do this, Dr. Halpern will advise the student whether the "exposure" was significant or not. If Dr. Halpern is unavailable then the E.R. Physician can act in this capacity. The Lead/Clinical Instructor should monitor this closely and supervise the process.

3. The student or employee will seek emergency care via the Hospital/Emergency Department from which the source patient was treated at/transported to.
4. The Emergency Department Physician will provide pre- counseling to both the Exposed Student or employee and Source Patient. The Exposed Student or employee shall request, per Florida State Statute 381.004, that the examining physician order a blood draw on the Source Patient for Rapid HIV, Hepatitis B surface antigen, and Hepatitis C antibody. The Exposed Student or employee's blood draw shall include a Rapid HIV, Hepatitis B surface antibody and Hepatitis C antibody. The Rapid HIV results shall be provided to both the Exposed Student and Source Patient immediately. The Exposed Student or employee will be given the option for prophylactic HIV "cocktail" within one (1) hour of exposure. The Emergency Department Physician will provide post counseling.
5. The exposure form will be completed by the Exposed Student or employee and turned into the associated Program Director along with all medical copies of medical treatment reports as soon as possible post medical treatment.

Exposure Flow Chart for Students and Employees



Dress Code

All students are required to adhere to the following dress code:

- No jewelry with the exception of a watch with a second hand and wedding bands only
- Hair must be pulled back and clean
- Men must be clean shaven
- All visible tattoos must be covered
- Closed toed sturdy shoes with socks, no sandals or flip flops

EMT and Paramedics students are required to wear a school issued polo shirt, slacks that are dark blue or black. No denim jeans. Shoes must be black, sturdy and worn with socks.

Nursing student are required to wear navy blue scrubs embroidered with school name, logo, and student name. Shoes must be white, sturdy and worn with socks.

No Smoking Policy

Health Career Institute provides a non-smoking work and study environment. Those who wish to smoke during breaks must go outside do so. Under no circumstances may one smoke within 20 feet of any building entrance.

Violations of the Student Conduct Code and policies may result in, reprimand, probation, suspension or dismissal, depending upon the seriousness of the violation. All violations will be handled according to the disciplinary procedures outlined in the school catalog.

Student Grievance Policy

A grievance is a claim, a complaint or an expression of concern made by a student regarding any aspect of his or her educational experience including misapplication of campus policies, rules, regulations, and procedures, or unfair treatment, such as coercion, reprisal, or intimidation by an instructor or other campus employee. Health Career Institute has a formal procedure to resolve complaints and concerns that students may have about the implementation of the policies and procedures that govern the institution. The institutional community benefits from prompt resolution of any issue that may arise. The student grievance procedure will be followed only in cases where there is not a grievance procedure governing a specific policy.

Students should initially discuss the grievance with their instructor or program director immediately. An appeal is the escalation of the complaint to a next level authority. If the appeal is about an academic decision such as a grade, please see the academic appeals process.

A student has the right to appeal all matters with respect to:

1. Disciplinary action taken for a violation of student conduct standards
2. Admissions decisions
3. Tuition and fees matters
4. Financial awards or policies, including satisfactory academic progress
5. Educational policies, procedures, and grading concerns

Concerns about academic matters should first be addressed through the academic appeals process; concerns about nonacademic matters should first be addressed directly with the head of the department or departments involved.

Certain decisions may not be appealed. If a student is terminated for failing to meet standards of Satisfactory Academic Progress (SAP), including exceeding the maximum timeframe to complete the program, he or she is not entitled to appeal unless there is documented proof of mitigating circumstance such as a medical or disability condition that impacted his

or her ability to study or participate in the program.

A student wishing to escalate his or her complaint should follow the three steps listed below:

1. The first step in the process is to address and resolve the dispute with the person involved through discussion. A student with a grievance or complaint needs to raise their concerns as soon as possible in order to assure that a resolution is made in a timely fashion. If the dispute cannot be resolved at this level, students are encouraged to address the issue verbally with the Chief Academic Officer.
2. If the dispute cannot be resolved through addressing the Chief Academic Officer, the second step is to appeal in writing to the Campus President. The written complaint must be submitted within seven calendar days of the incident or notification of termination. The appeal document should include a description of the disputed items, the date or dates when the issue arose, the reason why the student is appealing the decision and the steps the student has taken to resolve to dispute to date. When submitting an appeal, the student should include as much factual evidence as possible, such as evidence of extenuating circumstances. The Campus President will oversee the gathering of additional data about the issue or incident as necessary. Then Campus President will then convene the Campus Appeals Committee which will consist of the Campus President, Chief Academic Officer and the heads of the departments and meet with the student if requested and/or otherwise assess and develop a resolution to the complaint. A response from the Appeals Committee must be provided to the student within seven calendar days. All decisions will be provided in writing and delivered to the student in person if the student is on campus or to the student's mailing address of record with acknowledgement of receipt required.
3. If the dispute remains unresolved after evaluation by the Campus President, the student should address his or her concerns by directing them to the State Licensing Authority and/or the Institute's accrediting body. Students who reside out of state may contact any of the agencies listed below or contact the Campus President for information about agencies in their local area.

Student Complaint Right

ACCREDITING AGENCY - Accrediting Commission of Career Schools and Colleges

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

Please direct all inquiries to:

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

A copy of the ACCSC Complaint Form is available at the school and may be obtained at www.HCI.edu, by contacting the Health Career Institute Campus President or online at www.accsc.org.

STATE LICENSING AUTHORITY – Commission for Independent Education

The U.S. Department of Education requires we provide you with contacts with the Florida Commission for Independent Education (CIE) whom you may contact in case you have an issue. We also remind and encourage students to attempt to resolve complaints with the institute itself. Applicable Health Career Institute policies describing Health Career Institute's

Student Grievance Procedure and student complaint procedure in the Health Career Institute Catalog. Students wishing to refer matters to the CIE may contact that agency by letter to:

Commission for Independent Education
325 W. Gaines Street, Suite 1414
Tallahassee, FL. 32399-0400
Email to: cieinfo@fldoe.org
www.fldoe.org/policy/cie

Additional information is available at: <http://www.fldoe.org/policy/cie/file-a-complaint.stml>. Schools licensed by the Commission for Independent Education.

Suggestion Box

There is a suggestion box in the front lobby where students are welcome to offer comments, suggestions, and ask questions. Answers can be posted on the bulletin board if the student wishes to remain anonymous.

School Bulletin Board

Please check the school bulletin board located in the entrance hallway on a regular basis for official announcements, updates, and job opportunities.

Student Services Overview

Health Career Institute strives to create a professional working environment so that students become comfortable and familiar with the modern workplace. At the same time, the school has created common spaces where students, faculty and staff can relax and converse. A great deal of the value of a Health Career Institute education is in the network of supportive relationships one develops while in school and maintains afterward.

Student Advising

Health Career Institute strives to provide a welcoming supportive environment for both current and potential students paying close attention to individual needs. Health Career Institute is concerned with assisting students in integrating the myriad and varied schedule(s) required by our programs with the many aspects of their lives while supporting personal growth and development. Services include but are not limited to: academic advisement, referral to various community agencies, and academic tutoring for students who need further assistance so as to ensure satisfactory progress through the program(s). Health Career Institute will always endeavor to provide assistance to any and all students including those students requiring special attention. Academic advising and tutoring is coordinated by the program instructor. The program instructors/directors serve as advisors and assist students to receive extra time in the course.

Tutoring Services

Tutoring services are available to promote student academic success. There are faculty and peer tutors to assist students with specific course content. Any and all tutoring is by appointment coordinated through the Program Director.

Enrollment Verification

Students may obtain a letter from the President verifying their enrollment. The request must be made in writing and must indicate the student's name, address, phone number, student identification number, as well as the information to be released, the reason for the release, and the location to which the letter should be sent.

Transcript Requests

Students will be provided one official transcript of their grades upon completion of their program of study. Requests for transcripts are made to Health Career Institute registrar. The Family Education Rights and Privacy Act of 1974 requires that all transcript requests be submitted in writing and be signed by the former or current student. Official Transcript or Records

request forms are available for download on our website: www.HCI.edu/admissions/enroll-forms. Telephone and or Fax requests for transcripts cannot be processed.

Placement and Career Services

The primary emphasis of placement assistance at Health Career Institute is on the employability of our graduates and their success in the professional world. While no school can guarantee employment, and Health Career Institute makes no guarantee of employment, Health Career Institute continues to enjoy a high percentage of graduates who are readily employed in their field of training. Health Career Institute is proud of our many graduates throughout the Public Safety and Health Care Community. Health Career Institute obtains and posts job listings from various sources, including: alumni referrals, employers who regularly seek out quality entry-level staff and our many community partners (Extern Sites, Chamber of Commerce, etc.) Placement success is greatly influenced by the student's academic performance, attendance recorded, attitude, and demonstrated ability to perform skills during externships. Per 6E-1.0032(6)(j) F.A.C., we offer you career advice and help put you in contact with potential employers, but we *do not in any way* warrant or guarantee that we can place you in a job upon your graduation.

Textbooks

Required textbooks and materials can be very expensive. It is Health Career Institute's policy is to keep the cost of books to the student as low as possible. For some specialized certificate courses, Students are responsible for the purchase of their own textbook(s). A limited number of these titles are made available, for the student's convenience, for purchase at the school. Students may obtain textbooks for their courses by purchasing them at Admissions in Suite 203 when they register for a course. If the student chooses not to purchase their books from Health Career Institute or the school has sold out of a given text, Health Career Institute provides information as to where the required texts can be purchased.

Library and Educational Resources

Health Career Institute provides curriculum support and educational resources housed in the library in Suite 101. The library contains current text materials, diagnostic training documents, reference materials, major and current titles in program areas and reference databases. Health Career Institute is a member of the Library Information Resources Network (LIRN), an online educational database that provides increased access to articles, journals as well as a myriad of reference sources. A professionally trained librarian is on staff to assist the students as well as the faculty and staff at Health Career Institute. The Library is open Monday – Friday, 9:00am - 7:00 PM and/or during operational hours and by appointment.

Physical Facilities and Equipment

The main and Branch of West Palm Beach campus schools, the facilities they occupy, and the equipment it utilizes, fully comply with any and all federal, state and local ordinances and regulations, including those requirements as relates to fire, health and building safety. The Health Career Institute main campus is located at 1764 North Congress Avenue in West Palm Beach, Florida 33409. The main school occupies approximately 10,000 square feet and is comprised of classroom facilities, administrative offices, a library, computer lab, laboratory, simulation rooms, staff and student lounges and conference room. The Lauderdale Lakes Branch of West Palm Beach campus currently consists of an administrative suite of approximately 651 square feet and combination classroom/laboratory suite of approximately 1,700 square feet to house the Nursing, Paramedic and EMT programs. The student capacity of the class/lecture rooms range up to 40 students. The Laboratory will accommodate up to 25 students. The classrooms and laboratory are outfitted with updated equipment to meet all training needs. Student break and restroom areas are conveniently located on campus. Both campuses offer ample (free) parking available in close proximity to the classrooms. Although the schools do not provide housing, transportation or childcare for students, faculty or staff, there are lodging options close to the facility and public transit bus lines run nearby. HCI will always endeavor to provide assistance to any and all students including those students requiring any special attention.

Academic Calendar

Health Career Institute operates on a year round calendar system divided into three semesters per year (January, May and September). Each program is divided into consecutive weekly sessions within those semesters. Health Career

Institute is closed in observances of the following holidays: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving, Day after Thanksgiving, Veteran's Day, Christmas Eve and Christmas. A complete 2016 – 2018 Academic Calendar is located on Pages 62-63 and posted online at www.HCI.edu.

Health Career Institute defines an academic year as attempting a minimum of 24 credit hours/30 weeks). Each semester is 15 weeks in length.

Homework and Make-Up Work

Students will be allowed, at the discretion of the Program Director, to make up work for course work missed. Students must have all make-up work complete before they are released on externship. Students should plan on about an hour of homework per week per credit unit. In other words, for a typical three-credit course, there will be at least three hours of homework per week. Therefore, a full-time student for EMT can regularly expect 12-15 hours of homework per week and the same for paramedic that extends into three semesters. While having a computer is strongly recommended, it is not an absolute requirement for completing one's program. Students are welcome to use computers available on campus in the computer lab to do homework. Consult the current schedule for evening and study hours. Please see Student Services Library hours as well as information about local public libraries.

Clock/Credit Hour Description

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

- Fifteen (15) clock hours in a didactic learning¹ environment = One (1) semester credit hour
- Thirty (30) clock hours in a supervised laboratory setting of instruction² = One (1) semester credit hour
- Forty-Five (45) clock hours of externship = One (1) semester credit hour
- Two (2) clock hours of out-of-class work and/or preparation⁴ for the didactic learning environment or supervised laboratory setting of instruction that are designed to measure the student's achieved competency relative to the required subject matter objectives for every fifteen (15) clock hours.
- For every clock hour that consists of 50 minutes of instruction is followed by a 10 minute break.

¹A **didactic learning environment** is one that is led by a qualified faculty member for the intention of teaching and learning and can be in a classroom or laboratory setting of instruction.

²A **supervised laboratory setting of instruction** is one where students engage in discussion and/or the practical application of information presented in the didactic portion of the program or discovered through out-of-class work/preparation (e.g., practical application settings, clinical settings, etc.) under the supervision of a qualified school faculty member.

³An **externship** is a component of a program that meets the Commission's externship standards and is offered in a bona fide occupational setting for which training and education are provided, the externship component may occur throughout the course of a program or as a capstone requirement. The objectives and goals of an externship must be to allow students to apply practically the knowledge and skills taught in didactic and laboratory settings of instruction.

⁴**Out-of-class work/preparation** is that which students engage in as a means to prepare for the didactic learning environment or supervised laboratory setting of instruction and must be articulated through a course syllabus. An institution must be able to justify the number of hours estimated for that outside-of-class work. The student's work outside of class must be consistent with course educational goals and objectives; documented, assessed/graded; and serve as an integral part of the structured, sequenced educational program as described in the syllabus.

DIPLOMA PROGRAMS

Emergency Medical Technician & Paramedic

(Offered at West Palm Beach and Lauderdale Lakes locations)

Health Career Institute currently offers the following non-degree/diploma programs:

- Emergency Medical Technical (EMT)
- Paramedic

All Health Career Institute EMS Programs have been approved by the State of Florida Bureau of Health, Division of EMS and the Commission of Independent Education. The Diploma of Completion indicates that the student has achieved the competencies and acquired the skills designated in the National Education Standards which prepares the student to sit for state and/ or national certification. The student must obtain state and/or national certification prior to employment.

Instructional Modes for All Programs

Lecture Hours: Classroom instructional hours.

Lab Hours: Applied professional projects and procedures under the supervision of an instructor.

Externships: Practical professional experience in the public safety agencies with a local EMS Provider and supervised by a preceptor, practical professional experience in the area local hospital supervised by a clinical instructor.

Testing

Weekly and daily tests are given to evaluate student progress in the classroom. The midterm, end term, and final exams are cumulative and must be passed with applicable minimum grades. There is only one make-up exam for the any test or exam given. Failure to pass the make-up will result in the student being withdrawn for unsatisfactory progress.

Psychomotor/Skills

The students must show competency in all required skills. Pass/Fail criteria for the Final Practical Skills Evaluation Exam are as follows:

- Fail up to three stations - retake the station with a different evaluator.
- Fail any station on a retake - meet with Program Director for direction.
- Fail two or more stations on the second attempt - meet with Program Director for direction.
- A final scenario is also presented at the end of the course that the student must successfully negotiate. This scenario is graded on a pass/fail basis.

Affective Learning

The student will be evaluated on skill competency, professionalism, as well as conscientiousness and interest in learning both in the classroom and in the field.

Written Exams

Exams are given to evaluate the student's progress in the program. The midterm and final exams are cumulative and must be passed with a minimum score of 70% for the EMT and 80% for the Paramedic program.

General Rules Regarding Exams in EMS Programs

Passing grade for EMT exams is a 70%.

- The student is allowed a total of two failed exams throughout the EMT Program.
- If the student fails more than two exams, they will be academically withdrawn.

Passing grade for Paramedic exams is 80%.

- The student is allowed a total of two failed exams total throughout the Paramedic-Semester
- If a student fails more than two exams total within a semester of the Paramedic Program they will be academically withdrawn.
- All students must take all exams on the date it is scheduled. If a student misses an exam without an excused absence from the Program Director, the student can only receive a maximum score of 70% on the make-up exam for EMT and only receive a maximum score of 80% for Paramedic.
- Failure to pass a make-up will result in the student being withdrawn for unsatisfactory progress.

Graduation Requirements for EMS Programs

The final decision as to whether the student passes is determined by and is at the sole discretion of the Medical Director and or EMS Director. The determination is based on an overall assessment of the students' performance including but not limited to overall grade average, clinical performance evaluation, attitude, general performance, knowledge of clinical areas of study, and judgment exhibited by the student throughout the course. It must be stressed that grade point average is not the sole determinant of successful completion of the program. Upon verification all graduation requirements are met, the graduate will receive the diploma within 14 days of course completion.

**Most Clinical Sites are within 50 miles of the school, however there are site(s) located 50 miles from the school.*

EMERGENCY MEDICAL TECHNICIAN Program Description

(Offered at West Palm Beach and Lauderdale Lakes locations)

The Emergency Medical Technician Program (EMT) is designed to prepare the student for a career in Emergency Medicine and in preparation to meet educational level competencies according to the most current National EMS Education Standards. The EMT performs basic life-supporting skills including: patient assessment, opening airways, restoring breathing, controlling blood loss, treating victims of shock, immobilizing fractures, bandaging wounds, childbirth assistance, caring for heart attack patients, poison and burn victims, and transportation of patients. Upon graduation the student will be eligible to sit for EMT certification in the state of Florida and the NREMT National Registry Emergency Medical Technician exam. This entry-level program consists of lectures, labs, clinical rotations and field ride times. The EMT program follows the most current National Emergency Medical Services Education Standards from the U.S. Department of Transportation. It is also in compliance with the State of Florida Statute 401 and the F.A.C. 64J of the Florida Department of Health Bureau of EMS. The student will be expected to satisfactorily complete all skills necessary for the individual to provide emergency medical care at a basic life support level with an ambulance service, pre-hospital provider and or other specialized service becoming a vital link in the health care team chain. Upon successful completion of the program a diploma is granted. This is a pre-requisite for Paramedic.

250 clock hours, 12 college credit hours.

EMT Program - Clock Hour Breakdown

In Months	4	Theory	150
In Semesters	1	Labs	50
		Externship *	50
		HIV	Included in lab
		TOTAL CLOCK HOURS:	250
		*Ride Time 40 hours	
		*Hospital 10 hours	

EMT Program - Tuition Breakdown

Tuition.....	\$ 2,700
Lab/Clinical Fee*.....	\$ 725
Non-refundable registration fee.....	\$ 75
State Test Review.....	\$ 100
Total EMT Cost.....	<u>\$3,600</u>

*Lab/Clinical Fee Includes

- Medical Liability Insurance/ 1 uniform shirt
- Web component/hybrid fee

Not Included in Fees:

- Books: BLS and EMT Textbook Bundle
- Uniform pants, stethoscope
- Pre-Screening- Medical Exam
- Drug Screening
- Computer Adaptive Testing Fee

EMT Program - Goals and Objectives

The goal of Health Career Institute's EMT Program is to produce competent, entry-level Emergency Medical Technicians to serve in career positions in the state of Florida. In accordance with the 1994 EMT DOT National Curriculum, this goal will be accomplished through the following objectives:

- To develop in the student an understanding of the Emergency Medical System, including, but not limited to the roles and responsibilities of the EMT.
- To prepare the EMT to provide quality care, to function competently and effectively in a pre-hospital system as an EMT.

- The graduate EMT will be able to demonstrate basic life support skills and the knowledge to utilize those skills in patient encounters.
- To prepare the EMT student to take the Florida State EMT certification exam.
- To make clear and assist the graduate EMT in the recognition of their need for continuing education.
- **Most Clinical Sites are within 50 miles of the school, however there may be site(s) located 50 miles from the school.*

EMT Program - Course Descriptions

EMS 1119C EMT Lecture/Lab Combined

This course is designed to introduce the student to Emergency Medical Care through classroom lecture and practical application in a laboratory setting. This includes familiarization with the human body, vital signs, and the importance of patient history, AIDS, Blood Borne Pathogens, and CPR, use of ventilation and oxygen therapy and patient situational control as well as examination and assessment of the patient. Also discussed is appropriate medication administration for the EMT as well as bleeding, shock, soft tissue injuries and their care. *150 Lecture Clock Hours; 50 Lab Clock Hours; 11 credits*

EMS 1431 EMT Hospital/Field Combined

This is the clinical portion of the course. It allows students to correlate the information obtained in the lecture and laboratory portion with patient care. It offers students the opportunity to demonstrate competency in the skills learned in the laboratory. Students will be assigned to specific EMS providers and hospitals to complete a required number of hours of field/clinical time. The student will be under the direct supervision of paramedic preceptors, nurses, and physicians. *50 Clock Hours; 1 credit*

PARAMEDIC Program Description

(Offered at West Palm Beach and Lauderdale Lakes locations)

12 Months

45 Credits

The paramedic program prepares the graduate to function in a pre-hospital setting at an advanced level and to be able to demonstrate this advanced knowledge in patient assessments, administration of medications, EKG monitoring, and advanced resuscitation procedures. The program consists of lectures labs hospital and ride times in accordance with the latest National EMS Standards. The Paramedic Program will prepare the student to take the Florida State Paramedic exam. Upon successful completion of the program a Diploma is granted. This may be applied as credit earned to an A.S. in EMS.

PARAMEDIC Program - Clock Hours Breakdown

In Months	12	Theory	422
In Semesters	3	Labs	150
		Externship *	540
		HIV	Included in Lab
		TOTAL CLOCK HOURS:	1,112
		*ride time – 340 hours	
		*hospital time – 200 hours	

PARAMEDIC Program - Tuition Breakdown

Per Credit Hour: \$165.00

Total Credits:45

PRICE PER SEMESTER I

Tuition \$2,475

Lab/Clinical Fee*\$ 650

Registration Fee.....\$ 75

Total Semester I fee.....\$3,200

SEMESTER II

Tuition \$2,475

Lab/Clinical Fee*\$ 650

Registration fee.....\$ 75

Total Semester II fee.....\$3,200

SEMESTER III

Tuition \$2,475

Lab/Clinical Fee*\$ 800

Registration fee.....\$ 75

State Test Review.....\$ 150

Total Semester III fee.....\$3,500

Total Paramedic Program Fee: \$ 9,900

*Lab/Clinical Fee: All Semesters Include

- Clinical instruction*
- Medical Liability Insurance
- Web component/hybrid fee

Not Included in Fees

Paramedic Textbook Bundle - Required
 Books: BLS, ACLS, PHTLS, 12 Lead and PALS
 Uniform pants, Popo Shirt, Stethoscope
 Pre-Screening – Medical Exam and Drug Screening
 Computer Adaptive Testing Fee

PARAMEDIC Program - Goals and Objectives

The goal of Health Career Institute's Paramedic Program is to produce competent, paramedics to serve in career positions in the state of Florida. In accordance with the most current National EMS Education Standards this goal will be accomplished through the following objectives:

- To prepare the student to demonstrate the cognitive ability to comprehend, apply, and evaluate the clinical information relative to his/her role as an entry-level Paramedic.
- To prepare the student to demonstrate technical and entry-level proficiency in all psychomotor skills necessary to fulfill the role of Paramedic.
- To assure that the student will, as a Paramedic, demonstrate affective personal behaviors consistent with professional demeanor.
- To prepare the student to manage a team of rescuers, to supervise and perform assessment of the scene and patient, and to apply current patient care protocols given a pre-hospital emergency scenario.
- To assure that the student will contribute in a positive manner to the learning environment, will be an active participant in the teaching and learning process, and will seek learning opportunities outside of the classroom.
- To prepare the student to demonstrate clinical competence while assigned patient care responsibilities.
- To familiarize the student with the hospital environment. This includes but is not limited to: policies, practices, equipment, and skills as they relate directly and/or indirectly to the Paramedic in the field.

PARAMEDIC Program - Course Descriptions

LECTURE & LAB COURSES

EMS 2620C – Paramedic I (Semester I - Lecture Lab Combined)

This course presents the objectives contained in Modules I, and II of the most current National EMS Education Standards the Paramedic. This course stresses theory and procedures used by a comprehensive emergency medical system in advanced pre-hospital care of the emergency patient. Topics studied include: role and responsibilities, medical legal issues, well-being of the paramedic, illness and injury prevention, ethics, medical terminology review, patient assessment, air-way management, venous access, medication administration, therapeutic communications, life span development, pathophysiology, management of shock and general pharmacology. This course must be completed with a grade of B (80% grade average) or better to continue in the Paramedic program. *142 Lecture Clock Hours; 50 Lab Clock Hours; 11 credits per semester.*

EMS 2621C – Paramedic II (Semester II - Lecture Lab Combined)

The course presents the objectives contained in Modules III, and IV, of the most current National EMS Education Standards Paramedic. This course stresses theory and procedures used by a comprehensive emergency medical system in advanced pre-hospital care of the emergency patient. Topics studied include the following medical emergencies: cardiology, pulmonary, neurology, endocrinology, allergies, gastroenterology, renal, toxicology, hematology, environmental conditions, communicable diseases, gynecology, obstetrics, and psychiatric emergencies. The following trauma emergencies include: burns, spinal, thoracic, abdominal, musculoskeletal, head, facial, soft tissue, hemorrhage and shock. Course must be completed with a grade of B (80% grade average) or better to continue in the Paramedic program. *140 Lecture Clock Hours; 50 Lab Clock Hours; 11 credits per semester.*

EMS 2622C – Paramedic III (Semester III - Lecture Lab Combined)

The course presents the objectives contained in Modules VI, VII, & VIII of the most current National EMS Education Standards for Paramedic. This course stresses theory and procedures used by a comprehensive EMS System in the care of the emergency patient. Topics studied include the following: neonatology, pediatrics, geriatrics, abuse and assault, patients with special challenges, acute interventions for the chronic care patient, assessment based management, ambulance operations, medical incident command, rescue awareness and operations, hazardous materials incidents, and crime scene awareness. *140 Lecture Clock Hours; 50 Lab Clock Hours; 11 credits per semester.*

HOSPITAL/FIELD COMBINATION COURSES

EMS 2664L - Paramedic I Hospital/Field Combination (Semester I)

EMS 2665L - Paramedic II Hospital/Field Combination (Semester II)

EMS 2668L - Paramedic III Hospital/Field Combination (Semester III)

These courses present the objectives contained in Modules I through VII of the most current National EMS Education Standards for the Paramedic. These courses allow students to correlate all of the didactic background in the paramedic course with advanced patient care, and offer the students opportunities to demonstrate competency in the skills learned. Students will be assigned to specific EMS Providers and hospitals to complete required number of hours of field/clinical time. Students will perform various emergency medical modalities and procedures under direct supervision of paramedic preceptors, nurses and physicians. The courses are completed on a Pass/Fail basis and must be passed to continue in the Paramedic program. Students are not considered as graduates or will be issued any graduation credential until all requirements of the program including externships and required paperwork are complete. *180 Externship Clock Hours; 4 credits per semester for each externship course.*

PARAMEDIC Program - Graduation Requirements

The Paramedic student must complete the following to be considered for graduation; these requirements must be met prior to sitting for the final exam:

- Complete all class, lab and clinical hours as stated above.
- Complete all skills evaluations; and complete certification in ACLS, PALS and ITLS or PHTLS.
- Pass each module exam, comprehensive mid-term and cumulative final with minimum of 80%.*
- Demonstrate competencies in required critical tasks including passing a comprehensive final scenario.
- All required paperwork has been turned in and checked by EMS program Director, including the required number of patient contact reports. ***This stipulation must be met each semester as well as prior to the Cumulative Final.***
- Receive final approval (release) from the EMS Program Director and the Medical Director before registering for the State of Florida Certification.
- **Most Clinical Sites are within 50 miles of the school, however there may be site(s) located 50 miles from the school.*

*The Paramedic Program computes the cumulative grade as follows:

Tests	35%
Quizzes	10%
Midterm	25%
Final	25%
Affective	5%
Total	100%

ASSOCIATE IN SCIENCE DEGREE - EMERGENCY MEDICAL SERVICES

(Offered at West Palm Beach location)

24 Months 60 Credits

A.S. EMS Program Description

The Associates of Science Degree in Emergency Medical Services prepares individuals who are seeking career advancement and increased employment opportunities in the field of Emergency Medical Services. The combination of the EMT-Paramedic curriculum and the general education courses offered by Health Career Institute will enable the student to obtain an Associate in Science Degree in Emergency Medical Services.

A.S. EMS Program - Admissions Requirements

Registration is considered complete only when the following requirements have been met and the date of such has been indicated on the application.

- The student must meet all Health Career Institute general entrance requirements.
- Currently Licensed as a Paramedic in the State of Florida.

A.S. EMS Program - Goals and Objectives

The goal of Health Career Institute's Associate in Science in Emergency Medical Services is to prepare the student with the knowledge, skills and competencies needed to advance their career in the field of health and public safety, and to develop and promote these competencies so as to serve in new and advanced career positions in Emergency Medical Services in the State of Florida. These career advancements aim to enable graduates to collaborate and consult with agencies and other organizations that are committed to the community.

- The student will demonstrate the cognitive ability to comprehend, apply, and evaluate the clinical information relative to his/her role in EMS.
- The student will demonstrate technical proficiency in all psychomotor skills necessary to fulfill his/her role in EMS.
- The student will demonstrate affective personal behaviors consistent with professional demeanor.
- The student will demonstrate the ability to manage a team of rescuers, to supervise and perform assessment of the scene and patient, and to apply current patient care protocols given a pre-hospital emergency scenario.
- The student will be familiar with the hospital environment including but not limited to policies, practices, equipment, and skills as they relate directly and or indirectly to the field.

A.S. EMS Program - Course Listing

REQUIRED/CORE COURSES 45 Credits

EMS 2620C Lecture Lab Combined Semester I
EMS 2621C Lecture Lab Combined Semester II
EMS 2622C Lecture Lab Combined Semester III
EMS 2664L..... Hospital\Field Combination Semester I
EMS 2665L..... Hospital\Field Combination Semester II
EMS 2668L..... Hospital\Field Combination Semester III

GENERAL EDUCATION COURSES – EMS 15 Credits

ENC1101.....English Composition I – 3 credits
ENC1102.....English Composition II or SPC 2608 Communications – 3 credits
MGF1106.....Liberal Arts Mathematics or MTA 1030 Intermediate Algebra – 3 credits
PSY2012.....Introduction to Psychology – 3 credits
AMH2010.....History of the USA: A Survey to 1877 – 3 credits

OR Any Course That Meets College Level Transferability or Program Requirements as Approved by Health Career Institute.

Total: 60 Credits

Note: if transferring in a qualified Paramedic Program (45 credits), the student must complete 15 credits of General Education Courses through Health Career Institute in order to be issued the AS in EMS degree.

EMS Program - Course Descriptions

EMS 1119C EMT Lecture/Lab Combined

This course is designed to introduce the student to Emergency Medical Care through classroom lecture and practical application in a laboratory setting. This includes familiarization with the human body, vital signs, and the importance of patient history, AIDS, Blood Borne Pathogens, and CPR, use of ventilation and oxygen therapy and patient situational control as well as examination and assessment of the patient. Also discussed is appropriate medication administration for the EMT as well as bleeding, shock, soft tissue injuries and their care. *150 Lecture Clock Hours; 50 Lab Clock Hours; 11 credits*

EMS 1431 EMT Hospital/Field Combined

This is the clinical portion of the course. It allows students to correlate the information obtained in the lecture and laboratory portion with patient care. It offers students the opportunity to demonstrate competency in the skills learned in the laboratory. Students will be assigned to specific EMS providers and hospitals to complete a required number of hours of field/clinical time. The student will be under the direct supervision of paramedic preceptors, nurses, and physicians. *50 Clock Hours; 1 credit*

EMS Program - Course Descriptions

Lecture Lab Combined EMS 2620C – Semester I

This course presents the objectives contained in Modules I, and II of the most current National EMS Education Standards the Paramedic. This course stresses theory and procedures used by a comprehensive emergency medical system in advanced pre-hospital care of the emergency patient. Topics studied include: role and responsibilities, medical legal issues, well-being of the paramedic, illness and injury prevention, ethics, medical terminology review, patient assessment, air-way management, venous access, medication administration, therapeutic communications, life span development, pathophysiology, management of shock and general pharmacology. This course must be completed with a grade of B (80% grade average) or better to continue in the Paramedic program. *142 Lecture Clock Hours; 50 Lab Clock Hours; 11 credits per semester. Prerequisites: EMS 1119c, EMS 1431*

Lecture Lab Combined EMS 2621C – Semester II

The course presents the objectives contained in Modules III, and IV, of the most current National EMS Education Standards Paramedic. This course stresses theory and procedures used by a comprehensive emergency medical system in advanced pre-hospital care of the emergency patient. Topics studied include the following medical emergencies: cardiology, pulmonary, neurology, endocrinology, allergies, gastroenterology, renal, toxicology, hematology, environmental conditions, communicable diseases, gynecology, obstetrics, and psychiatric emergencies. The following trauma emergencies include: burns, spinal, thoracic, abdominal, musculoskeletal, head, facial, soft tissue, hemorrhage and shock. Course must be completed with a grade of B (80% grade average) or better to continue in the Paramedic program. *140 Lecture Clock Hours; 50 Lab Clock Hours; 11 credits per semester. Prerequisites: EMS 1119c, EMS 1431*

Lecture Lab Combined EMS 2622C – Semester III

The course presents the objectives contained in Modules VI, VII, & VIII of the most current National EMS Education Standards for Paramedic. This course stresses theory and procedures used by a comprehensive EMS System in the care of the emergency patient. Topics studied include the following: neonatology, pediatrics, geriatrics, abuse and assault, patients with special challenges, acute interventions for the chronic care patient, assessment based management, ambulance operations, medical incident command, rescue awareness and operations, hazardous materials incidents, and crime scene awareness. *140 Lecture Clock Hours; 50 Lab Clock Hours; 11 credits per semester. Prerequisites: EMS 1119c, EMS 1431*

HOSPITAL/FIELD COMBINATION

EMS 2664L - Semester I

EMS 2665L - Semester II

EMS 2668L - Semester III

These courses present the objectives contained in Modules I through VII of the most current National EMS Education Standards for the Paramedic. These courses allow students to correlate all of the didactic background in the paramedic course with advanced patient care, and offer the students opportunities to demonstrate competency in the skills learned. Students will be assigned to specific EMS Providers and hospitals to complete required number of hours of field/clinical time. Students will perform various emergency medical modalities and procedures under direct supervision of paramedic preceptors, nurses and physicians. The courses are completed on a Pass/Fail basis and must be passed to continue in the Paramedic program. Students are not considered as graduates or will be issued any graduation credential until all requirements of the program including externships and required paperwork are complete. *180 Externship Clock Hours; 4 credits per semester for each externship course. Prerequisites: EMS 1119c, EMS 1431*

General Education Course Descriptions

ENC 1101 English Composition I.....3 credits

Writing skills are enhanced by good reading skills. This course is designed to develop and enhance clear, effective written communication skills utilizing various rhetorical methods.

PSY 2012 General Psychology.....3 credits

This course will introduce the student to the description and understanding of analysis of human behavior through the study of individuals, and their interaction, in the social and physical environments.

ENC 1102 English Composition II.....3 credits

As a continuation of English Composition I this course is designed with an emphasis on the development of a more in depth analytical and argumentative writing style. Readings are employed as a basis for these writings emphasizing literature & research.

MGF1106 Liberal Arts Mathematics.....3 credits

This course will give the student the ability to utilize mathematical and computational skills essential for success in a myriad of areas and everyday situations. It will give the student skills needed in probability and statistics sets, logic, and geometry.

AMH2010 History of the USA: A Survey up to 18773 credits

Triumph and tragedy pervade the history of these United States. This course provides an interpretative overview of the economic, social, political and cultural forces up to 1870 that have made the United States what it is today.

A.S. EMS Program - Graduation Requirements

The final decision as to whether the student passes is determined by and is at the sole discretion of the Medical or EMS Director. The determination is based on an overall assessment of the students' performance including but not limited to overall grade average clinical performance evaluation, attitude, general performance, knowledge of clinical areas of study, and judgment exhibited by the student throughout each course. It must be stressed that grade point average is not the sole determinant of the granting of a degree. In addition successful completion all General Education requirements; each class must be passed with a grade of 'C' or higher and have current Paramedic license in the State of Florida. (See also page 14)

A.S. EMS Program - Tuition & Fees

Paramedic Tuition & Fees.....\$ 9,900 (see page 33 for cost breakdown)

General Education Classes.....\$ 2,350 (\$425.00 per class) (\$375.00 Tuition + \$50 Non-Refundable Registration Fee)

Approximate Total Tuition and Fees\$12,250 (excludes textbooks) *Note: Textbook and materials prices subject to change*

ASSOCIATE IN SCIENCE DEGREE IN FIRE SCIENCE

(Offered at West Palm Beach location)

60 Credit Hours

24 Months

A.S. Fire Science Program Description

The Fire Science Program is offered for Certified Fire Fighters who are seeking career advancement. This program will provide the training and courses required for certification as Fire Officer I, Fire Officer II, and Fire Inspector and will prepare the graduate for career advancement in a variety of technical and supervisory positions within the fire service. All fire science courses are approved by the Florida State Fire College. Prospective students are encouraged to consult with the Academic Advisor prior to enrolling as there are special requirements. These courses in conjunction with general education classes and electives culminate to a potential AS in Fire Science will enable the firefighter to further his/her career as well as serve the community in a higher capacity. Upon successful completion of all requirements an Associates of Science in Fire Science is granted. Graduates with an Associates of Science degree now have a strong educational base on which to build.

Admissions Requirements

The technical proficiencies of this program require that the applicant be a Certified Fire Fighter.

Registration is considered complete only when the following requirements have been met and the date of such has been indicated on the application. In addition, the student must first meet all Health Career Institute general entrance requirements

ENROLLMENT IS ONGOING

The approximate length of study required to successfully complete requirements towards an Associate's Degree is 24 months.

A.S. FIRE SCIENCE Program Goals and Objectives

The goal of Health Career Institute's Associate in Science in Fire Science is to promote the foundation of leadership and administration skills required in the Fire Service, and to develop and promote these competencies to serve in new and advanced career positions in the Fire Service in the State of Florida. These career advancements aim to enable effective collaboration and consultation with agencies and other organizations that are committed to the community. The student will:

- Have knowledge of hazards and related safety practices applicable to fire science technology.
- Successfully perform tasks related to fire protection, prevention, and administration.
- Demonstrate an understanding of personal and work characteristics that promote effective job performance.
- Use mathematical data and reasoning skills as they relate to the fire service.

A.S. Fire SCIENCE Program - Graduation Requirements

The A.S. in FS Student must successfully complete all requirements of the program, with a grade of "C" or higher, of each of the following:

- 36 required/core course credits
- 15 General Education requirement credits
- 9 Elective credits

A.S. FIRE SCIENCE Program - TUITION & FEES

Application Fee\$ 150 (refundable)
Fire Science Classes\$ 6,000 (\$400.00 per class)(\$375.00 + \$25 Registration Fee)*
General Education Classes.....\$ 2,125 (\$425.00 per class) (\$375.00 tuition + 50 Registration Fee)
Approximate Total Tuition and Fees...\$ 8,275 (excludes textbooks)

A.S. FIRE SCIENCE Program - Course Listing

REQUIRED/CORE COURSES	36 Credits
FFP 1505.....Fire Prevention Practices	
FFP 1540.....Private Fire Protection Systems I	
FFP 1740.....Fire Service Course Delivery	
FFP 2120.....Building Construction For The Fire Service	
FFP 2720.....Company Officer	
FFP 1510.....Fire Codes & Standards	
FFP 1810.....Fire Fighting Tactics & Strategy I	
FFP 2811.....Fire Fighting Tactics & Strategy II	
FFP 2610.....Fire Investigation Origin & Cause	
FFP 2521.....Construction Documents & Plans Review	
FFP 2741.....Fire Service Course Design	
CGS 1100.....Microcomputer Applications	
GENERAL EDUCATION COURSES	15 Credits
ENC 1101.....English Composition I	
ENC 1102.....English Composition II	
MGF 1106.....Liberal Arts Mathematics	
PSY 2012.....General Psychology	
AMH 2010.....History of the USA: A Survey to 1877	
OR Any Course That Meets College Level Transferability & Program Requirements	
ELECTIVES	9 Credits
Choose three (3) of the following:	
Offered at Health Career Institute	
FFP 2780.....Fire Department Administration	
FFP 1301.....Fire Hydraulics	
FFP 1302.....Fire Apparatus & Equipment	
OR Any Fire Science Course That Meets College Level Transferability & Program Requirements as indicated below (Not offered at Health Career Institute)	
FFP 1824.....I-200 Basic ICS (1.5 credits)	
FFP 1825.....I-300 Intermediate ICS (1.5 credits)	
FFP 1832.....Emergency Response to Terrorism (1.0 credit)	
FFP 2700.....Ethical & Legal Issues For the Fire Service	
FFP 2111.....Fire Chemistry	
FFP 2604.....Fire Investigation & Arson	
FFP 2401.....Hazardous Materials I (For Emergency Operations)	
FFP 2402.....Hazardous Materials II	
FFP 2423.....Hazardous Materials III	
FFP 2630.....Latent Investigation	
FFP 2541.....Private Fire Protection Systems II	
FFP 2706.....Public Information Officer	
TOTAL: 60 Credits	

Fire Science Program - Course Descriptions

- FFP 1301 Fire Hydraulics**.....3 Credits
This course presents an overview of fire characteristics and covers the relationship between flow and pressure and & mathematical hydraulic formulas. The course content includes: velocity and discharge, nozzle and engine pressure and loss thereof, pump theory, pump rating and pressure and vacuum gauges.
Prerequisite for: FFP1302 (*Part of Pump Operator*)
- FFP 1302 Fire Apparatus and Equipment**.....3 Credits
This course covers the laws, rules, and driving techniques for emergency vehicles. A review of fire service hydraulics, fire ground evolutions, and a driving course make up the practical portion of the course. The evolution portion includes the use of pre-connected lines tandem pumping, drafting, relays, and master streams. The student should possess a basic understanding of fire stream hydraulics prior to entering this course.
Prerequisite: FFP1301 (*Part of Pump Operator*)
- FFP 1505 Fire Prevention Practices**.....3 Credits
Fundamental information regarding the history and philosophy of fire prevention is provided in this course. Information including organization and operation of a fire prevention bureau, the use of fire codes, identification and correction of fire hazards, the relationships of fire prevention with built in fire protection systems, fire investigation, and fire life safety education make up this course. (*Part of Fire Inspector I, Fire Officer I, and Special Fire Safety Inspector*)
- FFP 1540 Private Fire Protection Systems I**.....3 Credits
This course provides information relating to design features and the operation of fire alarm systems, special hazard, fire suppression systems, water supply for fire protection, and portable fire extinguishers.
Prerequisite for: FFP2541 (*Part of Fire Inspector I, Fire Officer I, and Fire Investigator I*)
- FFP 1740 Fire Service Course Delivery**.....3 Credits
This course explores the methods and means of adult learning principles and the imparting of information therein. The course emphasizes techniques applicable in a myriad of teaching situations as well as measuring the effectiveness of the utilization of these techniques.
Prerequisite for: FFP2740 (*Part of Fire Officer I, Fire Instructor I & II*)
- FFP 1510 Codes and Standards**.....3 Credits
This course is designed to provide the student with a fundamental knowledge of the role of code enforcement in a comprehensive fire program and will familiarize the student with the five basic units of NFPA 101. (*Part of Fire Inspector I, and Special Fire Safety Inspector*)
- FFP 1810 Fire Fighting Tactics & Strategy I**.....3 Credits
This course provides an in depth analysis of the principles of fire control through the utilization of personnel, equipment, and extinguishing agents on the fire ground.
Prerequisite for: FFP2811 (*Part of Fire Officer I*)
- FFP 2120 Building Construction for the Fire Service**.....3 Credits
The focus of the course is on firefighter safety. This course will provide information that relates to fire and life safety. Areas covered are the elements of construction and design of structures. These are key considerations when inspecting structures, planning operations, and operating at emergencies.
(*Part of Fire Inspector I, Fire Investigator I, and Fire Officer I*)

- FFP 2521 Construction Documents & Plans Review**.....3 Credits
 This course provides for the application of fire codes and standards in developing an understanding of a buildings fire protection feature including the design of fire alarm systems, water based fire suppression systems, water supply for fire protection and egress arrangements through evaluation of 2D drawings and schematics. *(Part of Fire Inspector I)*
- FFP 2610 Fire Investigation Origin & Cause**3 Credits
 This course is designed to provide the student with the fundamental technical knowledge needed for proper fire scene interpretations, including recognizing and conducting origin and cause, preservation of evidence and documentation, scene security motives of the fire starter, and types of fire causes.
(Part of Fire Investigator I, Fire Inspector II, and Fire Officer II)
- FFP 2720 Company Officer**.....3 Credits
 In this course the student is introduced to the organization and management of a fire department and the relationship of government agencies to the fire service. Emphasis is on fire service leadership from the company officers perspective.
(Part of Fire Officer I)
- FFP 2741 Fire Service Course Design**.....3 Credits
 This course provides the fire service instructor with the concepts, knowledge and skills necessary to design, schedule and implement fire service training curriculum. The instructor will develop the skills needed to locate resources, coordinate instructors, schedule classes and facilitate courses for a variety of groups within the private and public sectors in order to accomplish the fire service educational mission
- FFP 2780 Fire Department Administration**.....3 Credits
 This course presents the principles of management theory in its application to the fire service. It examines the organizational and leadership tools for fire service administrators including approaches to administration, planning and implementation, and community risk management.
- FFP 2811 Fire Fighting Tactics & Strategy II**.....3 Credits
 This course is designed with emphasis on company operations, logistics strategy and use of mutual aid and conflagration control. The course is intended for officers who may be in command of fires or other emergencies that involve coordination with large numbers of staff and or equipment.
Prerequisite: FFP1810 *(Part of Fire Officer I)*

General Education Course Descriptions

- ENC 1101 English Composition I**.....3 credits
 Writing skills are enhanced by good reading skills. This course is designed to develop and enhance clear, effective written communication skills utilizing various rhetorical methods.
- PSY 2012 General Psychology**.....3 credits
 This course will introduce the student to the description and understanding of analysis of human behavior through the study of individuals, and their interaction, in the social and physical environments.
- ENC 1102 English Composition II**.....3 credits
 As a continuation of English Composition I this course is designed with an emphasis on the development of a more in depth analytical and argumentative writing style. Readings are employed as a basis for these writings emphasizing literature & research.

MGF 1106 Liberal Arts Mathematics.....3 credits
This course will give the student the ability to utilize mathematical and computational skills essential for success in a myriad of areas and everyday situations. It will give the student skills needed in probability and statistics sets, logic, and geometry.

AMH 2010 History of the USA: A Survey up to 1877.....3 credits
Triumph and tragedy pervade the history of these United States. This course provides an interpretative overview of the economic, social, political and cultural forces up to 1870 that have made the United States what it is today.

CGS 1100 Microcomputer Applications.....3 credits
To be comfortable with computers and their technology, the student will in this course have hands on experience with word processing, electronic spreadsheets, Power Point, and database management software. Also included in the course is a brief overview of microcomputer concepts. All applications software utilized will be windows-based.

ASSOCIATE IN SCIENCE DEGREE IN NURSING

(Offered at West Palm Beach and Lauderdale Lakes locations)

72 Credit Hours

20 Months

NURSING Program Description

This degree program focuses on: wellness of self and others; technical nursing skills across the life span in acute care facilities, long-term care facilities and the community environment; critical care concepts; and professional development. Upon graduation, the student is awarded an associate degree in nursing (ADN) and is eligible to take the National Council Licensing Exam (NCLEX) to become a registered nurse (RN) and subsequently seek employment in the field. The program is approved through the Florida State Board of Nursing.

The nursing program at Health Career Institute is committed to providing the best education for students seeking an Associate Degree in Nursing. The program is designed to provide educational and clinical experiences leading to employment in beginning positions as registered nurses in hospitals or comparable facilities.

NURSING Program - Goals and Objectives

After successful completion of the program, the student will obtain an Associates of Science in Nursing, thereby allowing the student to take the National Council of State Boards of Nursing exam. Upon successful completion of this exam, the student will be awarded the Registered Nursing Licensure by the State of Florida. The goals and objectives for Health Career Institute's Associate Nursing program are comprised from our mission statement and core values:

- Engage in learning, and professional development of others
- Integrate knowledge, ethical principles and clinical excellence in nursing
- Integrate a holistic approach to patients
- Show compassion, caring and empathy at all times toward patients
- Demonstrate the cognitive ability to comprehend, apply, and evaluate the clinical information relative to his/her role in Nursing
- Demonstrate technical proficiency in all psychomotor skills necessary to fulfill his/her role in Nursing.
- Demonstrate affective personal behaviors consistent with professional demeanor
- Familiarity with the hospital and healthcare environment including (but not limited to) policies, practices, equipment, and skills as they relate directly and or indirectly to the field of Nursing

Nursing (ADN) Program - Tuition & Fees

Semester I - IV Tuition & Fees

Semester I Tuition & Fees

Tuition (12 Credits)	\$ 9,360.00
Lab/Clinical Fee	\$ 1,218.75
Non-refundable ATI Fee	\$ <u>662.50</u>
Total Semester I	\$ <u>11,241.25</u>

Semester II Tuition & Fees

Tuition (12 Credits)	\$ 9,360.00
Lab/Clinical Fee	\$ 1,218.75
Non-refundable ATI Fee	\$ <u>662.50</u>
Total Semester II	\$ <u>11,241.25</u>

Semester III Tuition & Fees

Tuition (10 Credits)	\$ 7,800.00
Lab/Clinical Fee	\$ 1,218.75
Non-refundable ATI Fee	\$ <u>662.50</u>
Total Semester III	\$ <u>9,681.25</u>

Semester IV Tuition & Fees

Tuition (8 Credits)	\$ 6,240.00
Lab/Clinical Fee	\$ 1,218.75
Non-refundable ATI Fee	\$ <u>662.50</u>
Total Semester IV	\$ <u>8,121.25</u>

***Lab/Clinical Fee Includes:**

- Clinical Instruction*
- Liability Insurance
- Skills Lab Supplies

Not Included in Fees:

- Textbooks, Scantron Sheets
- Pre-Screening- Medical Exam
- Ten Panel Drug Screen
- Scrubs and Stethoscope
- Pearson Online Education Access Fee
- NCLEX-RN Exam Fee

Nursing Program - Graduation Requirements

- General Education courses must be taken in their course sequencing but may be taken concurrently or prior to the nursing courses.
- The Student must maintain a “B” grade in all nursing core courses and a “C” grade in general education courses for program continuation and graduation.
- The student must complete 100% of all required *clinical/simulation hours.
- Complete the proctored Specialty Exam for each semester as required with only two (2) attempts per semester permitted (a second attempt with remediation process completed and is at the sole cost of the student).
- Achieve a 96% probability score on the ATI Comprehensive Predictor.
- Students must retake ATI Comprehensive Predictor upon successful completion of all core nursing courses.
- Achieve “Green Light” status with Virtual ATI (VATI).
- The student must complete a minimum of 72 credit hours.
- Meet all financial obligations to the school.

*Note: *Most Clinical Sites are within 50 miles of the school, however there are site(s) located 50 miles from the school.*

Upon successful completion of the program and graduation requirements listed above:

- Graduated students will be qualified to sit for the National Council Licensing Exam (NCLEX).

The Application Form and Application Fee in this packet should be submitted prior to submitting the Enrollment. All required documents must be submitted with enrollment agreement. Tuition and related fees are due **in full** at time of registration and acceptance of the enrollment agreement.

NURSING PROGRAM - Course Listing

GENERAL EDUCATION COURSES					
Credit Conversion: 15 Theory Hours =1 Credit Hour 30 Lab Hours=1 Credit Hour 45 Clinical Hours=1 Credit Hour					
Course # and Title	Theory Hours	Lab Hours	Clinical Hours	Simulation	Credit Hours
ENC 1101 English Composition I	45	0	0	0	3
PSY 2012 General Psychology	45	0	0	0	3
MGF 1106 Liberal Arts Mathematics	45	0	0	0	3
BSC 2085C Anatomy and Physiology I	45	30	0	0	4
SPC 2608 Speech or ENC 1102	45	0	0	0	3
DEP 2004 Human Growth and Development	45	0	0	0	3
HUN 1201 Elements of Nutrition	45	0	0	0	3
BSC 2086C Anatomy and Physiology II	45	30	0	0	4
MCB 2010C Microbiology	45	30	0	0	4
Total Hours	405	90	0	0	30

Course # and Title	Theory Hours	Lab Hours	Clinical	Simulation	Credits
NUR2000 Introduction to Professional Nursing	30	0	0	0	1
NUR 1023 Nursing I, Fundamentals Lecture	60	0	0	0	4
NUR 1022L Nursing I, Fundamentals Lab	0	30	0	0	1
NUR 1023L Nursing I, Fundamentals Clinical	0	0	135	0	3
NUR 2140 Pharmacology	30	0	0	0	3
NUR 1213 Nursing II, Med-Surg Lecture	105	0	0	0	7
NUR 1214L Nursing II, Med-Surg Lab	0	30	0	0	1
NUR 1213L Nursing II, Med-Surg Clinical	0	45	130	0	4
NUR 2261 Nursing III, Maternal-Newborn Lecture	90	0	0	0	6
NUR 2261L Nursing III, Maternal-Newborn Clinical	0	45	130	0	4
NUR2520 Psychiatric Nursing, Lecture	30	0	0	0	2
NUR2520L Psychiatric Nursing, Clinical	0	0	45	0	1
NUR 2943L Preceptorship/Practicum Clinical	30	0	135	0	5
TOTAL NUR Classes	375	150	575	0	42
TOTAL Hours and Credits	780	240	575	0	72

NURSING PROGRAM - Course Descriptions

NUR 2000 - Introduction to Professional nursing.....Credit hours: 1 credit
 Emphasis is on role change from the paramedic to RN in providing holistic care for the adult client in a structured health setting. This includes basic mental health concepts, nursing theory, drug administration, geriatrics/elderly care and related nursing applications. Assessment skills, nursing process and primary preventions will be discussed.

NUR 1023 - Nursing I, Fundamentals LectureCredit Hours: 4 credits
 The theory course presents content in the fundamental knowledge and skills essential for delivering holistic care to clients across the life span, geriatrics/elderly care, including end-of-life care. Principles of care, professional development, critical thinking and therapeutic communication skills are emphasized. Focus is on the nursing process utilizing Patterns of Health and Maslow's Hierarchy of Needs as a conceptual framework.

NUR 1022L - Nursing I, Fundamentals Lab.....Credit hours: 1 credit
 Focus is on the fundamentals application of the nursing process in the care of clients at different ages with an emphasis on the elderly. Provides opportunities in the campus lab and community settings for the student to apply theory, perform nursing skills, establish therapeutic relationships and begin to develop professional behaviors.

NUR 1023L - Nursing I, Fundamentals Clinical.....Credit Hours: 3 credits
Students will achieve basic client care of the fundamentals nursing process in the care of clients at different ages with an emphasis on the elderly. Provides opportunities in the campus lab and community settings for the student to apply theory, perform nursing skills, establish therapeutic relationships and begin to develop professional behaviors.

NUR 2140 – Pharmacology.....Credit hours: 3 credits
The course introduces the student to the pharmacologic concepts and principles related to the safe administration of therapeutic agents by nurses to clients of all ages. It is designed to facilitate the students understanding of the mechanisms of drug actions and provides a safe approach to drug administration. By the end of the course the student must apply computation skills to demonstrate administration of drugs without error in order to successfully pass the course.

NUR 1213 - Nursing II, Med-Surg LectureCredit Hours: 7 credits
Nursing II builds on the knowledge and skills acquired in Nursing I. In the course, the student learns about holistic healthcare across the life span and medical-surgical application of the nursing process to diverse clients needing primary, secondary, and tertiary preventions. Faculty designs learning experiences to assist students to identify stressors and commonly occurring responses to stressors affecting clients' abilities to meet needs for pain management, cellular function, healing after surgery, oxygen, perception, mobility, and physiological safety. Through laboratory and clinical experiences, students continue to develop assessment and intervention skills with emphasis on primary prevention for the well child and secondary prevention for the adult client. Students learn additional nursing skills, and provide care in ambulatory pediatric, community, and acute care facilities.

NUR 1214L - Nursing II, Med-Surg Lab.....Credit Hours: 1 credit
Students will achieve complex client care skills by building on the knowledge and skills acquired in Nursing I. In the course, the student applies about holistic healthcare across the life span and application of the nursing process to diverse clients needing primary, secondary, and tertiary preventions. Faculty designs learning experiences to assist students to identify stressors and commonly occurring responses to stressors affecting clients' abilities to meet needs for pain management, cellular function, healing after surgery, oxygen, perception, mobility, and physiological safety. Through laboratory and clinical experiences, students continue to develop assessment and intervention skills with emphasis on primary prevention for the well child and secondary prevention for the adult client. Students learn additional nursing skills, and provide care in ambulatory pediatric, community and acute care facilities.

NUR 1213L - Nursing II, Med-Surg Clinical.....Credit Hours: 4 credits
The continuing nursing student will integrate medical-surgical content from classroom learning activities and skills lab when caring for individuals with commonly occurring human responses progressing to less commonly occurring responses to health challenges. Practice involves, but is not limited to: well childbearing families, pediatric, adult, geriatric clients in a variety of settings within the community.

NUR 2520 - Psychiatric Nursing, Lecture.....Credit Hours: 2 credits
This course introduces students to the basic concepts of psychiatric nursing health teaching and counseling skills. Students will learn to provide care in in-patient and community settings. Focusing on the nurse's role of meeting the needs of the patient, family, and the community. Prerequisites: NUR1141, NUR1060L, NUR1211, NUR1211L, NUR1214L. Co-requisites: NUR2250L (30 lecture hours).

NUR 2520L - Psychiatric Nursing, Clinical.....Credit Hours: 1 credit
This course provides the student opportunities to apply concepts of psychiatric nursing. Students will learn psychiatric procedures and health teaching and counseling skills for both in-patient and community settings which will focus on the nurse's role of meeting the needs of the client, family, and community. Students will be encouraged to actively participate in projects assisting clients in preventative care and maintenance of mental health.

NUR 2261 - Nursing III, Maternal-Newborn Lecture.....Credit Hours: 6 credits
This course focuses on the physical, emotional, and psychosocial needs of the family. The nursing process is applied to the special needs of the family, birth through the reproductive cycle. This course includes nursing care of the childbearing mother and family and care of the infant through adolescence. The learner will develop specific cognitive and psychomotor competencies that will be demonstrated in an effective performance in the clinical area.

NUR 2261L - Nursing III, Maternal-Newborn Clinical.....Credit Hours: 4 credits
Clinical application of the nursing process in the management of the childbearing family, normal and at risk. Application of physiological, pathophysiological and psychosocial concepts, principles of nutrition, communications, and pharmacology concepts in the planning and implementation of care is addressed.

NUR 2943L – Preceptorship/Practicum Clinical.....Credit Hours: 5 credits
This course builds on the knowledge and skills obtained in the nursing curriculum, integrating the concepts in varied/diverse practice settings. These concepts include synthesis of nursing leadership, organizational decision-making and management theory and health teaching and counseling skills. This course facilitates the students' evaluation of principles and practices of the curriculum threads of growth and development, cultural diversity, nutritional therapies, pharmacologic treatment, communication, patient education, legal/ethical considerations and computer literacy are included within the content presented during the course. Clinical experiences complement theoretical content and include a portion of the required clinical hours spent with an assigned preceptor. Note: Students must retake ATI Comprehensive Predictor upon successful completion of all core nursing courses in the event of any core nursing course failures during the final semester.

General Education Course Descriptions

ENC 1101 - English Composition I.....3 credits
Writing skills are enhanced by good reading skills. This course is designed to develop and enhance clear, effective written communication skills utilizing various rhetorical methods.

PSY 2012 - General Psychology.....3 credits
This course will introduce the student to the description and understanding of analysis of human behavior through the study of individuals, and their interaction, in the social and physical environments.

BSC 2085C - Human Anatomy and Physiology I..... 4 credits
First semester of a two-semester sequence dealing with the structure and function of the human body and mechanisms for maintaining homeostasis within it. Includes the study of cells, tissues, and the integumentary, skeletal, muscular and nervous systems. Prerequisite for BSC 2086 C.

BSC 2086C - Human Anatomy and Physiology.....4 credits
Second semester of a two-semester sequence dealing with the structure and function of the human body and mechanisms for maintaining homeostasis within it. A continuation of BSC2085, the circulatory, endocrine, digestive, excretory, respiratory, and reproductive systems of the body are studied. In a lecture science course where there is a required co-requisite lab.

DEP 2004 - Human Growth and Development.....3 credits
This course explores the effects of genetic, psychological, maturational and social factors at various stages during the lifespan.

HUN 1201 - Elements of Nutrition.....3 credits
This course provides an in-depth view of digestion, absorption, and the metabolic pathways of the nutrients and hormonal regulation of these pathways. Factors related to regulating energy needs, current government dietary guidelines, specific lifecycle needs and research-based standards for analyzing nutrient adequacy are examined. Concerns with food-borne illness and water contamination are also reviewed.

MCB 2010C – Microbiology.....4 credits
This fundamental course in Microbiology is designed to fulfill the needs of nursing students as well as other allied health majors. The course stresses the structure, nutrition, growth, control, metabolism, and introductory genetics of bacteria. An introduction to fungi, parasites, and viruses is included. Laboratory experience in techniques and primary isolation will be provided. Lab fee required.

MGF 1106 Liberal Arts Mathematics.....3 credits
This course will give the student the ability to utilize mathematical and computational skills essential for success in a myriad of areas and everyday situations. It will give the student skills needed in probability and statistics sets, logic, and geometry.

SPC 2608 Speech.....3 credits
Emphasizes the link between the fundamental theories in speech communication and effective public speaking. Includes practical training and study in public presentation skills, audience analysis, speech construction and problem solving using lecture and experiential learning format.

BACHELOR OF SCIENCE RN to BSN PROGRAM (Offered at West Palm Beach location)

120 Credit Hours

12-24 Months

The framework of the RN to BSN program includes wide broad areas of knowledge, skills performance, critical thinking, caring, professionalism, and collaboration. These areas will be reflected in the program outcomes, which will be incorporated into competencies throughout the BSN program.

RN to BSN Program Description

The nursing program at Health Career Institute is committed to providing the best education for students seeking a Bachelor of Science Degree in Nursing (BSN). This degree program focuses on: wellness of self and others; continues to expand on technical nursing skills across the lifespan; critical care concepts; and professional development, including leadership and management. Upon graduation, the student is awarded a Bachelor of Science degree in nursing (BSN) and can subsequently seek a higher level of employment in the nursing field.

Admissions Requirements

BSN students are to have completed their ADN degree and be currently licensed as a Registered Nurse in the State of Florida prior to admission. Applicants will receive 60 credits for transfer, of which 15 must be in general education. Students must:

- Have a signed Enrollment Agreement.
- Meet with an advisor who fills out a worksheet.
- Must submit a copy of an AHA CPR for Healthcare Provider card which must not expire prior to the last day of school.
- Have a current Florida registered nurse license with completion of their ASN degree prior to admission, provide proof of an active RN license, and provide transcripts with proof of completion of an ASN degree.
- Meet the technical requirements as per Health Career Institute's Enrollment Agreement.
- Complete the Application Form and Application Fee which should be submitted prior to submitting the Enrollment Agreement. All required documents must be submitted with enrollment agreement. Tuition and related fees are due **in full** at time of registration and acceptance of the Enrollment Agreement.

Students are given the following directions:

However you choose to access the course, you must have a computer that is in good working condition. On-line courses move pretty quickly through the material and usually require frequent computer work, along with frequent access to the Internet. Having a computer that is in bad repair, or a poor connection to the Internet, would be like taking a traditional course without a book or any handouts and only attending the lectures part of the time. Here is a list of some of the hardware/software you will need for an on-line course:

Technical Requirements:

- **A Pentium I or faster PC or Apple Computer CD-ROM drive (Most courses will not use CD-ROMs)**
- **Any Internet Service Provider (ISP) such as AOL or MSN and others.**
- **A printer**
- **Word Processing Software such as MS Word An email account of your own.**
- **Email software such as Outlook, Outlook Express, or Hotmail**

In addition to having these hardware/software elements, you should be knowledgeable about your word processing software. You should also be able to connect to the Internet without assistance. You should know how to surf the Web and how to do simple Web searches. You should know how to send and receive email messages, as well as how to send and retrieve attachments to email messages.

RN to BSN - Goals and Objectives

After successful completion of the program, the student will obtain a Bachelor of Science in Nursing. The goals and objectives for Health Career Institute's Bachelor Nursing program are comprised from our mission statement and core values:

- Engage in learning, and professional development of others.
- Integrate knowledge, ethical principles, and clinical excellence in nursing.
- Integrate a holistic approach to patients.
- Show compassion, caring, and empathy at all times toward patients.
- Demonstrate the cognitive ability to comprehend, apply, and evaluate the clinical information relative to his/her role in Nursing.
- Demonstrate technical proficiency in all psychomotor skills necessary to fulfill his/her role in Nursing.
- Demonstrate affective personal behaviors consistent with professional demeanor.
- Familiarity with the hospital environment including (but not limited to) policies, practices, equipment, and skills as they relate directly and or indirectly to the field of Nursing

RN to BSN Core Courses - Tuition & Fees

Semester I Tuition & Fees

Tuition (8 credits).....	\$ 2,000
Non-Refundable Registration Fee....	\$ 450
Total Semester I.....	\$ 2,450

Semester II Tuition & Fees

Tuition (9 credits).....	\$ 2,250
Non-Refundable Registration Fee.....	\$ 450
Total Semester II.....	\$ 2,700

Semester III Tuition & Fees

Tuition (9 credits).....	\$ 2,250
Non-Refundable Registration Fee....	\$ 450
Total Semester III.....	\$ 2,700

Semester IV Tuition & Fees

Tuition (9 credits).....	\$ 2,250
Non-Refundable Registration Fee.....	\$ 450
Total Semester IV.....	\$ 2,700

Semester V Tuition & Fees

Tuition (9 credits).....	\$ 2,250
Non-Refundable Registration Fee....	\$ 450
Total Semester V.....	\$ 2,450

Semester VI Tuition & Fees

Tuition (9 credits).....	\$ 2,250
Non-Refundable Registration Fee.....	\$ 450
Total Semester VI.....	\$ 2,700

Semester VII Tuition & Fees

Tuition (7 credits).....	\$ 1,750
Non-Refundable Registration Fee....	\$ 450
Total Semester VII.....	\$ 2,200

RN to BSN - Graduation Requirements

- The Student must successfully complete all nursing and general education courses with a minimum grade of a "C".
- All financial obligations to Health Career Institute are paid in full.
- Student must complete a minimum of 120 credit hours, with the last 30 credit hours to be earned at Health Career Institute.

RN to BSN - Course Listing

GENERAL EDUCATION COURSES				
Credit Conversion:				
15 Lecture Hours =1 Credit Hour 30 Lecture Hours =1.5 Credit Hour				
Course # and Title	Theory Hours	Lab Hours	Clinic/ Simulation	Credit Hours
BIO3020&3020L: Human Biology with Lab	45	30	0	4
CHM3010 & 3010L: Organic Chemistry with Lab	45	30	0	4
PHI3334: Philosophy & Critical Thinking	45	0	0	3
NUT3100: Nutrition Diet Therapy and Nutrition Care in Disease	45	0	0	3
AML3000: American Literature	45	0	0	3
PSY4070: Developmental Psychology	45	0	0	3
STA3100: Statistics	45	0	0	3
Total Hours	315	60	0	23
Nursing Core Classes				
Course # and Title	Theory Hours	Lab Hours	Clinic/ Simulation	Credit Hours
NUR3825: Transitional Nursing Role Perspectives	45	0	0	3
NUR3125: Advanced Pathophysiology for Nursing	45	0	0	3
NUR3119: Heritage of Nursing Concepts/Theories	45	0	0	3
NUR3069: Advance Health Assessment	45	0	0	3
NUR3678: Nursing Care for the Geriatric Patients	45	0	0	3
NUR3164: Nursing Research and Informatics	45	0	0	3
NUR4827: Leadership and Management in Professional Nursing	45	0	0	3
NUR4636: Community Health Nursing	45	0	0	3
NUR4107: Nursing Perspectives/Global Trends	45	0	0	3
NUR4847: Clinical Decision Making/Critical Thinking	45	0	0	3
NUR4655: Nursing in a Multicultural Society	45	0	0	3
NUR4945: Capstone experience	60	0	0	4
TOTAL Nursing Core Classes	555	0	0	37
TOTAL Classes	870	60	0	60

RN to BSN - Course Descriptions

- NUR3825 - Transitional Nursing Role Perspectives.....3 credits**
Role expectations for baccalaureate nurse; development of a professional self-concept; interface of personal and professional growth; transition from task to theory will be explored and real-world experience discussed. Legal issues in nursing will be discussed in detail as well as the historical and current issues affecting healthcare today.
- NUR4107 - Nursing Perspectives/Global Trends.....3 credits**
This course is focused on the major challenges of health care on a global level. The role of the nursing profession within the global community is emphasized, centered on meeting Millennium Development Goals. Using the concepts of Transformational Leadership, this course assists the learner in recognizing and addressing the major challenges facing global health care.
- NUR3119 - Heritage of Nursing Concepts/Theories.....3 credits**
Focus is on philosophical and theoretical foundations of nursing as a profession. The student is introduced to the history of nursing through defining concepts and the development of theories across the last century. Teaching strategies are designated to enhance students' abilities and skills to bridge the theory practice gap and expand their knowledge regarding theoretical
- NUR3164 - Nursing Research and Informatics3 credits**
Concepts in research, healthcare informatics, trends and exploring innovative strategies and applications are introduced and used to document in the electronic health record. Students learn the relationship between nursing research and utilization of evidence-based practice and how to apply it when documenting in the patient's record. This course also explores the research process as a foundation for acquiring skills needed to access, critically appraise and synthesize literature.
- NUR3069 - Advance Health Assessment.....3 credits**
The registered nurse student will learn a knowledge base which details the physiological, pathophysiological and psychological aspects of performing a complete and comprehensive health assessment in a variety of environments within diverse populations of health care clients.
- NUR3678 - Nursing Care for the Geriatric Patient.....3 credits**
The course implements topics that focus on the recommended competencies as developed by the American Association of Colleges of Nurses (AACN) for the baccalaureate nurse. Emphasis is placed on the aging population and the need for a transformational leadership in a health workforce that is capable of delivering competent care to older adults. The second half of the course emphasizes the growing vulnerable population focusing on the leadership role of the nurses in advocacy, cultural competence, and ethical issues specific to social justice and distribution of resources.
- NUR4847 - Clinical Decision Making/Critical Thinking.....3 credits**
This course provides a conceptual understanding of the logical and critical thought processes required of the professional nurse.
- NUR4655 - Nursing in a Multicultural Society.....3 credits**
The course presents concepts in trans-cultural nursing focusing on the nurse leader developing cultural competency while learning more about the health/illness beliefs of patients. The course is developed to provide the cultural foundation of existing models related to trans-cultural nursing and allows the nurse leader to identify key components impacting the cultural diversity of identified sub-cultures. Health care delivery within the United States is also discussed with a focus on the Institute of Medicine report on Standards of Care as it applies to health disparities.

NUR4827 - Leadership and Management in Professional Nursing.....3 credits
Leadership and management theories will be explored incorporating critical thinking, conflict management, decision making, and problem-solving skills. A primary focus of this course is to enhance professional nurses' understanding of the concepts and skills needed to be effective leaders in today's health care arena.

NUR4636 - Community Health Nursing.....3 credits
This course examines the role of the nurse in dealing with family crisis, gerontological problems, child-bearing, child raising families, and medical-surgical conditions within the context of the community. Assessment of the community and its healthcare delivery system epidemiology is studied within the social structure of families and communities.

NUR4945 - Capstone Experience.....4 credits
This course allows the students to integrate, synthesize knowledge and skills from other courses completed in the BSN program. The course is designed to enhance students' awareness of the main challenges that face the healthcare system, with emphasis on their professional roles and potentials in improving the quality of care using research and leadership skills.

NUR3125 - Advanced Pathophysiology for Nursing.....3 credits
This course teaches the advanced study of pathophysiology and symptomatology across the life span. The focus is on alterations in physiologic functions and manifestation of disease. Signs, symptoms and diagnostic findings of common alterations are presented. Students will also gain an understanding of nursing interventions to promote adaptation.

General Education Course Descriptions

AML 3000 - American Literature.....3 credits
This course explores select American authors and literary texts. Topics include historical background, social forces, literary genres and elements.

PSY 4070 - Developmental Psychology.....3 credits
The focus of this course will be on individual development from early childhood to late adolescence. At a general level we will examine the genetic and biological contributions to individual development, the social contextual contributions, and the interaction between these two general sets of variables. Specific topics will include: behavioral genetics, temperament, parent child relations, sibling relations, peer relations, the self, intelligence, emotional development, and problems of social development (antisocial behavior, depression).

STA 3100 – Statistics.....3 credits
The main objective of this course is to learn probability, discrete distributions, continuous distributions, bivariate distributions, and functions of random variables.

CHM 3010 & CHM 3010L - Organic Chemistry with Lab.....4 credits
This course consists of an introduction to the classification, structure, reactions, and reaction mechanisms of carbon compounds. The laboratory portion of the class represents the chemistry concepts. Using models, chemistry experiments and multimedia, the student will obtain a representative explanation of the conceptual lessons taught in the lecture component of this course.

PHI 3334 - Philosophy & Critical Thinking.....3 credits

This course provides the fundamentals of effective problem solving both in theory and practice. This course covers problem solving, logical reasoning, critical analysis of information, and cooperative learning. Students will use research methods and evaluating any problems by applying a logical process to its solution.

BIO 3020 & BIO 3020L - Human Biology with Lab.....4 credits

Course examines human form and function and the relationship of humans to other living things. Fundamental biological principles as they apply to the human are explored. The course is intended for liberal arts students who do not currently plan to major in the biological or health sciences. The lab component compliments the theory.

NUT 3100 - Nutrition Diet Therapy and Nutrition Care in Disease.....3 credits

In this course students will learn the principles of diet therapy and nutrition care in disease to prepare them with entry level, holistic knowledge of the use of nutrition care to meet patients' therapeutic needs both in an inpatient care, outpatient care and rehabilitation setting.

Distance Learning Online General Education Courses

Health Career Institute offers general education requirements through distance learning. Courses can be taken, depending on availability, at the student's convenience. The inclusion of General Education in every degree program reflects Health Career Institute's conviction that successful, satisfying lives require a wide range of skills and knowledge. These skills include the ability to reason logically and quantitatively and to communicate effectively; an understanding of the sciences that makes sense of the natural environment; a familiarity with the cultural movements that have shaped societies and their values. General Education, in essence, augments and rounds out the specialized training students receive in their majors and aims to cultivate a knowledgeable, informed, literate human being.

It is imperative that the student understand and respect confidentiality in regard to discussions, information sharing and not to, at any time, divulge answers or course information that would present an unfair advantage to current and/or future students. Any student enrolled in an online course and or courses is expected to abide by all Health Career Institutes rules, regulations and policies as previously presented herein. Distance Learning/Online Health Career Institute students have access to and receive the same services as commuter students.

General Education Objectives

Health Career Institute offers general education courses through Distance Learning that challenge the student to acquire skills and knowledge that are desirable not only for personal enrichment but enable the student to enhance and further their professional lives. The General Education Curriculum is designed to enable the student to:

- Master basic skills in English, Mathematics, Social Science & The Humanities
- Communicate accurately and effectively in both verbal & written form
- Gain and apply critical thinking skills in order to analyze complex material

Requirements to meet these objectives include, but are not limited to, with a grade of 'C' or higher, completing all homework assignments, and activities.

Academic Guidelines

Academic guidelines are the same for Distance Learning/Online General Education as for other courses/programs offered at Health Career Institute.

Student Verification Statement

Health Career Institute requires that the school verify the identity of students when course materials and/or course assessment activities are conducted either partially or entirely online. A student's login and password are intended to provide the student with secure access to course materials and are also intended to help the school meet this mandate. If Health Career Institute feels that at any time the student on-line is not the same student that is registered participating in class discussions, completing quizzes or exams, and is not the student who is registered to complete all class work, the school may require the use of a proctor for exams in distance-delivered (Internet) courses. This requirement will then provide a second level of student identity verification. Finally, an instructor may require students to use a webcam during exams, as another means of student identity verification through voice and visual recognition. If Health Career Institute feels that the student is not the one completing the class work the student will be dismissed for academic dishonesty. This includes any form of cheating and/or plagiarism (page 20 of Health Career Institute catalog, student conduct code). Health Career Institute protects student privacy and will notify students of any projected additional student charges associated with the verification of student identity at the time of registration or enrollment.

Technical Requirements

On-line courses require access to technology that is accessible to you at times whenever you can get to it. This means that you have to have access to a computer that is connected to an Internet account with some provider such as AOL or MSN. This must be a good connection that is dependable and accessible. Most people find it necessary to have their own PC, but you **can come into Health Career Institute and use the computer lab**. However you choose to access the course, you must have a computer that is in good working condition. On-line courses move pretty quickly through the material and usually require frequent computer work, along with frequent access to the Internet. Having a computer that is in bad repair, or a poor connection to the Internet, would be like taking a traditional course without a book or any handouts and only attending the lectures part of the time. Here is a list of some of the hardware/software you will need for an on-line course:

- A Pentium I or faster PC or Apple Computer
- A CD-ROM drive (Most courses will not use CD-ROMs)
- Any Internet Service Provider (ISP) such as AOL or MSN and others
- A 56K modem
- A printer
- Word processing software such as Microsoft Word
- An e-mail account of your own
- E-mail software, such as Outlook or Hotmail

In addition to having these hardware/software elements, you should be knowledgeable about your word processing software. You should also be able to connect to the Internet without assistance. You should know how to surf the Web and how to do simple Web searches. You should know how to send and receive email messages, as well as how to send and retrieve attachments to email messages.

Distance Learning Orientation - How Online Courses Work

The first on-line course that you take with Health Career Institute will start with an orientation that is given to you the day that you sign up for class. This orientation will include a password and an ID that is required each time you sign into the class. This information will also be emailed to you with instructions once your enrollment is completed. Be sure to carefully write down any access codes, passwords, or user IDs that you will need to access the course material. You will be required to enter this information exactly as it was originally written in order to access the content of your course. This is also for verification that ensures that you are the same student who is participating in class discussions, completing all required coursework, including quizzes, tests and exams and receives academic credit.

Getting in Touch

Once you sign into a class you should find your instructor's email address. Be sure to record all such information. Many students report that they have much more contact with on-line instructors than with those who teach traditional classes. It is a good idea to contact your instructor as soon as you know you will be taking the class. Your instructor can tell you how your class is organized and what you need to know to begin. In many cases, the instructor will send you the initial

documents or information via email whenever you contact them. Your instructor will receive the class roster on the first day of the semester and will attempt to contact you. One of the biggest problems instructors have in teaching an online class is the initial contact with the students. If the class roster contains information about you that is incorrect or incomplete it may delay, or make it impossible, to get in touch with you. For these reasons, get in touch with your instructor as soon as possible. After the class starts be sure to check your email messages every day for correspondence with your instructor. It is very important that every time you send email to your instructor, you list in the Subject Line the name of the course you are taking, or some other pertinent information that lets the instructor know what the message is about.

Additionally,

- Be sure to write every message to your instructor as though it were a letter or assignment.
- Use complete sentences and good grammar.
- Do not use "net speak" or abbreviations.
- Do not use slang or informal language.
- Use good paragraphs and do not type in all caps (capitalization).
- It is okay to use bold or italics to emphasize a point, but using all capitals is the 'net equivalent' of shouting. When submitting assignments by attachments, be sure to put your name at the top of the document, just as you would an assignment you were turning in by hand.
- Double-space assignment attachments so that they are easier to read and your instructor can make notes to you.

Distance Learning Assignments

On-line courses are, by nature, independent, "directed study" courses. Your instructor will direct your studies but you will have to work independently to complete the assignments. When and where you do these assignments is up to you. However, deadlines are usually given and must be observed. At the completion of their online courses, many students have reported that keeping up is easy to do if you try to remain disciplined in getting your work done on time. Online classes typically have a fairly high attrition, or dropout, rate because of a student tendency to fall behind on assignments.

The actual work of on-line classes may come in many diverse forms. However, most courses taught on-line will require more activities and writing assignments than traditional classes. Occasionally, an instructor will have pages on the course website to provide content for the class. Often, these pages will contain **hypertext**, or words and phrases that have imbedded codes in them. By simply clicking on the hypertext, you will move to other pages or websites that have additional information about the topic at hand. Another approach for your assignments may be that your instructor will place files with the activities or assignments on a web page for you to download or to view while online. You can usually use the "PRINT" button on your browser to print out the directions or assignments.

Distance Learning Exams/Quizzes

Assessment is an important part of any educational process. Test/exams/quizzes also have another very important purpose: They give feedback about how effective the instruction has been. Instructors may use any or all of several methods of assessing the learning process and product.

Proctored Exams are often used in online classes. In this approach, students must visit the college campus, or some other approved site, to take the exam under the supervision of someone who is approved by the instructor. Many times, the student makes an appointment to take the exam at a time that is convenient to themselves and the proctor (examiner).

Online Exams are tests that are posted on the course's web page and taken while connected to the Internet. These exams are very convenient for the student but must be taken with careful attention to the instructions given by the instructor. Security is very important in this case and the exam may be available for only a short period of time.

"Take Home Exams" In this case the exam may look more like another assignment. Your instructor may send you a file with the exam questions for you to download and print. You then answer the questions and turn-in your responses by email, fax, or by hand. Many instructors have a special area of their Course Site called **Dropbox**, or **Digital Dropbox**. Dropbox is an online data storage and file sharing technology. Instructors check both share and receive the work via Dropbox. Dropbox will only let the student who left the document pick-up a corrected, or graded, document.

Surveys may be used to assess students' experience with the materials and methods of the on-line class. Colleges and instructors often use surveys to get students' perceptions about how effective the instruction has been. Sometimes these surveys are the equivalent of the Course Evaluations that are conducted in regular classes each semester. Take these instruments seriously and give candid and useful feedback about the course and the instruction. This information is not available to the instructor until the course is finished and grades have been determined. In this case, every attempt is made to ensure that students' comments are confidential and the names of the students are not available to the instructor, and you may be asked to visit a separate web site to complete this type of survey. Your instructions will tell you which of these are being used.

Distance Learning Discussions

Discussions are invaluable parts of college classes. Therefore, they are almost always used in online classes. There are many ways in which discussions may be conducted. Generally there are two types of discussions: synchronous or asynchronous. Synchronous discussions are "real-time" discussions that are similar to chat rooms. In this setting, students and instructors go to a common webpage or "chat room" and conduct a live discussion. Be sure to note whether these activities are mandatory and if so, how they count in determining your final grade for the course. Sometimes instructors will make available an outline, or "lecture notes" for the discussion. Some general ground rules for "virtual classroom" behavior are:

- Pay Attention
- No Chatting/Be Still: When class begins, never chat with other students or comment on everything the instructor says. The "Virtual Classroom" is a printed medium, so everything must be read. Your fellow students and instructor must read everything that comes up, while trying to give a presentation or responses.
- Don't "Speak" Unless "Spoken To": During class time, refrain from typing anything unless the instructor requests a response.
- Have a back-up plan: Be prepared in case there is equipment or other element failure.

GENERAL EDUCATION COURSE DESCRIPTIONS

ENC 1101 English Composition I.....3 credits

This course is designed to develop and enhance clear effective written communication skills utilizing various rhetorical methods.

ENC 1102 English Composition II.....3 credits

As a continuation of English Composition I this course is designed with an emphasis on the development of a more in depth analytical and argumentative writing style. Readings are employed as a basis for these writings emphasizing literature & research.

SPC 2608 Speech.....3 credits

This course is designed to improve the basic skills developed in the Introduction to Oral Communication class (SPC 1608). While the class will emphasize the presentation and delivery of speeches, this course will also place significant emphasis on rhetorical analysis exercises specifically designed to foster critical thinking. Students will analyze and critique the fundamental elements of logic, reasoning and argumentation. Presentations will emphasize high-tech visual aids.

MGF1106 Liberal Arts Mathematics.....3 credits

This course will give the student the ability to utilize mathematical and computational skills essential for success in a myriad of areas and everyday situations. It will give the student skills needed in probability and statistics sets, logic, and geometry.

PSY 2012 General Psychology.....3 credits

This course will introduce the student to the description and understanding of analysis of human behavior through the study of individuals, and their interaction, in the social and physical environment.

CGS 1100 Microcomputer Applications.....3 credits

To be comfortable with computers and their technology, the student will in this course have hands on experience with word processing, electronic spreadsheets, Power Point, and database management software. Also included in the course is a brief overview of microcomputer concepts. All applications software utilized will be windows-based.

AMH2010 History of the USA: A Survey up to 1870.....3 credits

Triumph and tragedy pervade the history of these United States. This course provides an interpretative overview of the economic, social, political and cultural forces up to 1870 that have made the United States what it is today.

ADMINISTRATION AND FACULTY

Administrators

Bonds, Bobby	Campus President & Chief Operating Officer	Ed.D Organizational Leadership Argosy University MBA South University BS Advertising and Communications West Virginia University
Filippi, Thomas	Chief Academic Officer/Librarian	MA Education MS Rehabilitation Counseling West Virginia University BS Education BA Chemistry BS Biology West Virginia University
Hightower, Debbie	Controller	MBA BS Accounting Brenau University AA Business Administration Georgia Military College
Moeckel, Angela	Business Office Manager/Human Resources	
Perez, Naiby	Registrar	
Lane, Johanna	Director of Career Services/Student Services	BS Business Administration Northwood University
Bergeron, Holly	Director of Financial Aid	
Raber, Sherry	Director of Nursing	MSN Nursing University of Miami BSN Nursing University of Miami
Botting, Phil	EMS Director	BS Public Administration Barry University FL State Certified Paramedic
Poulos, Irene	Clinical Coordinator/AHA Coordinator	Doctorate of Chiropractic Palmer Chiropractic College Paramedic Health Career Institute
Braunworth, Brent	Director of Fire Science	BA Public Affairs Florida Atlantic University Florida State Fire Instructor I
Keehn, DO. FACOEP, Steven	Medical Director	Doctor of Osteopathic Medicine Nova Southeastern University
Moeckel, Amber	Front Desk	
Cunningahm, Don	Director of Admissions	
Harris, Vanessa	Admissions Representative	
Palmer, Christine	Admissions Representative – Lauderdale Lakes	

Nursing Faculty

Bruce, Lisa Marie	Nursing Instructor	BS Nursing South University ADN Nursing Palm Beach State College
Cain, Norma	Nursing Instructor	PhD Nursing Florida Atlantic University BSN South University
Colia, Jeanne	Nursing Instructor	MSN-Ed Barry University BSN SUNY at Stonybrook AAS (RN) Suffolk Community College
DeVevo, Knolan	Nursing Instructor	BS Nursing Florida Atlantic University AAS Nursing Palm Beach State College
Gerding, Roberta	Nursing Instructor	MSN New Jersey City University BSN Dickinson University DIP Nursing Paterson General Hospital
McLaughlin, Dorean	Nursing Instructor	MSN University of Phoenix BSN University of Phoenix ADN Broward School of Nursing
Palmer, Bobette	Nursing Instructor	BSN Northern Caribbean University
Raber, Sherry	Director of Nursing	MSN Nursing University of Miami BSN Nursing University of Miami
Suiaga, Armier	Nursing Instructor	MSN-Ed Walden University BSN West Visayas State University
Velasquez, Roberto	Nursing Instructor	BSN Chamberlain College
Williams, Stacey	Nursing Instructor	BSN Walden University ASN Broward Community College

Fire Sciences Faculty

Braunworth, Brent	FS Program Director	BA Public Affairs Florida Atlantic University Florida State Fire Instructor III
Hurd, Jeremy	FS Instructor	AS Fire Science Health Career Institute Fire Instructor III
Kendrick, Patrick	FS Instructor	AS Fire Science Technologies Palm Beach State College Fire Instructor III
Kropa, Bob	FS Instructor	BS Fire Science University of Miami Fire Science III

Emergency Medical Services Faculty

Botting, Phil	EMS Director	BS Public Administration Palm Beach State College FL State Certified Paramedic
Cable, John	EMT/Paramedic Instructor	AA in Associates of Arts Palm Beach State College FL State Certified Paramedic
Christmas, Chris	EMT Lead Instructor Evening	AS in Emergency Medical Services Health Career Institute FL State Certified Paramedic
Gordon, Nick	EMT/Paramedic Instructor	AS in Emergency Medical Services Palm Beach State College FL State Certified Paramedic
Gould, Mike	EMT Instructor	AS in Emergency Medical Services Palm Beach State College FL State Certified Paramedic
Hoch, Chris	Fire Science Instructor	AS in Emergency Medical Services Health Career Institute Florida State Fire Instructor II FL State Certified Paramedic
Holoboff, Kurt	Paramedic Instructor	AS in Emergency Medical Services Broward State College FL State Certified Paramedic
Hooper, Ray	Paramedic Lead Instructor	AS in Emergency Medical Services Florida Medical Training FL State Certified Paramedic
Jackson, Charles	Paramedic Instructor	AS in Fire Science Columbia Southern University FL State Certified Paramedic
Jossaint, Erick	Paramedic Instructor	AS in Emergency Services Palm Beach State College FL State Certified Paramedic
Keehn, Steven	Medical Director/Instructor	Doctor of Osteopathic Medicine NY College of Osteopath FL State Certified Paramedic

Leao, Tama	Paramedic Instructor	AS in Emergency Services City College FL State Certified Paramedic
Locigno, Mark	Paramedic Instructor	AA in Business Tallahassee College FL State Certified Paramedic
Marciante, Mark	EMT Lead Instructor-Day	AS in Emergency Medical Services Palm Beach State College FL State Certified Paramedic
Mitchell, Thomas	Paramedic Instructor	AS in Emergency Medical Services Palm Beach State College FL State Certified Paramedic
Montag, Jason	EMT/Paramedic Instructor	AS in Emergency Medical Services Broward State College FL State Certified Paramedic
Permenter, Steven	EMT/Paramedic Instructor	BS International Studies University of Central Florida FL State Certified Paramedic
Phillips, Paul	EMT/Paramedic Instructor	BA in Communications Lynn University FL State Certified Paramedic
Posner, Eric	Paramedic Instructor	AS in Emergency Medical Services Broward State College FL State Certified Paramedic
Stolpman, Richard	Paramedic Instructor	AA in Health Sciences University of Northern Florida FL State Certified Paramedic
Varano, Eric	EMT Instructor	AS in Emergency Medical Services Palm Beach State College FL State Certified Paramedic
Whitmore, Chris	EMT/Paramedic Instructor	B.S. in Business Management University of NY/Fredonia FL State Certified Paramedic

General Education Instructors and Online Instructors

Carvalho-Salemi, Jennifer	Nutrition Diet Therapy & Nutrition Care in Disease	MPH Nutrition Lenoir-Rhyne University
Poole-Christian, Kerantha	English Composition I English Composition II Speech	MA English East Tennessee State
Filippi, Thomas	Liberal Arts Math	MS Rehabilitation Counseling MA Education BS Education BS Biology BA Chemistry West Virginia University
McKinney, David	Speech	MA Communication Management University of Alabama

McPartland, Shawn	Anatomy & Physiology I Anatomy & Physiology II Organic Chemistry Human Biology Microbiology	MD Medicine New York University
Rasak, Michael	History of the USA: A survey Up to 1870 Philosophy & Critical Thinking	MA History University of Detroit BS History & Political Science Central Michigan University
Sheba, Jennings-Jordan	General Psychology Developmental Psychology Human Growth	PHD Psychology Mississippi State

APPENDIX

ACCSC Complaint Form

Name of Complainant:

Address: City:

State

Zip Code:

Telephone Number:

School Name:

School Address:

School City:

State:

Zip Code:

Telephone Number:

INSTRUCTIONS

1. Please attach a statement describing the nature of the complaint. The statement should include a description of the events or circumstances upon which the complaint is based and the names and titles (if any) of the individuals involved.
2. In order for a complaint to be processed and considered by the Commission, you must give written permission for the complaint to be forwarded to the school for a response. If you do grant the Commission permission, please sign your name in the space provided below.

STATEMENT GRANTING PERMISSION TO FORWARD COMPLAINT TO SCHOOL

I certify that the information I have provided is correct to the best of my knowledge and grant permission for the complaint to be forwarded to the school for a response.

Signature:

Date:

The response and the complaint will be kept on file for future reference.

**SUBMIT TO: Executive Director
 Accrediting Commission of Career Schools and Colleges
 2101 Wilson Boulevard / Suite 302
 Arlington, Virginia 22201**

Consumer Information Guide & Student Right to Know - West Palm Beach

The *Higher Education Opportunity Act* (HEOA) of 2008 requires that Institutions make available to their students information regarding placement rates, including the methodology and time frame applicable to the rates. Data is taken directly from the Annual Reports submitted to *Accrediting Commission of Career Schools and Colleges* (ACCSC) for the reporting period based on the length of the program in months and the Florida Board of Nursing for NCLEX-RN licensure pass rates by calendar year. This information is compiled based on the requirements of our accrediting body and state regulations. Information is maintained, tracked and updated in our student data base system.

Program	Degree Type	Length in Months	Reporting Period	Completion	Placement (Employed in Field/Available for Employment)	Licensure
Emergency Medical Services	AS	24	(2017) 4/1/2013 – 3/31/2014	100	100 (3/3)	No Exam
			(2016) 4/1/2012 – 3/31/2013	-	-	No Exam
			(2015) 4/1/2011 – 3/31/2012	-	-	No Exam
			(2014) 4/1/2010 – 3/31/2011	100%	100% (73/73)	No Exam
			(2013) 4/1/2009 – 3/31/2010	100%	88% (29/33)	No Exam
			(2012) 4/1/2008 – 3/31/2009	100%	90% (9/10)	No Exam
Emergency Medical Technician	Diploma	4	(2017) 10/1/2015 – 9/30/2016	78%	75% (21/28)	82%
			(2016) 10/1/2014 – 9/30/2015	86%	80% (4/5)	61%
			(2015) 10/1/2013 – 9/30/2014	88%	81% (13/16)	70%
			(2014) 10/1/2012 – 9/30/2013	86%	62% (39/63)	64%
			(2013) 10/1/2011 – 9/30/2012	93%	77% (44/57)	-
			(2012) 10/1/2010 – 9/30/2011	92%	76% (13/17)	90%
Fire Science	AS	24	(2017) 4/1/2013 – 3/31/2014	-	-	No Exam
			(2016) 4/1/2012 – 3/31/2013	-	-	No Exam
			(2015) 4/1/2011 – 3/31/2012	-	-	No Exam
			(2014) 4/1/2010 – 3/31/2011	100%	100% (4/4)	No Exam
			(2013) 4/1/2009 – 3/31/2010	100%	100% (8/8)	No Exam
			(2012) 4/1/2008 – 3/31/2009	100%	100% (3/3)	No Exam
Nursing	ADN	20	(2017) 4/1/2014 – 3/31/2015	87%	75% (36/48)	26%
			(2016) 4/1/2013 – 3/31/2014	-	-	-
			(2015) 4/1/2012 – 3/31/2013	-	-	-
			(2014) 4/1/2011 – 3/31/2012	-	-	-
			(2013) 4/1/2010 – 3/31/2011	-	-	-
	FL Board of Nursing	(2016) 1/1/2016 – 12/31/2016	Meets/Exceeds Benchmark		76%	
	FL Board of Nursing	(2015) 1/1/2015 – 12/31/2015	Below Benchmark		63%	
FL Board of Nursing	(2014) 1/1/2014 – 12/31/2014	Below Benchmark		26%		
Paramedic	Diploma	12	(2017) 10/1/2014 – 9/30/2015	83%	88% (21/24)	76%
			(2016) 10/1/2013 – 9/30/2014	84%	70% (16/23)	84 %
			(2015) 10/1/2012 – 9/30/2013	75%	73% (27/37)	100%
			(2014) 10/1/2011 – 9/30/2012	70%	70% (23/33)	71%
			(2013) 10/1/2010 – 9/30/2011	70%	86% (18/21)	-
			(2012) 10/1/2009 – 9/30/2010	79%	76% (48/63)	94%
RN to BSN	BSN	24	(2017) 4/1/2013 – 3/31/2014	-	-	No Exam
			(2016) 4/1/2012 – 3/31/2013	-	-	No Exam
			(2015) 4/1/2011 – 3/31/2012	-	-	No Exam
			(2014) 4/1/2010 – 3/31/2011	-	-	No Exam
			(2013) 4/1/2009 – 3/31/2010	-	-	No Exam

Key:
 No Exam: Licensure/Certification not required to work in the State of Florida.
 (-) : No Graduates in the reporting year indicated, meaning no placement or licensure activity during this time period.

Consumer Information Guide & Student Right to Know - Lauderdale Lakes

Program	Degree Type	Length in Months	Reporting Period	Completion	Placement (Employed in Field/Available for Employment)	Licensure
Nursing	ADN	20	(2017) 4/1/2014 – 3/31/2015	-	-	-
			(2016) 4/1/2013 – 3/31/2014	-	-	-
			(2015) 4/1/2012 – 3/31/2013	-	-	-
			(2014) 4/1/2011 – 3/31/2012	-	-	-
			(2013) 4/1/2010 – 3/31/2011	-	-	-
	FL Board of Nursing	(2017) 1/1/2017 – 12/31/2017	-	-		

Key:
 No Exam: Licensure/Certification not required to work in the State of Florida.
 (-) : No Graduates in the reporting year indicated, meaning no placement or licensure activity during this time period.

Note: The Nursing program in Lauderdale Lakes began 2/8/2017. No graduates are expected until 6/23/2018.

Academic Calendar 2017 – 2020: West Palm Beach (Main Campus)

Term Schedule 2017 - WEST PALM BEACH							
*Orientation	15 Week Term Code	15 Week Terms	7 Week Term Code	Online 7 Week Terms		2017 Holidays	
1/4/2017 - EMT/PARA & 1/5/2017 - NUR	10917	1/9/2017 - 4/29/2017	010917ONL	Session A	Session B	1/16/2017	Martin Luther King Jr. Day
				1/9/2017	3/6/2017	3/19/2017 - 3/26/2017	Spring Break Follows PBCS
				2/25/2017	4/29/2017		
5/3/2017 - EMT/PARA & 5/4/2017 - NUR	050817	5/8/2017 - 8/26/2017	050817ONL	Session A	Session B	5/29/2017	Memorial Day
				5/8/2017	7/10/2017	7/2/2017 - 7/9/2017	Summer Break
				6/24/2017	8/26/2017		
8/30/2017 - EMT/PARA & 8/31/2017 - NUR	090517	9/5/2017 - 12/23/2017	090517ONL	Session A	Session B	9/4/2017	Labor Day
				9/5/2017	10/30/2017	11/11/2017	Veteran's Day
				10/21/2017	12/23/2017	11/23 - 11/24/2017	Thanksgiving Break
						12/24/2017 - 1/7/2018	Winter Break

Term Schedule 2018 - WEST PALM BEACH							
*Orientation	15 Week Term Code	15 Week Terms	7 Week Term Code	Online 7 Week Terms		2018 Holidays	
1/3/2018 - EMT/PARA & 1/4/2018 - NUR	10818	1/8/2018 - 4/28/2018	010818ONL	Session A	Session B	1/15/2018	Martin Luther King Jr. Day
				1/8/2018	3/5/2018	3/18/2018 - 3/25/2018	Spring Break Follows PBCS
				2/24/2018	4/28/2018		
5/2/2018 - EMT/PARA & 5/3/2018 - NUR	050718	5/7/2018 - 8/25/2018	050718ONL	Session A	Session B	5/28/2018	Memorial Day
				5/7/2018	7/9/2018	7/1/2018 - 7/8/2018	Summer Break
				6/23/2018	8/25/2018		
8/29/2018 - EMT/PARA & 8/30/2018 - NUR	090418	9/4/2018 - 12/22/2018	090418ONL	Session A	Session B	9/3/2018	Labor Day
				9/4/2018	10/29/2018	11/12/2018	Veteran's Day
				10/20/2018	12/22/2018	11/22/2018 - 11/23/2018	Thanksgiving Break
						12/23/2018 - 1/1/2019	Winter Break

Term Schedule 2019 - WEST PALM BEACH							
*Orientation	15 Week Term Code	15 Week Terms	7 Week Term Code	Online 7 Week Terms		2019 Holidays	
1/2/2019 - EMT/PARA & 1/3/2019 - NUR	10719	1/7/2019 - 4/27/2019	010719ONL	Session A	Session B	1/21/2019	Martin Luther King Jr. Day
				1/7/2019	3/4/2019	3/17/2019 - 3/24/2019	Spring Break Follows PBCS
				2/23/2019	4/27/2019		
5/1/2019 - EMT/PARA & 5/2/2019 - NUR	050619	5/6/2019 - 8/24/2019	050619ONL	Session A	Session B	5/27/2019	Memorial Day
				5/6/2019	7/8/2019	6/30/2019 - 7/7/2019	Summer Break
				6/22/2019	8/24/2019		
8/28/2019 - EMT/PARA & 8/29/2019 - NUR	090319	9/3/2019 - 12/21/2019	090319ONL	Session A	Session B	9/2/2019	Labor Day
				9/3/2019	10/28/2019	11/11/2019	Veteran's Day
				10/19/2019	12/21/2019	11/28 - 11/29/2019	Thanksgiving Break
						12/22/2019 - 1/5/2020	Winter Break

Term Schedule 2020 - WEST PALM BEACH							
*Orientation	15 Week Term Code	15 Week Terms	7 Week Term Code	Online 7 Week Terms		2020 Holidays	
1/2/2020 - EMT/PARA & 1/3/2020 - NUR	10620	1/6/2020 - 4/25/2020	010620ONL	Session A	Session B	1/20/2020	Martin Luther King Jr. Day
				1/6/2020	3/2/2020	3/22/2020 - 3/29/2020	Spring Break Follows PBCS
				2/22/2020	4/25/2020		
4/29/2020 - EMT/PARA & 4/30/2020 - NUR	050420	5/4/2020 - 8/22/2020	050420ONL	Session A	Session B	5/25/2020	Memorial Day
				5/4/2020	7/6/2020	6/28/2020 - 7/5/2020	Summer Break
				6/20/2020	8/22/2020		
8/26/2020 - EMT/PARA & 8/27/2020 - NUR	08312020	8/31/2020 - 12/19/2020	083120ONL	Session A	Session B	9/7/2020	Labor Day
				8/31/2020	10/26/2020	11/11/2020	Veteran's Day
				10/17/2020	12/19/2020	11/26/2020 - 11/27/2020	Thanksgiving Break
						12/20/2020 - 1/3/2021	Winter Break

Academic Calendar 2017 – 2020: Lauderdale Lakes (Branch of West Palm Beach)

Term Schedule 2017 - LAUDERDALE LAKES							
*Orientation	15 Week Term Code	15 Week Terms	7 Week Term Code	Online 7 Week Terms		2017 Holidays	
TBD	20817	2/8/2017 - 3/4/2017	n/a	Session A n/a n/a	Session B n/a n/a		
3/1/2017 (WED)	030617	3/6/2017 - 6/24/2017	030617ONL	Session A 3/6/2017 4/29/2017	Session B 5/8/2017 6/24/2017	3/19/2017 - 3/26/2017 5/29/2017	Spring Break Memorial Day
6/28/2017 (WED)	071017	7/10/2017 - 10/21/2017	071017ONL	Session A 7/10/2017 8/26/2017	Session B 9/5/2017 10/21/2017	7/2/2017 - 7/9/2017 9/4/2017	Summer Break Labor Day
10/25/2017 (WED)	103017	10/30/2017 - 02/24/2018	103017ONL	Session A 10/30/2017 12/23/2017	Session B 1/8/2018 2/24/2018	11/11/2017 11/23 - 11/24/2017 12/24/2017 - 1/7/2018	Veteran's Day Thanksgiving Break Winter Break
						1/15/2018	Martin Luther King Jr. Day
Term Schedule 2018 - LAUDERDALE LAKES							
*Orientation	15 Week Term Code	15 Week Terms	7 Week Term Code	Online 7 Week Terms		2018 Holidays	
2/28/2018 (WED)	30518	3/5/2018 - 6/23/2018	030518ONL	Session A 3/5/2018 4/28/2018	Session B 5/7/2018 6/23/2018	3/25/2018 - 4/1/2018 5/28/2018 7/1/2018 - 7/8/2018	Spring Break Follows BCPS Memorial Day Summer Break
6/27/2018 (WED)	070918	7/9/2018 - 10/20/2018	070918ONL	Session A 7/9/2018 8/25/2018	Session B 9/4/2018 10/20/2018	9/3/2018	Labor Day
10/24/2018 (WED)	102918	10/29/2018 - 2/23/2019	102918ONL	Session A 10/29/2018 12/22/2018	Session B 1/7/2019 2/23/2019	11/12/2018 11/22/2018 - 11/23/2018 12/23/2018 - 1/1/2019	Veteran's Day Thanksgiving Break Winter Break
						1/21/2019	Martin Luther King Jr. Day
Term Schedule 2019 - LAUDERDALE LAKES							
*Orientation	15 Week Term Code	15 Week Terms	7 Week Term Code	Online 7 Week Terms		2019 Holidays	
2/27/2019 (WED)		3/4/2019 - 6/22/19		Session A 3/4/2019 4/27/2019	Session B 5/6/2019 6/22/2019	3/24/2019 - 3/31/2019 5/27/2019	Spring Break Follows BCPS Memorial Day
6/26/2019 (WED)		7/8/2019 - 10/19/2019		Session A 7/8/2019 8/24/2019	Session B 9/3/2019 10/19/2019	6/30/2019 - 7/7/2019 9/2/2019	Summer Break Labor Day
8/28/2019 - EMT/PARA & 8/29/2019 - NUR		10/28/2019 - 2/22/2020		Session A 10/28/2019 12/21/2019	Session B 1/6/2020 2/22/2020	11/11/2019 11/28 - 11/29/2019 12/22/2019 - 1/5/2020	Veteran's Day Thanksgiving Break Winter Break
						1/20/2020	Martin Luther King Jr. Day
Term Schedule 2020 - LAUDERDALE LAKES							
*Orientation	15 Week Term Code	15 Week Terms	7 Week Term Code	Online 7 Week Terms		2020 Holidays	
2/26/2020 (WED)		3/2/2020 - 6/20/2020		Session A 3/2/2020 4/25/2020	Session B 5/4/2020 6/20/2020	3/22/2020 - 3/29/2020 5/25/2020	Spring Break Follows BCPS Memorial Day
6/24/2020 (WED)		7/6/2020 - 10/17/2020		Session A 7/6/2020 8/22/2020	Session B 8/31/2020 10/17/2020	6/28/2020 - 7/5/2020 9/7/2020	Summer Break Labor Day
8/26/2020 - EMT/PARA & 8/27/2020 - NUR		10/26/2020 - 2/20/2021		Session A 10/26/2020 12/19/2020	Session B 1/4/2021 2/20/2021	11/11/2020 11/26/2020 - 11/27/2020 12/20/2020 - 1/3/2021	Veteran's Day Thanksgiving Break Winter Break
						1/18/2021	Martin Luther King Jr. Day