Dear Student:

As Chief Academic Officer of ASA College, I welcome you to ASA College! Whether you are an applicant, a prospective student researching your educational options, a returning student or a graduate, I hope that ASA's website will provide you with a lot of exciting and valuable information about our college.

ASA College was founded in 1985 in Brooklyn, New York with the mission of preparing professionals to fulfill key positions in the job market. And till today, the programs at ASA College are designed to prepare you professionally and to create within you a habit for learning that will be with you throughout your life. Many of ASA’s students are first generation college students who go on to achieve great success academically and professionally. In fact, you may even encounter former ASA graduates as faculty members who have gone on to attain higher degrees and have returned to “give back” to the College that started them up the ladder of success.

ASA College has some unique characteristics that help students achieve success.

* Programs that prepare you for many recognized industry-certifications/licensure examinations and exciting professions
* The option of taking a full course load in the summer semester thereby completing programs in a shorter timeframe (if no remediation is required)
* Credentialed and qualified faculty who are dedicated and caring and put their students’ success above everything else
* Externships in the field of study that provide you with real-life, hands-on experience and often, employment opportunities
* Career placement assistance from the start of each program including getting part-time jobs in or outside the college during the program of study
* Unlimited free tutoring at your convenience, face-to-face and online, if needed
* A robust system of student support services that ensures academic success
* Many co- and extra-curricular activities including athletic teams to enrich your college experience
* Free auditing of any class in your program
* Intensive preparation for certification/licensure exam at the end of your program of study

ASA College programs and component courses are constantly reviewed and upgraded to fulfill the demands of the job market. Graduates of ASA’s programs can return to ASA to update their skills free-of-charge if necessary without any time limits.

Education is an investment in not only your future but the future of all our families, our communities and our country. Together, let us do great things!

Non scholae, sed vitae discimus! We learn not for school but for life!

Good luck!
DISCLAIMER
The contents of this College Catalog are subject to change. ASA College reserves the right to add, change or cancel courses or programs, revise subject matter content, change requirements, modify, amend or revoke any rules or regulations, or make any changes it deems necessary. The college also reserves the right to effect any other changes in the curriculum, administration, tuition and fees, academic standards, or any other phase of the college activity with a notice to the students. ASA College does not guarantee enrollment into specific sections of desired courses.
Transfer of credits from this institution is at the discretion of the receiving institution.

OWNERSHIP
ASA College is a New York corporation. ASA College is registered as a foreign corporation doing business in Florida.

NON-DISCRIMINATION POLICY
ASA College is an equal employment affirmative action institution. The college does not discriminate against any person on the basis of age, gender, race, color, creed, religion, marital status, national or ethnic origin, disability, or sexual orientation in its admissions, employment, educational programs, student services, activities, or administration of education policy, except as such condition may constitute some bona fide occupational or assignment qualifications.
ASA is firmly committed to providing all students equal access to its programs, resources, opportunities and facilities. Violations of the College’s policies against unlawful discrimination and harassment may result in disciplinary action, including but not limited to being barred from campus, suspended, or dismissed from the College.
Inquiries regarding the non-discrimination policies and grievance procedures should be directed to:

Human Resources Office
1293 Broadway, 8th Floor
New York, NY 10001
(212) 672-6450, ext.1100

ANTI-HARASSMENT POLICY
ASA is committed to a workplace free of discrimination and harassment based on race, color, religion, age, sex, national origin, disability, status as a veteran, or any other protected status. Offensive or harassing behavior will not be tolerated against any employee. This policy covers students, vendors, customers, or others who enter our workplace, as well as all employees. Supervisory or managerial personnel are responsible for taking proper action to end such behavior in their workplace.
In an effort to prevent sexual and other forms of harassment from occurring, this policy against harassment will be communicated to each employee. No employee of this company is exempt from this policy.
Offensive conduct or harassment of a sexual nature, or based on race/ color/ religion/ age, sex, national origin, disability, status as a veteran or any protected status is prohibited. This may include but is not limited to:

• Offensive physical actions, written, spoken,or graphic communication (for example/ obscene hand or finger gestures or sexually explicit drawings)
• Any type of physical contact when the action is unwelcome by recipient (for example, brushing up against someone in an offensive manner)
• Expectations, requests, demands, or pressure for sexual favors
• Slurs, jokes, posters, cartoons, and gestures that are offensive
• Any form of bullying that rises to the level of harassment, i.e., bullying and harassment based on gender or sex stereotypes including sexual harassment and gender-based harassment of lesbian, gay, bisexual and transgender (LGBT) individuals.
Any such offensive conduct will be considered a prohibited form of harassment when any of the following are true:

- There is a promise or implied promise of preferential treatment or negative consequence regarding employment decisions or status,
- Such conduct has the effect of creating an intimidating or hostile or offensive work environment, or unreasonably interferes with a person’s work performance.
- A third party is offended by the sexual conduct or communication of others.

Harassment is considered a form of employee misconduct. Disciplinary action, up to and including termination, will be taken against any employee engaging in this type of behavior. Any supervisor or manager who has knowledge of such behavior yet takes no action to end it is also subject to disciplinary action.

Anyone who believes he or she is being discriminated against as a result of harassing behavior (for example: other employees being given special treatment in exchange for sexual favor(s)) is encouraged to report it.

Complaints should be made to the Human Resources Office or a Vice President. All complaints will remain as confidential as possible and will be subject to ASA’s Grievance Procedure (described in the following section). Complaints made in good faith will in no way be held against an employee.

**TITLE IX STATEMENT**

It is the policy of ASA College to comply with Title IX of the Education Amendments of 1972, which prohibits discrimination (including sexual harassment and sexual violence) based on sex in the College’s educational programs and activities. Title IX also prohibits retaliation for asserting or otherwise participating in claims of sex discrimination. ASA College has designated Title IX Coordinators, listed below, to coordinate ASA College’s compliance with and response to inquiries concerning Title IX.

A person may also file a complaint with the Department of Education’s Office for Civil Rights regarding an alleged violation of Title IX by visiting www2.ed.gov/about/offices/list/ocr/complaintintro.html or calling 1-800-421-3481.

The following persons have been designated to handle inquiries regarding the non-discrimination and anti-harassment policies:

**Mindy Hamilton, J.D./M.A., Campus Dean / Title IX Coordinator**
530 W. 49th Street (Room 234)
Hialeah, FL 33012
(305) 777-3161 x 4947
TitleIX@asa.edu

**Jennifer N. Ross, J.D., Ombud / Title IX Coordinator**
530 W. 49th Street (Room 216)
Hialeah, FL 33012
(305) 777-3168 x 4953
TitleIX@asa.edu

**EFFECTIVE DATE**

Volume 6 of the Florida Edition ASA College Catalog is effective as of Fall 2020.
Revised: Aug 12, 2021
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The Mission of ASA College is to educate a diverse and qualified student population to become responsible professionals committed to lifelong learning by equipping them with a firm academic foundation and career-specific competencies. ASA offers high-quality degree and certificate programs that respond to the needs of students and employers in a global economy. ASA faculty and staff are dedicated to maintaining professionalism and institutional integrity in a student-centered environment.

Core values defining what ASA is and what it aspires to be and distinguishing ASA from other institutions of higher education focus on student centeredness, accountability, respect, and integrity.

**Student Centeredness:**
We value and respect all students as unique individuals.
We assist students in realizing their educational goals and provide students with a positive educational experience.

**Accountability:**
We understand and value our individual roles in the college.
We take responsibility for processes, decisions, and outcomes within our scope of influence.

**Respect:**
We appreciate individual differences and diverse opinions and work together to create a mutually supportive environment.
We treat each other with dignity and appreciate individual contributions regardless of position within the college.

**Integrity:**
Our actions and words signal the institutional integrity of our college.
We embrace honesty and base our decision-making on a combination of high ethical standards and practical considerations.
Founded in 1985, ASA began with Alex Shchegol teaching a class of 12 students in New York. Known then as “Advanced Software Analysis,” the institute focused on mainframe computer programming, as New York had a dire shortage of qualified programmers at that time. Over the years, as technology revolutionized how every major industry operates, ASA has created and updated programs to meet new market needs. Since its inception, the college has grown to more than 5,000 students, 17 programs of study, and 2 large, centrally-located campuses in midtown Manhattan and downtown Brooklyn. Today, in addition to computer technology, our programs of study focus on the rapidly-growing industries of healthcare, business and legal studies.

Consistent with the needs and capabilities of our student body, which includes highly motivated and mature immigrants, ASA programs have always featured a “hands-on” training component.

In 1999, ASA received authorization from the New York State Board of Regents to confer degrees in Accounting, Computer Programming and Information Technology, and Medical Assisting.

In the following years, ASA continued to develop new programs in New York. ASA added five Associate of Occupational Studies degree programs in Business Administration with Management Information Systems, Healthcare Office Administration, Network Administration and Security, Office Administration and Technology, and Pharmacy Technology to its offering in New York. ASA also acquired additional space at its main location in Brooklyn to accommodate its growing student population.

In 2018, ASA’s Manhattan Extension Center at Herald Square was approved as a branch.

ASA also expanded its academic offerings to include two new Associate in Applied Science (AAS) degree programs in Health Information Technology and Criminal Justice in New York. In 2010, ASA New York received approval to offer AAS in Nursing from the New York State Office of Professions. In 2010, ASA received accreditation from The Middle States Commission on Higher Education. In 2012, ASA received approval to offer AOS in Massage Therapy at its New York Campus.

In 2014 ASA College opened a location in Florida at 3909 N.E. 163rd Street, North Miami Beach, FL 33160 where the College received approval to offer four (4) Associate Degree programs in the Business, Health and Criminal Justice disciplines, namely Business Administration -Accounting (OAD), Medical Assisting (AS), Pharmacy Technology (AS) and Criminal Justice (AS). In 2015, the College received approval to offer additional associate degree program in Network Administration and Security (AAS) from the Commission on Independent Education of the Florida Department of Education. In 2016, ASA received license to offer programs at its branch in Hialeah, which is now the main campus of ASA in Florida.
ACCREDITATIONS AND APPROVALS

ASA College is licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding the institution may be obtained by contacting the Commission at:

Commission for Independent Education, Florida Department of Education

325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400,
(888) 224-6684.

ASA College is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. (267-284-5000) www.msche.org. MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA). The contact information is as follows:

Commission on Higher Education
Middle States Association of Colleges and Schools

3624 Market Street
Philadelphia, PA 19104
(267) 284-5000
www.msche.org

PROGRAM OFFERINGS IN FLORIDA CAMPUS

All ASA curricula are built upon a philosophy that balances academic preparation, professional training, and hands-on experience. Each program offering is designed around industry requirements and pragmatic experience that promotes the acquisition of skills needed to enter the workforce. Furthermore, ASA’s Division of Arts and Sciences offers up to six levels of ESL language training.

Division Of Engineering & Technology
- Network Administration and Security AS 11.0901
- Heating, Ventilation, Air Conditioning, And Refrigeration Technician* Diploma 47.0201

Division Of Health Disciplines
- Health Care Management BS 51.0701
- Diagnostic Medical Sonography AS 51.0910
- Medical Assisting AS 51.0801
- Radiologic Technologist Professional AS 51.0907
- Medical Billing and Coding Diploma 51.0714

Division Of Legal Studies
- Criminal Justice BA 43.0104
- Criminal Justice AS 43.0104

Division Of Nursing
- Bachelor of Nursing (RN to BSN) BSN 51.3801

*This program is not approved for financial aid.

Detailed descriptions for each of the above programs are available in this catalog. Basic skills development courses are available in ESL.

Degree programs can be completed in four semesters of full time study. Students may select the option that best suits their short or long-term educational and employment plans.

PROGRAMS NO LONGER OFFERED IN FLORIDA CAMPUS

Division Of Business
- Office Technology and Administration Diploma 52.0201

Division Of Engineering & Technology
- Computer Support Specialist Diploma 11.1006

Division Of Health Disciplines
- Health Information Technology AS 51.0707
- Massage Therapy AS 51.3501
- Pharmacy Technology AS 51.0805
- Physical Therapist Assistant AS

Division Of Legal Studies
- Paralegal Studies AS 22.0302

Division Of Nursing
- Nursing BSN 51.3801
Short Programs

- Phlebotomy Diploma
- Patient Care Technician Diploma
- Nursing Assistant Diploma

MEMBERSHIPS

ASA College, its faculty, and staff maintain memberships in the following professional higher education and civic organizations:

- American Association of Collegiate Registrars and Admissions Officers
- American Association of Medical Assistants
- American College Personnel Association
- American Accounting Association
- American Institute of Professional Bookkeepers
- Association of Computing Machinery
- Brooklyn Chamber of Commerce
- Career Colleges Association
- Eastern Association of Student Financial Aid

FACILITIES AND EQUIPMENT

ASA College currently offers classes on its main campus (ID #5565) at 530 West 49th Street, Hialeah, FL 33012. The campus includes 17 lecture rooms, 5 computer labs, a dedicated networking/technology tutorial lab, 6 fully equipped clinical laboratories, an ESL/language lab, a fully equipped learning center, a library and resource center, a writing center, and a student lounge. The facility also has space allocated for administrative offices for student support services.
ADMISSIONS OVERVIEW

Applicants to all ASA programs undergo a selection process that focuses on basic skills assessment. In evaluating candidates, ASA looks for motivation and maturity, the potential to grow and develop, as well as evidence that applicants can benefit from the challenging education offered by the college. Above all, ASA seeks motivated students who choose to be active learners and want to relate their academic studies to their occupational objectives.

Admissions decisions are made without regard to age, gender, race, creed, religion, national or ethnic origin, physical capability, marital or parental status, or sexual orientation.

HOW TO APPLY TO ASA

Interview: Applicants who live within commuting distance to ASA must be interviewed by an admissions associate. In addition to discussing education and career goals, applicants learn about admission requirements, programs of study, career planning, financial aid programs, student support services, and registration procedures. Applicants and their families may request a bilingual admissions associate from ASA’s multilingual admissions staff.

Application for Admission: Candidates for admission must complete an application, submit a high school transcript request form, and pay the non-refundable application fee. All supporting documents become the permanent possession of ASA and will not be returned. When a candidate is unable to obtain proper graduation documentation, and ASA does not already possess evidence of secondary graduation or its equivalent, the College will accept a signed and dated statement from the candidate in which he or she truthfully attests to his or her secondary school completion or the equivalent such as a general equivalency diploma (GED). The statement from the candidate must indicate whether a high school diploma or the equivalent was obtained and date of completion (or approximate date). This process will only be allowed and accepted by ASA until December 31, 2020 as a result of the COVID-19 pandemic.

Placement Tests: Applicants are required to take the ACCUPLACER placement tests administered by ASA to determine if there is a need for remedial course work in reading, writing, mathematics, computer skills, or English as a Second Language. International applicants who are non-native speakers of English, or applicants who graduated from a high school in a foreign country are required to take a placement test to determine the necessary level of ESL remediation needed. The ESL Placement test can be waived if the applicant passed TOEFL or IELTS. (The table of passing scores is included below). The applicant will have to take the regular Math Accuplacer placement tests administered by ASA, as well as the Computer Skills Placement (CSP) exam.

Passing Scores:

<table>
<thead>
<tr>
<th>TOEFL</th>
<th>IELTS</th>
<th>Cambridge English Exam</th>
<th>PTE Academic</th>
<th>iTEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper-based</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer-based</td>
<td>5.5</td>
<td>162</td>
<td>42-48</td>
<td>3.5-3.9</td>
</tr>
<tr>
<td>Internet-based</td>
<td>71</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The program in English as a Second Language at ASA College offers up to six levels of ESL. It is extensive and covers all necessary skill areas: reading, writing (including grammar), pronunciation and diction, and communication (listening and oral skills).

TABLE OF PLACEMENT TEST SCORES AND CORRESPONDING REMEDIAL COURSES FOR NON-NATIVE SPEAKERS OF ENGLISH:

Students whose native language is not English and who did not successfully complete an English Composition or equivalent course from a regionally accredited institution in the U.S., are required to take a placement test to determine the necessary level of ESL remediation. The program in English as a Second Language at ASA College offers up to six levels of ESL. The ESL component is extensive and covers all necessary skill areas: reading, writing (including grammar), pronunciation and diction, communication (listening and oral skills). The following table illustrates current cut-off scores for Accuplacer/ ESL tests:

<table>
<thead>
<tr>
<th>SKILL</th>
<th>SCORE</th>
<th>LEVEL</th>
<th>SKILL</th>
<th>SCORE</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure/Grammar</td>
<td>Lower Than 44</td>
<td>Level A</td>
<td>Listening</td>
<td>30-40</td>
<td>Level A</td>
</tr>
<tr>
<td></td>
<td>45-55</td>
<td>Level B</td>
<td></td>
<td>41-49</td>
<td>Level B</td>
</tr>
<tr>
<td></td>
<td>56-81</td>
<td>Level C</td>
<td></td>
<td>50-69</td>
<td>Level C</td>
</tr>
<tr>
<td></td>
<td>82-99</td>
<td>Level D</td>
<td></td>
<td>70-89</td>
<td>Level D</td>
</tr>
</tbody>
</table>
ADMISSION POLICIES AND PROCEDURES

### REQUIRED MINIMUM PASSING SCORES FOR ATB CAREER PATHWAYS PROGRAM ELIGIBILITY

<table>
<thead>
<tr>
<th>For Native Speakers Of English:</th>
<th>For Non-Native Speakers Of English:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACCUPLACER SCORES</strong></td>
<td><strong>CELSA (COMBINED ENGLISH LANGUAGE SKILLS ASSESSMENT)</strong></td>
</tr>
<tr>
<td>Reading Comprehension 55</td>
<td>Form 1 97</td>
</tr>
<tr>
<td>Sentence Skills 60</td>
<td>Form 2 97</td>
</tr>
<tr>
<td>Arithmetic 34</td>
<td></td>
</tr>
</tbody>
</table>

Applicants transferring credits in English Composition and College Math courses from comparably accredited post-secondary institutions may be exempt from the placement tests. They should supply an official transcript from their previous college(s) and complete the “Basic Skills Test Exemption Request” form.

**After The Tests:** Applicants meet with a senior ASA admissions officer to clarify their academic and career goals, review the test results, and obtain answers to additional questions.

**After Being Admitted to ASA:** Students meet with an advisor to register for classes. To ensure a successful transition to college level work, students will be scheduled for non-credit ESL or remedial courses in English, Math, or computers based on the results of their placement tests. Students needing more than one remedial course are advised to attempt no more than 12 credits in their first semester.

### PROOF OF HIGH SCHOOL GRADUATION OR ITS EQUIVALENT (GED)

Acceptable forms of proof include, but are not limited to, original or copies of the following:

- a high school diploma or transcript. If this document is not in English, the applicant must provide an official translation. If the names on the diploma (or transcript) and on the ASA application are different, the applicant must provide official documentation (such as a marriage license) where both names appear;
- college transcript stating that the basis of admission was high school graduation;
- attainment of a GED;
- U.S. Department of Defense DD-214 form that indicates graduation from high school.
APPLICANTS WHO DID NOT GRADUATE FROM HIGH SCHOOL OR EARN A GED

Adults who have not yet earned a high school diploma or its equivalent may be eligible to enroll under the “Ability to Benefit” (ATB) determination. ATB candidates must be at least 19 years of age at the time they apply and able to provide evidence that they have been out of school for at least one year or that their high school class has graduated. Applicants must also successfully pass ATB entrance exam administered by an independent proctor with the scores presented herein.

ATB students are not allowed to register for more than 12 credits per semester until they have successfully obtained their GED.

ASA College uses the Accuplacer’s Reading Comprehension, Sentence Skills, and Arithmetic tests for assessment of ATB students. To be accepted into a qualified program at ASA College, an applicant must obtain the minimum scores on the ATB tests.

As our academic programs also include an English as a Second Language (ESL) component, students whose native language is not English and who are not fluent in English may take the Combined English Language Skills Assessment (CELSA), Forms 1 and 2. Passing Scores on the CELSA test are: Form 1 (97) and CELSA Form 2 (97).

To be officially admitted, applicants must undergo additional advisement to confirm a reasonable expectation of successful program completion. These applicants will be simultaneously registered for a college program leading toward a degree as well as adult preparation component that prepares the student to take and pass the GED examination. (Please note: ATB students are not allowed to register for more than 12 credits per semester until they have successfully obtained their GED).

APPLICANTS WHO CANNOT OBTAIN A COPY OF THEIR HIGH SCHOOL DIPLOMA FROM A FOREIGN COUNTRY

In rare cases where it is impossible for a student (refugee, an asylee, or a victim of human trafficking) to obtain documentation of his or her completion of a secondary school education in a foreign country, the US Department of Education allows the applicant to submit to the institution the following:

1. Proof of their attempt to obtain documentation of their completion of a secondary school education in a foreign country, i.e., a copy of an e-mail or letter, including proof of mailing; ASA College Registrar’s Office will mail the request for official transcript to the applicant’s school and will keep the receipt in the applicant’s folder.

2. A signed and dated statement that indicates that the applicant completed his or her secondary school education in a foreign country, the name and address of the foreign high school where the applicant completed the secondary school education and the date when the foreign high school diploma was awarded.

3. A copy of the entry status documentation that identifies the applicant’s current or prior status as a refugee, an asylee, or as a victim of human trafficking and who entered the United States after the age of 15. [Guidance issued 1/24/2014; revised 12/15/2015]

Note: The full text of the rule can be found at https://www2.ed.gov/policy/highered/reg/hearulemaking/2009/hsdiploma.html

TRANSFER STUDENTS & ADVANCED STANDING APPLICANTS

A transfer student is a student who has previously attended another degree-granting post-secondary institution and has successfully completed at least one credit-bearing course.

Applicants who have previously attended any accredited (By an accrediting agency recognized by the U.S. Department of Education) post-secondary institution may be able to transfer courses comparable in content and length to ASA within the disciplines offered at the college. Students are required to complete a minimum of 50% of the courses in the program at ASA. ASA College will offer some flexibility in this rule when students are affected by the untimely closure of their previous institutions that leave them with very little options for successful completion of their programs. Transfer credit will be evaluated once an official copy of the previous college transcript is received. To be considered for transfer credit, a transcript should be provided to the College for review. Final credit for courses will only be awarded upon receipt of an official transcript that must be submitted to the College prior to the end of the first semester. If the College does not receive an official transcript within said timeframe, then the student will have to successfully complete the courses at ASA College. A transcript is considered to be official when stamped with the official college seal, signed by the appropriate college official, and received directly by ASA’s Registrar’s Office in a sealed envelope. Catalog and course descriptions may be requested as well.

Students may not be excused from taking placement examinations unless the Registrar’s office has an official transcript at the time of registration. Applicants are strongly encouraged to complete the transfer credit evaluation process prior to registration to avoid any potential scheduling and financial aid problems. As program length and semester schedules are determined by the number of remedial courses the student must take as a result of their placement test scores, it is the responsibility of an applicant to provide all the necessary documentation in a timely manner.
Transfer credits will be considered for individual courses for which a grade of “C” or better has been achieved. Courses may be eligible for transfer within the following time constraints since previous study was completed:

- Introductory Courses (Codes 100-110) 10 years
- Courses in the Humanities No Limit
- Courses in the Natural Sciences 10 years
- Courses in Social Sciences 10 years
- Courses Within the Major 5 years
- Courses in Computer Science/Technology 5 years
- Courses Freshman Skills Seminar or similar from ASA or Other Institutions Non-transferable
- Career Development Course (CDV 100) from other institutions Non-transferable
- Career Development Course (CDV 100) taken at ASA 5 years
- Credits for Nursing courses (NUR) Transferable under special circumstances

*(Please consult Nursing Handbook)*

**Note:** Courses taken at ASA College may be transferred as long as then course descriptions match current course description and there has been no significant revision of the course within the elapsed time frame.

For the RN to BSN Program, ASA College will accept transfer similar credit-bearing courses from accredited institutions with a grade of B or better in the following subjects:

- Anatomy and Physiology with Lab I (4 credits), Anatomy and Physiology with Lab II (4 credits), Microbiology with Lab (3 credits or 4 credits) - within 5 years since previous study was completed.

Overall GPA for Advanced Placement: 2.75 or greater.

Additionally, students enrolled in the Medical Assisting program may transfer credits into their major only from CAAHEP- or similarly-accredited programs at degree-granting institutions.

ASA may accept transfer credits from colleges and universities outside of the USA for similar, verifiable, credit-bearing coursework. However, it is the student’s responsibility to provide the Registrar’s office with official transcripts accompanied by official translation and course-by-course evaluation of the courses in the transcripts by a recognized credential evaluation agency, e.g. WES.

ASA acknowledges that alternative methods of learning are essential to the growing demands of modern students where educational needs might not be met by attending a traditional institution. To that end, ASA may award academic credit evaluated on an individual basis for nationally recognized advanced placement examinations such as CLEP, DANTE and/or Excelsior College (Regents) exams. Students may also be awarded credits for verifiable IT industry standard certifications obtained from nationally recognized organizations such as Microsoft, CISCO, and Sun Systems, etc. The request should be submitted to the Division Chairperson for further evaluation.

ASA awards exemption credit for its Freshman Skills Seminar if the applicant has successfully completed at least one semester of credit-bearing courses at another regionally accredited institution. ASA College does not award academic credit for life/work experience.

**EFFECTIVE SUMMER 2019**

All new students at ASA College are required to complete the Freshmen Skills Seminar course, FSM 100, 1-credit, regardless of advanced standing status.

*Please note:* Under special circumstances, ASA College will expand its transfer credit policy to ensure that students will be able to successfully complete their programs at ASA College and earn a credential.

**VETERAN’S CREDIT FOR PREVIOUS EDUCATION OR TRAINING**

Students must report all education and training. The school must evaluate and grant credit, if appropriate, with the training time shortened, the tuition reduced proportionately, and the VA and student notified.

ASA College ensures that members of the Armed Forces, including the reserve components and the National Guard, who enroll in a course of education at the educational institution may be readmitted at such institution if such members are temporarily unavailable or have to suspend such enrollment by reason of serving in the Armed Forces; and otherwise accommodate such members during short absences by reason of such service.

**THE INTERNATIONAL APPLICANT ADMISSION PROCESS**

ASA College is authorized under Federal law to enroll non-immigrant alien students. International applicants are required to:

- Complete the Application for International Student Admission.
- Meet ASA College admission requirements.
- Provide evidence of high school and, if applicable, college education. Such evidence may include copies of the awards (diplomas, certificates, degrees) or a notarized copy of high school transcript or academic record. Documents that are not in English must be accompanied by a certified translation.
- Demonstrate that they have sufficient funds to pay for all educational and living expenses.

International applicants who submit the required materials and meet admissions requirements are issued an I-20 Form (Certificate of Eligibility for Non-Immigrant (F-1) Student
Status for Academic and Language Students).

Applicants with F-1 student status are admitted as matriculated students only and must attend ASA full-time. International students are encouraged to enroll in a medical insurance plan and must arrange for their own housing. Student financial aid is not available for international students.

**STATEMENT OF HEALTH REQUIREMENTS**

**STUDENT IMMUNIZATION REQUIREMENT**

All students attending ASA College who were born on or after January 1, 1957, must provide written proof of adequate immunization records against measles, mumps, and rubella. Acceptable proof of immunity consists of a certificate of immunization signed and stamped by a physician or licensed health care provider that documents measles, mumps, and rubella immunity within 30 days.

If a student is exempt because of age, medical reasons, or religious belief, he/she must submit a certificate of immunization exemption to the Registrar’s Office, within 30 days of starting an ASA program. Proof of immunization, exemption, or record of first dosage of MMR vaccination is a condition for registration and class attendance. Residents of ASA’s student housing are also required to show proof of meningitis vaccination prior to obtaining student housing.

Students who do not provide documentation of full MMR vaccination within the first 30 days of their semester will be prohibited from attending classes and are subject to administrative withdrawal. Complete information on this requirement is included in the admissions decision packet.

**FOR RESIDENTS OF ASA STUDENT HOUSING**

Residents of ASA’s student housing are required to show proof of meningitis vaccination prior to obtaining student housing.

**FOR STUDENTS IN HEALTH CARE PROGRAMS**

Proof of immunization, exemption, or record of first dosage of MMR vaccination is required for registration and class attendance for students in Medical Assisting program. Additionally, prior to the end of the first semester, every student admitted into the program must be vaccinated against Hepatitis B.

**BACKGROUND CHECK REQUIREMENTS**

Graduates of some programs may be required to provide background check and drug screening clearance for clinical rotations, internships/externships or job placement.

**STUDENT DISABILITY SERVICES ADMISSIONS PROCEDURE**

ASA College will provide reasonable accommodations to qualified enrolled students with documented disabilities. After student need is determined, reasonable accommodations will be provided on an individualized basis.

A reasonable accommodation is a modification or adjustment, to instructional methods and/or a course, program, service, activity, or facility that enables a qualified student with a disability to have an equal opportunity. An equal opportunity means an opportunity to attain the same level of performance or to enjoy equal benefits and privileges as are available to a similarly-situated student without a disability.

The following procedures have been implemented to assure that a student with a disability is given an opportunity to receive reasonable accommodations.

1. During the admissions process, the applicant identifies that he/she has a disability. The prospective student is self-identified to the Director of Student Disability Services for an intake.
2. The Director will refer the prospective student to a professional for a diagnostic evaluation. This professional could be a psychologist, psychiatrist, ophthalmologist, or certified audiologist.
3. The Office of Student Disability Services will review the documentation and notify the student if he/she is eligible for accommodations.
4. The Office of Student Disability Services will consult with the Dean of Students to determine whether the College can provide the accommodations for the prospective student.
5. Once the student is admitted and enrolled, the Office of Student Disability Services will send written notification to the student’s professors stating the required accommodations for their classes.
6. All students with a disability will be given reasonable accommodations in and outside of the classroom.

**ADMISSIONS DISCLOSURE FOR THE RN TO BSN PROGRAM**

To be considered for acceptance into the ASA College’s Bachelor of Science Nursing (RN to BSN) Program, the following requirements are outlined below:

1. Graduated from an accredited college with an associate degree in nursing verified by an official transcript. Students
will be granted 60 credits for a valid associate degree in nursing.

2. Must produce a clear and active registered nursing license, verified by ASA College. Students will be granted 30 credits for a valid registered nursing license.

3. Students entering into the RN to BSN Program must have 30 credits of similar credit-bearing courses from an accredited institution in the following subjects - Anatomy and Physiology with Lab I (4 credits), Anatomy and Physiology with Lab II (4 credits), Microbiology with Lab (3 credits or 4 credits), English Composition I (3 credits), English Composition II (3 credits), College Algebra (3 credits), Psychology (3 credits), Sociology (3 credits), Any Arts/ Humanities (3 or 4 credits)

4. Students entering into the RN to BSN program must have a Castle Branch account and complete the following prior to the start of the program:
   - Complete a criminal background check
   - Complete a drug screen
   - Submit an annual current health examination with verification of yearly tuberculosis and influenza vaccination and the verification of the following immunization.
     - Measles
     - Mumps
     - Rubella
     - Hepatitis B
     - Influenza - Yearly
     - Tuberculosis – Yearly

5. Students must also have a valid BLS certification while enrolled in the program

ADMISSIONS DEFERRAL
If a student was accepted to ASA but cannot attend the current semester, he/she can defer admission by writing to the Vice President for Admissions and Marketing.

Letters of deferral must include the applicant’s name, social security number, program, semester of application or acceptance, reason for deferral, and the semester to which the applicant would like to defer. Admission may be deferred up to one year (three academic semesters including summer) from the semester of application. After one year, a new application (including the application fee) will be required. Students who attend other academic institutions in the interim must reapply for admission.

FOUR CATEGORIES OF ADMISSION STATUS

MATRICULATED STUDENTS
Matriculated status is granted to students who are accepted into and recognized as working toward an ASA degree program. Degree requirements for matriculating students remain in effect from their first semester at ASA until they graduate. Matriculated students are also given priority in class enrollment. They may attend classes on a part-time (1 to 11 credits per semester) or full-time (12 or more credits per semester) basis and schedule their classes during the days, evenings or weekends. In order to be eligible for federal or state financial aid, a student must be matriculated.

NON-MATRICULATED STUDENTS
Non-matriculated status is granted to any student who is registered for credit-bearing courses but has not been admitted into a degree program. Students with a non-degree status may transfer their credits to a degree program by completing an application for status change with the Office of Admissions. Non-matriculated students are not eligible for student financial aid.

VISITING STUDENTS
Students in attendance at other colleges who wish to take courses at ASA may enroll as visiting students. They must submit to the Office of Admissions an official letter certifying that they are in good academic standing at their home college and have permission to take a course(s) at ASA. The visiting student status is valid for one semester.

READMITTED STUDENTS
Former matriculated students who wish to resume their studies at ASA may request readmission by completing a new application for admission, reentry appeal application and, if necessary, providing supporting documentation regarding the circumstances that resulted in discontinuance or interruption of studies. While readmission candidates may not have to resubmit copies of records already on file, their prior tuition balance and/ or student loans status must be cleared before their application may be considered.

A student’s request for readmission will be reviewed by the Committee on Re-entry Appeals within 30 calendar days of its receipt. If readmission is granted, the student will be required to:

1. meet the provisions of the catalog that is in effect on the date of readmission and

2. adhere to any stipulations regarding readmission to college.
FINANCING YOUR EDUCATION

ASA believes that every qualified student, regardless of financial ability, should be able to obtain a college education. The Financial Aid Office helps match qualified applicants with the best aid programs to achieve their educational goals. It also provides students with assistance in applying for and receiving this funding. Matriculated students are often eligible for awards from multiple sources, if they attend ASA on at least a half-time basis.

AVAILABLE AID PROGRAMS

To meet the needs of our diverse student population, ASA participates in federal, and institutional student financial assistance programs. Grant and loan programs are available to applicants who meet general and program-specific eligibility requirements.

GRANTS

A grant is a gift that does not have to be repaid. It is awarded on the basis of financial need. Money from grant sources is normally included in a student’s Financial Aid Eligibility Notice, if he/she meets eligibility guidelines and funding levels permit. Specific grant programs include Federal Pell Grant and Federal Supplemental Educational Opportunity Grant (FSEOG).

SCHOLARSHIPS

There are several scholarships available at ASA. Some are designed to help students as they begin their college careers; others are awarded as they progress in their major. Most are based on merit.

LOANS

An education loan is a form of financial aid that must be repaid with interest. It allows students to postpone repayment until after they have completed their education or have withdrawn from the college. Repayment time schedules depend on the loan program. As of 7/1/2010 all students must apply through the William D. Ford Federal Direct Loan Program.

WORK-STUDY

The federal work-study program allows students to earn part of their financial aid award through employment. Work-study students are employed either at a community organization or with an ASA department in positions that, whenever possible, complement their educational program.

APPLYING FOR FINANCIAL AID

Students are strongly encouraged to apply for financial aid as soon as they are admitted. Applicants are invited to meet individually with a financial aid officer to discuss their eligibility, application requirements, and available sources. To apply, they’ll need to initially submit:

- A “Free Application for Federal Student Aid” (FAFSA);
- An application and promissory note for Federal Direct Loans, if necessary;
- A valid social security card;
- A valid driver’s license or any other form of official picture ID;
- Proof of citizenship or eligible non-citizen status.

After the first interview, students will receive an itemized list of additional documents that will need to be submitted for financial aid consideration at a subsequent interview.

AID PROGRAM HIGHLIGHTS

Within this section there are brief overviews of aid programs available at ASA or from federal agencies outside of the college. Additional information on these programs is available from the Financial Aid Office.

FEDERAL AID ELIGIBILITY REQUIREMENTS

Students must meet general and program-specific eligibility requirements established by the U.S. Department of Education, which include the following:
• Be a U.S. citizen or an eligible non-citizen.
• Have a valid Social Security number.
• Have financial need (except for some loan programs).
• Have a high school diploma or a GED, earn a passing score on an approved Ability To Benefit test, or earn 6 college credits.
• Students who did not graduate from high school or earn a GED, please see entrance requirements in the “Admission policies and Procedures” section of the Catalog.
• Be enrolled at least half time as a regular student in an eligible program and working toward a degree.
• Not owe a refund on a grant or be in default on a student loan.
• Demonstrate compliance with applicable anti-drug regulations.
• Register with the Selective Service System if required to do so.
• Maintain satisfactory academic progress (SAP) as a student. See the Satisfactory Academic Progress Charts at the end of this Catalog.

FINANCIAL AID ELIGIBILITY COMPUTATION

The formula for determining a student’s eligibility for federal or state financial aid is complex. Factors that influence this calculation include but are not limited to:

• **Cost of Attendance**
  This is the estimated cost of education-related expenses while attending ASA. It includes tuition and fees, room and board, books and supplies, and personal expenses (e.g. transportation and miscellaneous items).

• **Expected Family Contribution (EFC)**
  This is the amount the applicant, and (if applicable) the applicant’s parents, are expected to contribute toward the cost of attendance.

  This contribution is calculated by using federally legislated “needs analysis” guidelines. While the same procedure is used for all applicants, the resulting expected contribution will vary due to factors like past and present income; savings, assets, and debts; family size and the number of persons enrolled in post-secondary education; and special circumstances unique to the family (e.g. unusually high medical expenses, cost of secondary school tuition, dependent care expenses).

• **Financial Need**
  Financial Need = Cost of Attendance – Expected Family Contribution

  (Need is equal to an applicant’s cost of attendance minus his or her expected family contribution).

  This determination is based on the information in the student’s Free Application for Federal Student Aid (FAFSA). Generally, financial aid is first allocated, through a combination of grants, scholarships and loans, to meet the basic cost of a student’s education (e.g. tuition, fees, and books). Other living expenses are addressed if funding levels permit.

FINANCIAL AID PACKAGE

The system of financing education with a combination of awards from all of the programs for which a student is eligible is called “packaging.” While limited funding makes it impossible for ASA College to meet the applicant’s full demonstrated need, the Financial Aid Office attempts, when possible, to meet most of the applicant’s financial need by offering a combination of grants and loans. It should be understood that financial aid is intended to supplement, not replace, financial contributions from the applicant and (if applicable) the applicant’s parents.
ESTIMATED 2019-20 EXPENSES FOR FULL-TIME STUDENTS

The Financial Aid Office will use these estimated costs for 8 months (2 ASA semesters) during the 2019-2020 award period.

<table>
<thead>
<tr>
<th>STUDENTS WITHOUT DEPENDENTS LIVING WITH THEIR PARENTS</th>
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<tbody>
<tr>
<td>Tuition &amp; Fees</td>
</tr>
<tr>
<td>Home Maintenance (room, board, and associated costs)</td>
</tr>
<tr>
<td>Laptop, Books, and Supplies</td>
</tr>
<tr>
<td>Personal</td>
</tr>
<tr>
<td>Transportation</td>
</tr>
<tr>
<td>Total Estimated Expenses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENTS WITH DEPENDENTS NOT LIVING WITH THEIR PARENTS AND ALL OFF-CAMPUS EXPENSES</th>
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</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees</td>
</tr>
<tr>
<td>Home Maintenance (room, board, and associated costs)</td>
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<tr>
<td>Transportation</td>
</tr>
<tr>
<td>Total Estimated Expenses</td>
</tr>
</tbody>
</table>

Note: Students are responsible for the purchase of their own textbooks and ordinary stationery supplies which become the property of the student. While textbook costs vary, the average cost to the student is estimated to be approximately $50 to $150 per course.

APPLICATION PROCESSING

Financial Aid Office reviews and transmits the application to the respective funding sources for processing. Students receive a personalized Financial Aid Eligibility Award letter.

FOR FEDERAL AID

Within 48 hours of transmission, the Financial Aid Office receives an Institutional Student Information Report (ISIR) that contains an “EFC”. The EFC (Expected Family Contribution) is used to confirm the amount of an applicant’s Federal Pell Grant, loan and campus-based awards.

If the ISIR contains minor errors, the Financial Aid Office corrects and re-transmits it for reprocessing.

However, if the ISIR has inconsistencies (such as differences in income sources, marital status, household size, prior school attendance) or printed comments reveal an eligibility problem, the Financial Aid Office will immediately contact the student so he/she can explain and correct the discrepancy.

DISBURSEMENT OF FINANCIAL AID

ASA’s Financial Aid Office coordinates with the Student Accounts Office the different types of financial assistance for which a student is eligible. A student’s charges for direct institutional costs (e.g. tuition, fees) are deferred by the amount of financial aid expected to be received for the duration of the student’s program. The balance, if any, is paid on an installment plan.

For federal and state aid programs: Financial aid disbursements are authorized according to a prescribed schedule of “payment periods” (usually by academic semester). In the first semester of a student’s program, federal financial aid payments are authorized upon receipt of a valid Institutional Student Information Report (ISIR). Subsequent payments are contingent upon a student maintaining satisfactory academic progress.
## FINANCIAL AID DEADLINES

Applicants are encouraged to complete the application process outlined herein promptly so as not to miss any of the mandatory or priority deadlines indicated below.

### FINANCIAL AID DEADLINES

<table>
<thead>
<tr>
<th>Application</th>
<th>Deadline</th>
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</thead>
<tbody>
<tr>
<td>Free Application for Federal Student AID (FAFSA)</td>
<td>Must be submitted to the Financial Aid Office no later than the first day of class or June 30 of the academic year, whichever comes first.</td>
</tr>
<tr>
<td>U.S. Department of Education Institutional Student Information Report (ISIR)</td>
<td>Must be received by the Financial Aid Office by September 26 or the last date of attendance, whichever comes first</td>
</tr>
<tr>
<td>ASA College Scholarship programs</td>
<td>Applications must be submitted no later than the end of the add/drop period of student’s first semester of study. Applications, along with all required documentation, are collected by the student’s Admission Advisor, who in turn submits them to the Scholarship Committee for evaluation. This procedure applies to all ASA Scholarships, unless otherwise stated in the “Application Procedure” section of the individual scholarship description.</td>
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</table>

*Note: Financial aid awards are not automatically renewable. Recipients must reapply for aid each year they expect to receive any type of student assistance. This process is generally referred to as RE-FILING. It begins in late January and students are urged to complete the process prior to the beginning of their Summer semester. ASA reserves the right to prevent students from registering for their Summer classes until the completion of RE-FILING.*
FEDERAL FINANCIAL AID

FEDERAL PELL GRANT

Description
This program provides financial assistance to students who demonstrate financial need according to federal government criteria. Among the factors used to determine need are family size, family income, assets, and number of family members enrolled in college. Recipients must be U.S. citizens or eligible non-citizens who are registered for a minimum of 6-credits in a matriculated status.

Award Amount
Awards are based on the expected family contribution. Beginning 7/1/2012, students are limited to a lifetime amount of 600% of scheduled Pell awards (this is equivalent to 12 full-time semester payments). For the 2019-2020 award year, the maximum award is $6,195.00 for one Academic Year.

Application Procedure
Complete Free Application for Federal Student Aid (FAFSA).

FEDERAL DIRECT PARENT LOAN FOR UNDERGRADUATE STUDENTS (DIRECT PLUS)

Description
PLUS loans enable parents with good credit histories to borrow to pay the education expenses of dependent undergraduate students enrolled at least half-time. The interest rate is variable, but can never exceed 9 percent. The interest rate is adjusted on July 1 of each year. Interest is charged on the loan from the date the first disbursement is made until the loan is paid in full. Repayment of the loan begins within 60 days after the final disbursement for the academic year and may extend up to 10 years. Parents may choose to defer payments on a PLUS loan until six months after the date the student ceases to be enrolled at least half time.

Award Amount
The annual loan amount is limited to the cost of attendance minus other aid.

Application Procedure
Complete Free Application for Federal Student Aid (FAFSA). Complete DIRECT PLUS loan application which is available on line at StudentLoans.gov.

FEDERAL DIRECT SUBSIDIZED STAFFORD LOAN

Description
This program enables students enrolled on at least a half-time basis to apply for a loan. Repayment begins 6 months after graduating, leaving school, or dropping below half-time. While students are in school interest is subsidized by the US Department of Education. The amount of each payment depends on the student’s total indebtedness. The minimum monthly payment is $50. The interest rate is variable, but can never exceed 8.25 percent. The interest rate is adjusted on July 1 of each year.

When calculating remaining eligibility for a Subsidized Loan (Subsidized Usage Period), ASA will have to consider all prior Subsidized Usage Periods. Once the eligibility for a subsidized portion of Direct Stafford Loan has been exhausted, students will be able to borrow the remaining funds from the Unsubsidized Stafford Loan (up to the aggregate loan limit).

Award Amount
Students may borrow up to $3,500 for the first year of study and up to $4,500 for the second year, depending on need. The loan amount cannot exceed the cost of attendance minus the student’s expected family contribution and other aid.

Application Procedure
Complete FAFSA and Application for Federal Direct Stafford Loans.

FEDERAL DIRECT UNSUBSIDIZED STAFFORD LOAN

Description
This loan is available to students regardless of their or their parents’ income. The terms of the loan are the same as a Subsidized Loan, except that the student’s interest is not subsidized by the Federal government while in school. The interest rate is variable, but can never exceed 8.25 percent. The interest rate is adjusted on July 1 of each year. Interest is charged on the loan from the day the loan is disbursed until it is repaid in full. Although the student is not required to make interest payments toward the loan while attending school, it is recommended that he/she does so if at all possible.
**Award Amount**

Same as the Subsidized Direct Stafford Loan, although the independent students may borrow up to an additional $6,000 in unsubsidized loans. Undergraduate dependent students may borrow up to an additional $2,000.00 in unsubsidized loans. In addition, if the parent of an undergraduate dependent student is denied a PLUS loan, the student then qualifies for an additional $4,000.00 unsubsidized loan. Borrowers can receive subsidized and unsubsidized loans for the same loan period but the combined total cannot exceed annual loan limits. Annual loan amount is limited by the cost of attendance minus other aid. Subsidized Direct Stafford Loans must be applied for first.

**Application Procedure**

Complete FAFSA and Application for Federal Direct Stafford Loans.

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**FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)**

**Description**

This program provides additional grant assistance to students with exceptional financial need; that is, students with the lowest expected family contribution. Award priority is given to Pell Grant recipients.

**Award Amount**

Generally, awards range from $100 to $400 per academic year, depending on available funds.

**Application Procedure**

Complete FAFSA.

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**FEDERAL WORK-STUDY PROGRAM (FWS)**

**Description**

FWS provides jobs for students who have applied for federal financial aid and have demonstrated need. All students eligible for Title IV will be informed during the initial packaging interview of the availability of the FWS program. The award letter will be noted to reflect students’ interest or disinterest. To all students who indicate interest in the FWS program, a FWS package with forms and instructions will be distributed.

**Award Amount**

A maximum award of $4500.00 for the program will be estimated on the initial Eligibility Notice, to the extent of available funds and available positions.

**Application Procedure**

Students will need to meet the following requirements before they apply for a FWS position:

1. Earn a minimum of 6 core credits
2. Be enrolled in an eligible program at least half-time
3. Possess a 2.5 CGPA for on-campus positions and a 3.0 CGPA for off-campus positions
4. To indicate acceptance of the FWS award, student must submit an application for FWS employment to the FWS coordinator – this application will be included in the FWS package distributed to the students at the initial packaging interview
5. Upon approval from the FWS Coordinator, students will have to schedule an appointment with the Placement Department to review available positions and to schedule an interview.

Once hired:

1. Students will be allowed to work up to 20 hours per week and must make sure that their work schedule does not conflict with their class schedule.
2. Students will not be eligible for FWS once they withdraw or are dismissed from school.
3. Students will be paid $10.00 per hour for on-campus and off-campus positions.
4. Students will be paid biweekly and must submit their timesheets on a Monday following the end of a payroll period.
5. Students must maintain a 2.5 CGPA for on-campus positions and a 3.0 CGPA for off-campus positions as well as at least half-time enrollment status.
CHILD OF VETERANS AWARD

Description
Awards are provided to eligible veterans and children of deceased veterans or service connected disabled veterans. Must provide verification of enrollment and any other documents required by the Veterans Administration.

Award Amount
Amount varies.

Application Procedure
Call (888) GI BILL 1 (888-442-4551) or contact any regional Department of Veteran’s Affairs for information and applications.

FLORIDA STATE FINANCIAL AID

FLORIDA STUDENT ASSISTANCE GRANT (FSAG)

Description
This program is funded by the State of Florida and is available to students with the lowest expected family contribution (EFC), who must be a degree seeking resident, undergraduate student, and enrolled in a participating postsecondary institution. This grant may change if the student receives other aid that decreases or eliminates the eligibility for FSAG, or if corrections or changes are made to the student’s info.

- Student must be a U.S. citizen or eligible non-citizen.
- Be a Florida resident for at least one year.
- Meet minimum enrollment requirements.
- Not previously received a bachelor’s degree.
- Be enrolled in first undergraduate degree program.
- Meet Standards of Satisfactory Academic Progress.
- Not be in default on a federal student loan.
- Not owe repayment of a grant or scholarship unless satisfactory arrangements have been made to repay.
- Must not exceed the maximum EFC cutoff established by the state for each award year.
- Awards are distributed to students beginning in the Fall Semester.
- Successfully complete 12 credits for each semester of full-time funding.
- Have a minimum of 2.0 GPA at the end of the spring semester to maintain eligibility for the following academic year.

Award Amount
Awards range from $200.00 to $400.00 per academic year.

Application Procedure
Complete the FAFSA. Meet all eligibility requirements. Deadline is based on available funding and may be revised at anytime.
ASA COLLEGE SCHOLARSHIP PROGRAMS

Please be informed that:
- All Scholarship applications must be submitted no later than the end of the add/drop period
- Student must submit Scholarship application along with all the required documentation to their Admission Advisor who in turn submits to the Scholarship Committee for evaluation (this procedure applies to all ASA Scholarships unless otherwise stated in the “Application Process” section of the individual scholarship description);
- Student can receive only one scholarship per semester;
- Student must apply and be packaged for all financial aid programs;
- Student Athletes taking non-credit bearing courses can apply for Athletic Scholarship only
- Nursing students can only apply for Clara Barton Scholarship;
- College Administration reserves the right to impose additional penalties including but not limited to withdrawals of scholarship awarded for any code of conduct infractions;
- Scholarship is need-base and scholarship awarded should not create an overage on the student packaging or account;
- Student must be in good financial standing – meaning current on payment plan with the College in order to maintain continued scholarship eligibility;
- In order for the scholarship award to be disbursed (paid), the student must complete the semester.

ASA COLLEGE ALUMNI TRANSFER TO BACHELOR’S DEGREE SCHOLARSHIP

Description
ASA College has established a scholarship available to all ASA graduates, and the eligibility criteria is as follows:
- Students who have completed an Associate degree program at ASA with no outstanding balance,
- Student must enroll into an online Bachelor’s degree program (excluding the Bachelor of Nursing program effective for Summer 2021 enrollment),
- Student must complete the semester to receive the scholarship for the semester enrolled, and
- Student must be considered full time with a minimum 12 credit course load, and
- Student must earn a minimum cumulative GPA of 3.00 in order to maintain eligibility for any subsequent disbursement of the scholarship.

Note: A limited number of students may be able to receive this scholarship every semester.
If a student withdraws from the college, he/she will forfeit the scholarship amount for that semester. The award will be reflected on the Financial Aid Eligibility Notice and will be posted to the student’s account upon successful completion of a semester.

Award Amount
Students who graduated with a CGPA of 2.50 – 2.99 will receive up to $1,000 a semester, and 3.00 – 4.00 will receive up to $1,500 a semester.

Application Procedure
Award eligibility will be determined by the Scholarship Committee.

ASA COLLEGE ARTHUR J. HIDALGO MEMORIAL SCHOLARSHIP

Description
The Arthur J. Hidalgo Memorial Scholarship is available on a competitive basis to students in degree programs who meet the eligibility criteria. Typical criteria include grade point average, enrollment in a specific academic program, and (verified) community service and/or co-curricular activities. Factors on the decision matrix for consideration include essays, recommendations and interviews that reflect leadership and community service. While the minimum CGPA to qualify is 3.75, students with higher scholarship earn higher points on the decision matrix. The Arthur J. Hidalgo Memorial Scholarship(s) covers full tuition costs. One scholarship per semester is awarded for each degree program. Students must also maintain a cumulative grade point average (CGPA) of 3.75 to continue to receive this scholarship in subsequent semesters. Applicable for one program only and limited to four semesters.

Award Amount
Scholarship covers full amount of tuition and fees for each semester the student is eligible.

Application Procedure
Applicants must complete an ASA admissions and scholarship applications, take and pass all required placement tests, apply for financial aid, submit an essay and letters of recommendation to the Scholarship Committee.
Deadline for submission: Friday of the 2nd week of every semester.
ASA COLLEGE DONNA CLAYTOR MEMORIAL SCHOLARSHIP

Description
The Donna Claytor Memorial Scholarship is available on a competitive basis to students in health disciplines programs who meet the eligibility criteria. One scholarship is awarded per program per semester. To qualify for this award, students must be enrolled in a Health Discipline degree program at ASA College and must satisfy the following requirements and eligibility criteria:

- be full time and taking at least 12 credits in the semester for which eligibility is sought;
- have successfully completed one semester of core studies in the Division of Health Disciplines;
- have a cumulative GPA of 3.85 or higher.

Award Amount
Maximum allowance of award is $500.00 per semester, and will be awarded once per semester.

Application Procedure
Applicant must fill out a scholarship application form which can be obtained in the Division of Health Disciplines. Completed scholarship application form will be submitted to the Scholarship Committee for consideration. Applications are accepted each semester. Deadline for submission: Friday of the 2nd week of every semester.

ASA COLLEGE ATHLETIC SCHOLARSHIP

Description
ASA College offers two types of athletic scholarships: full tuition scholarship and full scholarship. Scholarships are awarded based on athletic ability as determined by the head coach of the sport. In order to qualify for the award a student must comply with all college, team, and NJCAA rules and regulations, as well as all Federal and State financial aid regulations. In order to maintain eligibility, students must satisfy criteria outlined by NJCAA academic eligibility standards. Student must maintain a CGPA of 2.0 each semester for continued eligibility of the Athletic Scholarship.

Award Amount
Scholarship awards will cover one academic year at a time and must be renewed each year. Each scholarship will cover components outlined below after the application of federal and state grants and may not exceed the cost of attendance.

Full Tuition Scholarship: this award is intended to cover tuition and fees during one academic year. Each scholarship may vary, based on the actual cost of tuition and fees, less any federal and state grants for which the student may qualify. In order to receive the award, the recipient must be in good academic and athletic standing.

Full Scholarship: this award is intended to cover tuition, fees, books, room and board during one academic year. Each scholarship may vary, based on the actual cost of the above components, less any Federal and State grants for which the student may qualify. Good academic and athletic standing is required for continued eligibility.

Application Procedure
Applicants must complete an ASA admissions application, meet with an ASA Admissions Advisor, take and pass all required placement tests, and apply for financial aid by filling out a FAFSA application and completing the packaging process. Once the scholarship is awarded by the head coach, student must execute the letter of intent and the scholarship agreement form.
ASA COLLEGE INTERNATIONAL STUDENT SCHOLARSHIP

Description

The following visa holders, their spouses or children are eligible to apply for a merit based International Student Scholarships:

- International Student (F-1 visa),
- Diplomatic and other government officials and employees (A visa category),
- International trade and investors (E visa),
- Representatives to international organizations and their employees (G visa),
- Temporary workers (H visa),
- Representatives of foreign media (I visa),
- Exchange visitors (J visa),
- Intracompany transferees (L visa),
- Individuals with extraordinary abilities (O visa),
- Temporary religious workers (R visa).

Scholarships can cover up to fifty percent of tuition costs and are renewable for each of the student’s subsequent semesters. The amount of the subsequent semester scholarship award will be determined by the GPA earned the previous semester.

*Effective Fall 2017 International student athletes in the ESL program only qualify for the athletic scholarship.

Award Amount

Initial award will be determined based on the review of students' high school/college grade point average

- Awards for any subsequent semester will be based on the CGPA and passing grades achieved in the previous semester at ASA

*Effective Spring 2018, International students athletes enrolled in a regular program, can receive up to a 30% scholarship, if they do not have a full athletic scholarship.

INITIAL AWARD REQUIREMENTS:

- Students with GPA between 3.0 and 4.0 - up to 50% of the semester tuition charges;
- Students with GPA between 2.0 and 2.99 - up to 40% of the semester tuition charges;
- Students taking only ESL courses – up to 50% of the semester tuition charges.
- Students whose GPA is below 2.0 will be eligible to apply for volunteer work scholarship. Upon completion of their approved volunteer work, they will be eligible for a scholarship of up to 40% of semester tuition charges (50% for ESL only students);
- Must have a High School diploma or equivalent.

SUBSEQUENT SEMESTER AWARD REQUIREMENTS:

- Students must achieve ASA CGPA of 4.0 to receive up to 50% of the semester tuition charges;
- Students must achieve ASA CGPA of 2.0 and 3.99 to receive up to 40% of semester tuition charges;
- Students taking all non-credit bearing ESL courses must obtain a passing grade in ALL courses in order to receive 50% of the next ESL semester tuition charges. All students going into ESL level D will receive 40% of semester tuition charges.

Application Procedure

The application process requires a review of the student’s high school/college grade point average, improvement of English language proficiency, and faculty recommendations. Applicants are also required to submit a short essay describing their interest in their chosen program. For more information, contact the International Student Advisor/DSO. Final decisions will be made by the Registrar’s office within two weeks after the beginning of each semester.
TRANSFER STUDENT SCHOLARSHIP

Description
ASA College has established a scholarship to be awarded to all eligible transfer students.
- Student must complete a free Application for Financial Aid (FAFSA) and receive a valid Institutional Student Information Record (ISIR);
- Student must be enrolled into a degree program;
- Student must be enrolled full time;
- Student must complete the semester in order to receive the scholarship amount for that semester.
- Student must maintain a minimum cumulative GPA of 2.5 in order to maintain eligibility for the scholarship.

The award will be reflected on the Financial Aid Eligibility Notice and will be posted to the student’s account upon successful completion of the semester.

Award Amount
Students with CGPA of 3.0-4.0 at a previous college - up to $2000.00 of the semester tuition remaining after all other grant aid is applied.
Students with CGPA of 2.5-2.99 at a previous college - up to $1500.00 of the semester tuition remaining after all other grant aid is applied.

Application Procedure
Scholarship eligibility and award amount will be determined by the Scholarship Committee. In order to be considered, applicant must complete the ASA College admissions and scholarship applications, meet with an ASA Admissions Advisor, and submit an essay describing his/her interest in the chosen program.

ASA SECOND CHANCE PROGRAM SCHOLARSHIP (Effective Summer 2020 semester)

Description
ASA College has established a scholarship available to students who were previously enrolled at ASA College and who wish to re-enroll, but have a prior balance owed to ASA College. Upon successfully completing the program, the awarded amount will be posted to the student’s account as a scholarship. Student must meet the following requirements in order to be eligible for the award:
- Student must be re-enrolled in the same program as before;
- Student must have at least 2 semesters left before program completion;
- Student must be enrolled full time and maintain full time enrollment status in any consecutive semester to maintain eligibility;
- Student must meet all academic requirements to receive the scholarship
- Student must maintain his/her current tuition payments up to date.

Award Amount
Up to 50% of the owed prior enrollment balance. At graduation, student must pay the remaining balance over a 5-year period, in equal monthly installments.

Application Procedure
Scholarship eligibility and award amount will be determined by the Scholarship Committee. In order to be considered, applicant must complete the ASA College admissions and scholarship applications, meet with an ASA Admissions Advisor, and submit an essay describing his/her interest in the chosen program.
ASA COLLEGE RECENT GRADUATE SCHOLARSHIP

Description
ASA College offers academic scholarship to qualified applicants who graduated from High School within one year of the start of the semester they enroll into. The following are requirements and eligibility criteria that must be satisfied in order for the student to be eligible for the scholarship:

1. Applicant must present a certified true copy of his/her high school diploma to the Registrar’s Office and this must be verified by the Registrar;
2. Student must be enrolled full time with a minimum of six (6) core credits;
3. Student must maintain a minimum of 2.5 GPA for every semester;
4. Student must have no disciplinary infractions for the duration of his/her stay at ASA.

Award Amount
Student will be awarded up to $2,000.00 per semester, not to exceed $10,000.00. Award will be reflected on the Financial Aid Eligibility Notice and will be posted to the student’s account upon completion of a semester.

Application Procedure
Scholarship eligibility and award amount will be determined by the Scholarship Committee. In order to be considered, applicant must complete the ASA College admissions and scholarship applications, meet with an ASA Admissions Advisor, and submit an essay describing his/her interest in the chosen program.

NEW STUDENT CHALLENGE PROGRAM SCHOLARSHIP

Description
ASA College has established a program available to all ASA first time enrolling students. All students must satisfy the following requirements in order to be eligible for the scholarship:

• Student must be enrolled full time;
• Student must graduate from the program in order to receive the award
• Student must have tuition liability after all financial aid is applied
• Student must maintain a minimum cumulative GPA of 2.0 in order to maintain eligibility;
• The award will be reflected on the Financial Aid Eligibility Notice and will be posted to the student’s account upon successful completion of a program.

Award Amount
Up to $5000.00 of student’s initial (at the point of first enrollment) tuition liability after all financial aid is applied.

Application Procedure
Scholarship eligibility and award amount will be determined by the Scholarship Committee. In order to be considered, applicant must complete the ASA College admissions and scholarship applications, meet with an ASA Admissions Advisor, and submit an essay describing his/her interest in the chosen program.

THE ASA COLLEGE AMERICAN DREAMERS SCHOLARSHIP

Description
ASA College offers a scholarship to undocumented students who are not eligible to receive financial aid under federal and state law and who have graduated from a US or foreign high school, or obtained a GED. This scholarship is limited to 100 recipients per academic year. Students must produce the following documentation in order to be considered for this scholarship:

1. Proof of graduation from a US or foreign high school, or attainment of a GED.
2. Valid picture ID.

In addition, students must meet the following eligibility criteria:
- Student must be enrolled full time in any semester for which eligibility is sought.
- If taking credit-bearing courses, student must maintain a minimum cumulative GPA of 2.5 for the first two semesters and 3.0 cumulative GPA for subsequent semesters, and must pass all ESL/remedial courses to maintain eligibility for any subsequent disbursement of the scholarship.

Award Amount
Fifty percent of the semester tuition charges.

Application Procedure
Applicant must complete ASA admissions and scholarship applications, present proof of high school graduation or a copy of a GED for evaluation, meet with an ASA Admissions Representative, and take all required placement tests.

The above criteria are effective for all new students starting with the Spring 2015 semester.
ASA COLLEGE GRADUATION ASSISTANCE PROGRAM – COME BACK TO SCHOOL INITIATIVE (Effective Spring 2018 semester)

**Description**
The ASA College Graduation Assistance Program (GAP) is to support students who have been out of school for at least a semester, and have one more chance at completing the program in which they enrolled.

Student must commit to successfully completing the program and meeting the graduation requirements. Upon successful completion, the awarded amount will be posted to the student’s account as a scholarship.

Student must meet the following requirements in order to be eligible for the award:
- Student must be in good academic standing;
- Student must be enrolled into a degree or certificate program at ASA College;
- Student must be enrolled full time and must maintain full time enrollment status in any consecutive term for continue eligibility of the scholarship;
- Student must maintain a 2.0 CGPA throughout the program. If the CGPA drops below a 2.0, student will lose eligibility for all subsequent semesters.

**Award Amount**
Up to $1,000 a semester, not to exceed $4,000 for a degree program; up to $2,000 for a certificate program, after all other Financial Aid eligibility has been exhausted.

**Application Procedure**
The applicant must complete the ASA scholarship application, complete their Financial Aid process, and submit an essay describing his/her interest in the chosen program to their Admissions Advisor, for consideration and review by the Scholarship Committee.

PRESIDENTIAL SCHOLARSHIP
(Effective Spring 2020 semester)

**Description**
ASA College is proud to offer a Presidential Scholarship beginning with the Fall 2019 semester to all, who meet the following criteria:

- Achieve a CGPA of 3.75 or higher at the end of any given semester and have earned a minimum total of 12 credits;
- Enroll for the subsequent semester for full-time study;
- Must complete the semester successfully where scholarship was received, otherwise scholarship will be forfeited for that semester;
- Must have no disciplinary infractions for the duration of their time at ASA.

**Award Amount**
Scholarship will be awarded according to the following schedule:
- Students with CGPA of 3.75 or higher will be awarded up to $1000.00 per semester; if their CGPA will fall below 3.75 CGPA, they will lose eligibility until their CGPA of 3.75 is regained; If approved, the award will be reflected on the Financial Aid Eligibility Notice and will be posted to the student’s account upon completion of the semester.

**Application Procedure**
Applicant must have a completed FAFSA on file with ASA for the current award year. All Department of Education verification requirements must be met, before eligibility for the scholarship will be considered.

Applicant must wait until all grades are posted for the previous semester and their CGPA can be calculated. In order to be considered, applicants must complete the scholarship application as well as a 250 word essay, describing why they have chosen their program of study and what their plans are after they graduate. Scholarship eligibility will be determined by the Scholarship Committee.
ASA COLLEGE RN TO BSN SCHOLARSHIP
(Effective Summer 2020 semester)

Description
ASA College has established a Scholarship for RN to BSN students ONLY. Students must meet the following criteria in order to qualify and maintain eligibility for the scholarship:

1. This scholarship is only available to students graduating from the Nursing Program with a 3.0 GPA or above at the end of the Spring 2020 semester or prior.

2. The entire outstanding debt at the time of graduation from the Nursing program will be held in abeyance until graduation from the RN to BSN program.

3. Upon successful graduation from the RN to BSN program, 50% of the outstanding prior program debt held in abeyance will be disbursed to the student’s account as a scholarship.

4. The remaining 50% of the outstanding Nursing program debt will be paid within 5 years after graduation from RN to BSN program, in equal monthly installments.

5. If the student does not graduate, does not honor the current program tuition payments, withdraws or is dismissed from the RN to BSN program, student will forfeit the scholarship and the entire delinquent debt will become subject to immediate collection.

6. If student does not adhere to the current semester payment schedule, student will be suspended until the delinquent amount is satisfied. If payments are not brought up to date within two weeks, student will be dropped from the program and subject to item 5 of these criteria.

7. Student must maintain a cumulative GPA of 3.0 to remain eligible. If student falls below a 3.0, student will forfeit their eligibility for the scholarship. Once eligibility is lost, it can not be regained.

8. The RN to BSN scholarship does not provide a tuition price reduction for future semesters.

9. The RN to BSN Scholarship cannot be combined with any other ASA College scholarship.

Award Amount
50% of the outstanding balance upon graduation from the Nursing program.

Application Procedure
In order to be considered, applicant must complete the ASA College admission and scholarship applications, meet with an ASA Admissions Advisor, complete all necessary Financial Aid applications, and submit an essay describing his/her interest in the chosen program.
VERIFICATION

The federal government or ASA College may randomly select students for verification of data they provide. ASA College has developed the following policies and procedures regarding the verification of information provided by the applicant for federal aid under the Title IV Programs:

1. All students will be notified verbally by the Financial Aid Department if the U.S. Department of Education has selected them for verification. Upon selection, a financial aid administrator will inform the applicant of the time parameters and consequences of not completing verification as well as confirm what supporting documentation is required, based on the most recent verification guide supplied by the Department of Education. The administrator will inform the applicant of the results of verification and any other documentation that is needed, and will assist the applicant in correcting any information that is inaccurate.

2. For Pell Grants and FSEOG, the student will have 120 days after his or her last day of attendance or the end of the academic year, whichever is earlier, to complete verification. However in the interim, the student must have made arrangements with ASA for payment of all tuition and fees due or risk termination at the option of ASA College. After 120 days, all financial aid that may have been due is canceled.

3. If the applicant knowingly supplies inaccurate information on any application or refuses to correct an error after being counseled by the institution, ASA must refer the case to the Department of Education. No financial aid will be disbursed to the student until the situation is resolved.

Note: The information provided on financial aid applications, and any other information received from applicants by Financial Aid Office staff, is kept in strict confidence and used solely for financial aid eligibility determination. All documents submitted in support of an application for financial aid become the permanent possession of ASA College.

VETERANS PAYMENT COMPLIANCE

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:

- Prevent the student’s enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA Certificate of Eligibility (COE) by the first day of class;
- Provide a written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

OBTAINING ADDITIONAL INFORMATION

Enrolled or prospective students can obtain additional information on any aspect of financial aid by contacting the Financial Aid Office in person or by telephone.

The Financial Aid Office is open Monday through Friday from 10:00 a.m. to 7:00 p.m.

Former students are encouraged to avail themselves of the department’s services should they encounter problems with repayment of their loan, desire to continue their education at ASA or elsewhere, or have any questions with which the Financial Aid Office might be able to assist.

A number of informative brochures on how to pay for college, managing your finances, identity theft, etc. are also available in the Financial Aid Office.
TUITION AND FEES

All tuition and fees must be paid at the time of registration and are paid for each semester of enrollment. Tuition is determined by the number of credits a student takes. Tuition, fees, and related refund policies listed in this catalog are subject to change without notice at the discretion of the college. If tuition or fees are increased, payments already made are counted as partial payment. The Student Accounts Office notifies students through mailed billing statements of any additional amounts due and payment deadlines. Tuition is based on a per credit charge for part-time students.

Permission must be obtained from the Office of Academic Affairs to register for more credits than those listed in the recommended program sequence in any semester. Each request is evaluated on the basis of its merit, including the student’s prior academic record and commitments other than college studies. For purposes of tuition and fees assessments, students are categorized either as full time or part time students. 

Full-time Students: students who are enrolled for 12 or more credits (or credit-equivalent) in a term are classified as full-time. Part-time Students: students who are enrolled for fewer than 12 credits (or credit-equivalent) in a term are classified as part-time and are billed on a per-credit basis.

The schedule of tuition and fees for ASA College that are in effect for the 2020-2021 college year is presented in the following table.

TUITION RATES EFFECTIVE SPRING 2021: NURSING PROGRAM

<table>
<thead>
<tr>
<th>Tuition per credit:</th>
<th>$ 455.83</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core competencies courses</td>
<td></td>
</tr>
<tr>
<td>Required arts and sciences courses</td>
<td>$ 455.83</td>
</tr>
<tr>
<td>Required professional courses</td>
<td>$ 820.00</td>
</tr>
</tbody>
</table>

One time charge that will occur in the 4th semester:

<table>
<thead>
<tr>
<th>Comprehensive Assessment Fee</th>
<th>$ 500.00</th>
</tr>
</thead>
</table>

Charged from the 4th through the 10th semester:

<table>
<thead>
<tr>
<th>Lab Fee</th>
<th>$ 100.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Rotation Fee</td>
<td>$ 100.00</td>
</tr>
<tr>
<td>Nursing Assessment Fee</td>
<td>$ 150.00</td>
</tr>
</tbody>
</table>

Charged in the 10th semester only:

<table>
<thead>
<tr>
<th>NCLEX Prep Fee</th>
<th>$ 500.00</th>
</tr>
</thead>
</table>

Students in A&P I and II (BIO130, BIO 204) as well as Microbiology (BIO 150) will be charged:

<table>
<thead>
<tr>
<th>Lab Fee (per course)</th>
<th>$ 100.00</th>
</tr>
</thead>
</table>

For a list of courses, please see program description section

FEES FOR ALL PROGRAMS:

<table>
<thead>
<tr>
<th>Application Fee (non refundable)</th>
<th>$ 25.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Student Application Fee (non refundable)</td>
<td>$ 100.00</td>
</tr>
<tr>
<td>Placement Testing Fee for Retests only: per occurrence (non refundable)</td>
<td>$ 25.00</td>
</tr>
<tr>
<td>Registration Fee: per semester (non refundable)</td>
<td>$ 25.00</td>
</tr>
<tr>
<td>Late Registration Fee: per occurrence (non refundable)</td>
<td>$ 25.00</td>
</tr>
<tr>
<td>Late Payment Fee: per late payment (non refundable)</td>
<td>$ 35.00</td>
</tr>
<tr>
<td>Add/Drop Fee: per course (non refundable)</td>
<td>$ 10.00</td>
</tr>
<tr>
<td>Student ID fee (non refundable)</td>
<td>$ 10.00</td>
</tr>
<tr>
<td>Replacement Student ID fee: per request</td>
<td>$ 10.00</td>
</tr>
<tr>
<td>Returned Check Fee: per occurrence</td>
<td>$ 25.00</td>
</tr>
<tr>
<td>Technology Fee: for on-site students per semester (non refundable)</td>
<td>$ 125.00</td>
</tr>
<tr>
<td>Technology Fee: for Distance Learning students per semester (non refundable)</td>
<td>$ 250.00</td>
</tr>
</tbody>
</table>

TUITION AND FEES RATES EFFECTIVE SPRING 2021

TUITION*:

<table>
<thead>
<tr>
<th>Tuition: (Full-time)</th>
<th>$5,470.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition: (Per Credit)</td>
<td>$455.83</td>
</tr>
<tr>
<td>Tuition: ESL Courses (Full-time)</td>
<td>$2,940.00</td>
</tr>
<tr>
<td></td>
<td>*Up to Level C</td>
</tr>
<tr>
<td>Tuition: ESL Courses (Per Credit)</td>
<td></td>
</tr>
<tr>
<td>Levels A, B, C</td>
<td>$245.00</td>
</tr>
<tr>
<td>Levels D, E</td>
<td>$250.00</td>
</tr>
<tr>
<td>Tuition: RN to BSN Courses (Per Credit)</td>
<td>$250.00</td>
</tr>
</tbody>
</table>

*All tuition charges are for 12-18 credits per semester (including remedial courses). The per-credit tuition rate is charged for credits below 12 and over 18.
The **Application Fee** is a non-refundable fee which represents the cost of admission processing for all full-time and part-time students upon their first admission to the college.

The **Placement Test Fee** is a non-refundable fee charged only if an applicant retests to be placed in a different level of remediation.

The **Registration Fee** is a non-refundable fee charged for registration.

The **Late Registration Fee** is a non-refundable fee charged after the official registration period has ended. For continuing students, the fee is charged after the end of the designated registration period in the 12th and 13th week of any given semester. For new students, the late registration fee is charged beginning the first day of a session (day, evening, weekend). It does not apply to courses being added to an existing schedule.

**Late Payment Fee** - is a non-refundable, per each late payment fee, charged to students who do not make payments according to their payment plans.

The **Add/Drop Fee** is assessed in any semester in which a student adds a course, changes from one course to another, or changes from one section to another after registration has been completed.

The **Returned Check Fee** provides for the collection and processing of checks returned unpaid by banks.

The **Technology Fee** is a dedicated fee charged to all students. The fee is committed to fund technology and equipment and is non-refundable.

The **Student Accident Insurance Fee** is insurance protection fee for students who may be injured in an accident during college hours, subject to the exclusions of the policy. Explanation of this fee can be found in Student Support Services chapter of this catalog.

The **Externship Liability Insurance Fee** is required of all students when registering for courses that include any field work, practicum or off-campus laboratory experiences. Once an off-site externship has begun, the fee is non-refundable and covers students in cases of liability claims arising while performing their duties. All externship courses require this fee.

The **Athletic Event Fee** is a non-refundable, per semester fee, charged to all student athletes participating in varsity and junior varsity. This fee is committed to fund expenses associated with travel and lodging to and from athletic events.

The **Graduation Fee** covers the cost of student diplomas or certificates, the processing of the foregoing documents and related records, the graduation ceremony, caps and gowns, and membership in the college’s Alumni Association for the year immediately following graduation. Graduation fee is paid in the last semester. Payment of the Graduation fee is obligatory for all students and is not contingent upon the graduate’s participation in the graduation ceremony.

The **Official Transcript Fee** provides for the cost of handling and mailing transcripts of academic records.

**Diplomas** can be mailed to students for a fee of $10 if the student makes a request in writing and provides a street address, not a post office box.

The **Printing Fee** is charged to all students, every semester. This fee covers the first 400 pages of printing per semester. Any printing after the first 400 sheets will incur an additional charge. Ten cents will be charged for each additional black and white page and fifteen cents will be charged for each additional color page.

The **Proctoring Fee** is charged to all students registered for online courses only - per exam, per course, per semester.
**TUITION PAYMENT PLAN**

As a convenience to its students, ASA College offers a tuition payment plan. It allows students to defer payment of 50 percent of the amount due to the college until the midpoint of the semester. Amounts due from a previous semester must be paid before a student can subscribe to a subsequent semester’s tuition payment plan.

**TUITION PAYMENT, DEFERRAL AND COLLECTION**

All students are required to pay tuition and all appropriate fees at the time of registration. However, students who qualify for financial assistance or loans from state, federal, or private agencies are permitted to defer these payments until the receipt of such financial aid, but in no case beyond the end of the semester.

Personal checks are accepted at the discretion of the college. Individual checks of this policy may lead to non-acceptance of a personal check.

A tuition payment deferral is a privilege extended to a student by the college and can be withdrawn at the discretion of the college. In addition, if a third party payment is not received, ASA reserves the right to demand full payment from the student. Funds from any source may be used by the college for payment of any and all deferred or outstanding charges.

It is the student’s responsibility to follow through on all financial aid paperwork to ensure timely completion of the process. In cases where payment of tuition and/or other charges is overdue, the college reserves the right to employ the services of collection agencies and/or attorneys. In that event, the student shall be liable for an additional sum representing interest and cost of collection including reasonable attorneys’ fees of one third of the balance in default at the time of collection. Students are also advised that their academic records will be obstructed prior to the end of the semester if all charges are not paid. Grades and transcripts will be withheld until full payment is made.

**RETURN OF TITLE IV FUNDS WHEN A STUDENT WITHDRAWS**

ASA College is required by the Higher Education Amendments of 1998, Public Law 105-244 (the Amendments of 1998) to comply with the “Return of Title IV funds” for any student receiving Title IV funds who withdraws from any of our programs. This requirement does not dictate an institutional refund policy. ASA College’s refund policy will follow the explanation of the “Return of Title IV Funds.”

A statutory schedule is used to determine the amount of Title IV funds a student has earned as of the date he or she ceases attendance. The amount of Title IV Program assistance earned is based on the amount of time the student spent in academic attendance; it has no relationship to the student’s incurred institutional charges. Because these requirements deal only with Title IV funds, the order of return of unearned funds no longer includes funds from sources other than Title IV.
Up through the 60% point in each payment period (semester) at ASA, a pro rata schedule is used to determine the amount of Title IV funds the student has earned at the time of withdrawal. After the 60% point in the payment period, a student has earned 100% of his or her Title IV funds.

DETERMINATION OF WITHDRAWAL

Once ASA has determined that a student has withdrawn, the last day of academically related activity is used to determine the amount of Title IV funds the student has earned. There are several types of withdrawals. For example, if a student provides official notification in writing to the Registrar, the date of ASA’s determination would be the same as the student’s written notification. For a student who withdraws without providing official notification to the college, ASA will determine the withdrawal date no later than 30 days after the end of the payment period (semester), unless the student has registered for at least a half-time schedule for the following semester. The amount of Title IV funds earned by the student will be based on the last day of recorded attendance.

The Student Withdrawal Date (as described above) is used in the following circumstances:

- to offer any amount of a post-withdrawal disbursement that is not credited to the student’s account within 30 days of this date;
- if the student or parent submits a timely response that instructs ASA to make all or a portion of the post withdrawal disbursement, ASA will disburse the funds within 90 days of this date;
- within 30 days of this date ASA will notify a student if a grant overpayment is due;
- if ASA is collecting an overpayment, ASA must require repayment of the full amount of the overpayment within two years of this date;
- ASA will return the amount of Title IV funds for which it is responsible no later than 30 days after this date;

The computation of earned Title IV Program assistance includes all Student Financial Aid (SFA) grant and loan funds that were disbursed or that could have been disbursed to a student. Federal Work Study (FWS) funds are not included in the calculation.

In addition to aid disbursed, aid that could have been disbursed is also included in the calculation. Title IV aid that could have been disbursed is grant or loan funds for which the student meets the conditions for late disbursement. Note that the amount of Title IV funds that could have been disbursed does not include Title IV funds that the student was not otherwise eligible to receive at the time he or she withdrew.

ORDER OF RETURN OF TITLE IV FUNDS

The order of the return of Title IV Funds is as follows:

- Unsubsidized Direct Stafford Loans
- Subsidized Direct Stafford Loans
- Perkins Loan
- Direct PLUS Loans
- Federal Pell Grant
- FSEOG
- Iraq/Afghanistan Service Grant

PERCENTAGE OF TITLE IV AID EARNED

The student’s last day of recorded attendance is used to determine the percentage of Title IV earned. If the student’s last day of attendance occurs on or before the student completed 60 percent of the payment period, the percentage earned is equal to the percentage of the payment period that was completed. If the day the student withdrew occurs after the student has completed 60 percent of the payment period, the percentage earned is 100 percent.

WITHDRAWAL PROCESS

Students who withdraw from courses for any reason must officially notify the college by completing a withdrawal form available in the Registrar’s Office.

Tuition liability is based on the tuition charges for each term individually.

Total tuition liability is limited to the term during which the student withdrew or was terminated, and any previous term the student completed. For student’s receiving Title IV funds, ASA will first calculate the Return of Title IV Funds to determine the amount of Federal funds that have been earned by the student. Those funds will be applied to the students account.

ASA INSTITUTIONAL REFUND POLICY

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

1. Cancellation can be made in person, by electronic mail, by certified mail or by termination.
2. All monies will be refunded if the College does not accept the applicant or if the student cancels within three (3) business days after signing the enrollment agreement and making initial payment.
3. Cancellation after the third (3rd) business day, but before the first day of class, results in a refund of all monies paid, with the exception of the application fee (not to exceed $150.00).
4. Termination/Withdrawal after attendance has begun and before the end of the Add/Drop Period, as published in the academic calendar, will result in 100% refund of all charges and payments, with the exception of the application fee. The following tuition refund and liability schedule will apply to all terminations/withdrawals after the completion of the drop/add period:

**IF TERMINATION OCCURS:**             **COLLEGE MAY KEEP:**

During the third week                     75% of the semester tuition
After completion of the third week        100% of the semester tuition

5. Termination/Withdrawal Date: In calculating the refund due to a student, the last date of actual attendance by the student is used in the calculation unless earlier written notice is received.

6. Refunds will be made within 30 days of termination of student’s enrollment or receipt of Cancellation/Withdrawal Notice from student, or

7. The Add/Drop Period ends two weeks from the start of a semester, or as published in the academic calendar.

**DORMITORY AND MEAL PLAN FEES CANCELLATION AND REFUND POLICY**

Students are charged a dormitory fee of $3500.00 for each semester they reside in the dorm. A security deposit of $350.00 is required before students may move into their dorm room. A meal plan fee of $800.00 is charged to all students who choose to participate in the meal plan. Cancellation and refund policies for the dormitory and meal plan fees are available on the college website and from the Housing Coordinator.

**REFUND POLICY APPEAL PROCESS**

After a determination has been made under the above outlined refund policies, a student who believes an exception is justified may appeal the calculation to the Committee on Student Affairs (c/o the Office of Student Accounts). To do so, the student must file a written explanation citing the reason an exception is being requested and must provide supporting documentation. Exceptions to the refund policy are considered only when students present documentation of extenuating circumstances, such as serious illness or death in the immediate family. Minor illnesses, transportation problems, job changes, or complaints about course content or instructional methodology, for example, are not considered extenuating circumstances which justify exceptions to the refund policy.

Refund appeals will not be considered for students who have attended classes beyond the midpoint of the semester, nor will appeals be considered if they are filed more than 30 days following the end of the semester of withdrawal. Note, too, that refunds granted through the appeals process will be awarded for credit in the subsequent semester, and will generally be for no more than 20 to 50 percent of the cost of tuition; no cash refunds are issued.
Every new student is assigned a dedicated ASA advisor who functions as a mentor throughout his/her stay at the college. Advisors work with students to identify and achieve their goals. They also provide direction to students who are experiencing academic difficulties or want to pursue independent avenues of inquiry beyond the content of their current courses.

For many students, the primary obstacle to success is personal or financial. Advisors are equally capable of helping resolve these types of problems and can make referrals to appropriate sources for assistance.

While every ASA faculty and staff member is concerned with the success and well-being of each student, the student’s advisor is often in the best position to understand student needs and concerns.

Students should use their advisor as a personal resource and rely on this mentor’s experiences and expertise to help achieve their own goals and objectives.

The Advisement Office makes every effort to inform students of their curriculum requirements, especially those relating to pre-requisite courses. Our extensive student support services are designed only to assist students in fulfilling these requirements.

Though continuity of advisement is important, students may, within reason, elect to change their advisor at any time.

The Office of Student Disability Services (SDS) provides assistance and information to students with documented disabilities. This office will arrange accommodations as provided under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. These accommodations will provide equal access to academic and campus programs and activities for all students.

The Office of Student Disability Services will provide students, faculty and staff with assistance and information on issues of access and participation for students with disabilities at ASA College. The Office of Student Disability Services will provide services and support that promote educational equity for students with disabilities. Assistance includes arranging accommodations that are necessary for students with disabilities to pursue their education.

The responsibilities of the Office of Student Disability Services include the following:

- Determine eligibility for academic accommodation based upon a review of the submitted documentation.
- Assure that students receive the appropriate accommodations.
- Assure students will interact with faculty members when appropriate.
- Promote self-awareness, self-determination and self-advocacy to provide opportunities for academic success through partnership with students, faculty, and staff.
- Develop strategies to negotiate campus life.
- Assist the student in the determination of appropriate accommodations and auxiliary aids.

The Office of Student Disability Services will assist students in pursuit of their academic goals at ASA College. Our goals are to:
ASA believes that every student is unique. They have different strengths and learning styles. They also learn complex material at different rates.

The ASA Learning Centers offer students free, unlimited tutorials to help them reinforce and apply key concepts in their class work. This tutoring program plays a crucial role in ASA’s strategy for providing students with means to adequately prepare for employment.

Supervised by a full-time director, the ASA Learning Center is a 400-square feet facilities with seating for 30 students. Computers are equipped with the latest tutorial software, including The Web Tutor, which provides instructors with practice tests, exercises, student progress tracking reports, and a chat room where they can tutor or chat live with students.

At the beginning of every semester, The Center posts a master schedule with the times that tutors will be available for courses in every major field.

Additional tutoring can also be arranged in any subject based upon individual student need. Students can meet with instructors and tutors individually or in small groups. Tutoring is handled by faculty members, teaching assistants, and work-study peer counselors. Special services such as the Supplemental Instruction Meetings (SIMs) assist students in their academic endeavors.

Prospective students may receive free ESL and math tutoring at the Learning Center. Classes are conducted by the faculty of the Division of Arts and Sciences. For additional information on these classes, registered applicants should contact the Admissions Office.

The ASA Florida Campus Library serves the needs of the College’s educational programs by providing additional resources which support the many programs and courses offered while enhancing student learning in associated fields. The Library’s collection of more than 340 physical titles, nearly 390,000 electronic books and 52 electronic databases support all disciplines. The Library stocks the majority of class textbooks for in-library use. In addition, periodicals, professional journals, and reference materials provide major academic resources across a wide range of fields. The Library maintains web pages which provide easy access to all Library holdings.

Computers, printers, and wifi are available for student use. The Library is further enhanced by study carrels, group tables and computer workstations. The librarians at ASA have MLIS credentials and provide a variety of services to faculty, staff and students. These services include basic computer assistance as well as using Microsoft Office (Word, PowerPoint, and Excel). The librarians also provide reference help and hands-on workshops in discipline-specific subjects. In addition, the librarians assist with developing research papers; this includes formatting papers that adhere to the guidelines of APA style. These guidelines include the proper use of citations, facilitating students with creating ideas for topics, and developing thesis statements. The librarians also provide assistance with electronic library resources, including creating search terms, searching the appropriate databases, and other search strategies that will lead to the best results. Finally, the librarians also assist with non-academic related needs such as creating resumes, searching for jobs, and applying for social services.

ASA’s Library is an affiliate member of the National Network of Libraries of Medicine.
CLUBS AND STUDENT ACTIVITIES

ASA offers students a variety of activities that complement their academic experiences at the college.

The college encourages students to take advantage of the services offered through the following offices: Student Advisement, Director of Events Planning, Academic Advising, Counseling, Social Work and Personal Services.

The Director of Events Planning works in conjunction with the Learning Centers, the Writing Center, Placement and Career Services, and the Student Government Organization to bring workshops, clubs and activities to ASA students.

ASA has a variety of student clubs such as The Criminal Justice, Technology, Drama, Conversation Clubs, and Peers for Careers and Hot Jobs Workshops. ASA is host to the Beta Rho Chi Chapter of the Phi Beta Kappa Honor Society, the largest 2-year college honor society. It is open to students who display extraordinary academic achievement. The Student Organization sponsors Game Nights that include bingo, chess, checkers, movies and other social networking events based on the interests of the student body.

Through the Student Organization and the Ombudsperson, ASA provides a forum where students discuss issues affecting their academic and social needs and concerns. Students also explore solutions to issues such as child care, relationship concerns, women’s health, domestic violence, social services, career planning, self-esteem, and time management.

ASA’s services are free for current students and recent graduates, and are administered by highly trained professionals with experience in providing these services.

TESTING CENTER

ASA conducts computer-based testing for a variety of subjects and programs in its Testing Center at the Florida campus. ASA is an approved CLEP testing center. Information regarding CLEP is available at the Registrar’s office at both campuses. Our Prometric/Pearson Vue testing center currently offers IT certification exams from CompTIA, Microsoft Cisco, VMware and ITIL. Additional information on the foregoing is available at the Pearson Vue website (testing services tab). Students should also contact their department chairperson for information on the certification exams administered by the college.

CAREER SERVICES AND ALUMNI AFFAIRS

The mission of the Office of Career Services and Alumni Development is to assist students and ASA alumni in the career development process. This process is an ongoing activity and addresses various needs, such as choosing or changing a major, clarifying interests, obtaining part-time and summer job and internship experiences, planning and conducting a professional job search, and obtaining full-time employment. The office offers many services pertinent to this process, and continuously strives to educate, develop community, and promote partnerships with students, alumni, faculty, and staff of ASA.

Some of the placement and career services offered include but are not limited to:

• **Individual Advising Sessions** - Students discuss career options, job strategies, resume writing, employment opportunities, or any topic of concern, either present or future, regarding career problems.

• **Career Development Seminar Courses** - A one credit Career Development seminar is a required course for graduation from all programs. Topics include: resume preparation, interviewing skills, introduction to ASA’s career services and the On-Campus Recruitment Program requirements and procedures, preparation for externships, dressing for success, etc.

• **Job Leads and Referrals** - The Placement Office maintains a current listing of job leads for full-time and part-time employment, as well as voluntary internships. Students are scheduled for job interviews based on the job requirements and how closely their capabilities match these requirements.

• **Job Search Expectations** - While students are expected to assume primary responsibility of active job search, the Career Services Office functions as a useful adjunct to the student’s own efforts. ASA’s services are not intended to substitute for the responsibility of graduates to actively seek employment on their own. The college does not promise or guarantee employment to any student or graduate.

Each year ASA is required to provide statistical information to regulatory agencies regarding the job search outcome for all graduates for that year. It is, therefore, expected and requested that each graduate give the college evidence of the outcome of his or her job search, whether or not the graduate used the services of the Placement and Career Services Office.
A graduate may request that details regarding his or her workplace not be released to any individual or organization except as part of statistical data required by law. Annually, the office conducts follow up studies of graduates and employers to ascertain why a graduate was not hired, to determine areas in which the graduate was deficient, and also determine the overall satisfaction of employers with ASA graduates.

This information is used to strengthen support services provided by the college to its students and is shared with the faculty to improve the quality of our educational programs.

*Note:* ASA College does not guarantee that students will obtain jobs as a result of completing a degree program. ASA College makes no representations or guarantees about positions listed by the Career Services and Alumni Affairs Office. ASA College is not responsible for safety, wages, working conditions, or other aspects of off-campus employment. It is the responsibility of the individual to research the integrity of the organization to which they are applying. The Career Services and Alumni Development Office does not guarantee the professional standing or otherwise endorse the companies or other organizations or individuals posting positions with the College. As part of the job/internship/externship search process, applicants are strongly encouraged to research potential employers and use their judgment in assessing the organization and the position. Employers generally offer positions to students based on their grades, attitude, work skills, knowledge of the company and industry, and past employment and personal history.

**ATHLETICS**

Students can compete in intercollegiate athletics while attending ASA as full-time students. ASA offers 5 intercollegiate programs as a Division One member in the National Junior College Athletic Association (NJCAA). The teams are listed in order of start date: Men’s Basketball (2008), Women’s Basketball (2008), Men’s Soccer (2008), Baseball (2008), and Football (2009). Club programs are: Cheerleading (2008), and Dance (2008). ASA student-athletes know that athletic accomplishments are secondary to academic success. Each student-athlete is expected to meet academic requirements every semester and agree to academic monitoring. Progress reports are communicated between the athletic department and advisors. The Learning and Writing Centers are available for academic support and student-athletes are also offered other support services to help them achieve academic success. College athletics builds self-esteem, school and community spirit, and regional and national recognition. Scholarships are available to those who qualify. Visit the Athletic Department for any additional information.

**STUDENT ACCIDENT INSURANCE**

ASA provides insurance protection for students who may be injured in an accident during college hours, subject to the exclusions of the policy. If, as a result of an injury, an insured student incurs a covered medical expense, the insurance company will pay 100% of the covered charges incurred within 52 weeks from the date of the accident, after a $25 deductible, up to $5,000 per injury.

This insurance costs $65 per year and is prorated by semester. The cost will be included in the tuition and fees schedules.
## GETTING ASSISTANCE

The chart below outlines who students should contact when they need help on specific issues:

<table>
<thead>
<tr>
<th>IF YOU NEED HELP WITH:</th>
<th>GO TO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disputed grades, change of advisor, faculty matters</td>
<td>Division Chairperson</td>
</tr>
<tr>
<td>Program offerings, re-matriculation</td>
<td>Admissions Department</td>
</tr>
<tr>
<td>International student visas and international student issues</td>
<td>International Student Advisor / DSO</td>
</tr>
<tr>
<td>Tutoring, advice regarding missed classes, academics, etc</td>
<td>Student Advisement and/or Learning Centers</td>
</tr>
<tr>
<td>Award letters, loan repayment, work-study opportunities</td>
<td>Financial Aid Department</td>
</tr>
<tr>
<td>Problems with social services agencies</td>
<td>Ombudsperson</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>Office of Student Disability Services</td>
</tr>
<tr>
<td>Tuition account status, payment plans, student refund checks</td>
<td>Student Accounts Office</td>
</tr>
<tr>
<td>Job search leads, employment preparation, workshop schedules</td>
<td>Career Services and Alumni Affairs Department</td>
</tr>
<tr>
<td>Enrollment verification, change of addresses, change of program requests, official withdrawal, satisfactory academic progress, academic transcripts, diplomas, requests to view permanent records, auditing classes</td>
<td>Registrar’s Office</td>
</tr>
</tbody>
</table>

Outside of class hours, students may consult faculty members regarding advisement and academic support. Every instructor has a weekly schedule of hours for student consultation, which is available in his/her academic division.
ACADEMIC YEAR
ASA operates year-round and the academic calendar includes multiple 15-week semesters. This scheduling structure allows a student to begin at any of these entry points and complete a degree program in as little as 16 months of full time enrollment. For financial aid purposes, ASA’s academic year consists of two semesters and 24 credits.

SEMESTER CREDIT HOUR
All courses are structured in terms of semester hours of credit. A semester credit is an academic unit applicable toward a degree or certificate offered by ASA. It is granted after the satisfactory completion of a course over a 15-week period, which requires at least 15 hours (of 50 minutes each) of didactic instruction and 30 hours of research and supplementary assignments in out of class work, 30 hours of lab per credit, 45 hours of externship per credit. Many courses offered at ASA include a combination of lecture and lab.

CLASS SCHEDULES
To meet the needs of a diverse student population, ASA offers classes seven days a week within the following timeframes:

<table>
<thead>
<tr>
<th>DAYS OF THE WEEK</th>
<th>SESSION TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning Session</td>
<td>9:00 am to 1:00 pm</td>
</tr>
<tr>
<td>Day Session</td>
<td>1:00 pm to 6:00 pm</td>
</tr>
<tr>
<td>Evening Session</td>
<td>6:00 pm to 10:30 pm</td>
</tr>
<tr>
<td>Weekend Session</td>
<td>9:00 am to 6:00 pm</td>
</tr>
</tbody>
</table>

Full time class schedules typically include two to three classes per day. Externships are scheduled around other classes and in coordination with the off-campus facility. The College is closed on legal holidays, during the Thanksgiving and Christmas recess, and during breaks between semesters in the fall, spring, and summer. The academic calendar printed in this catalog specifies the exact dates.

COURSE LOAD
To be considered full time during the regular academic year, students must register for a minimum of 12 credit hours. For most full time degree students, the recommended academic load per semester is 15 to 18 credit hours. After the first semester, students with a GPA of 3.5 or above may attempt an overload of more than 18 credit hours per semester with prior approval. However, such a heavy load is generally not recommended.

Each credit taken over the recommended program schedule of the student’s particular curriculum is charged an additional overload tuition fee at a per-credit-hour rate. To register for more than 18 credits in a single semester, a student must obtain permission from his or her division chairperson, and the Office of Academic Affairs. Students are advised to give themselves sufficient time to prepare adequately for all of their courses and to engage in extra-curricular activities on campus as well.

Independent Study is available for qualified students at ASA College. Independent Study courses follow the regular ASA College semester format. Students registered for Independent Study use a course manual, textbook, assignments and exams to learn and earn college credits under the supervision of an instructor or program chair. The instructor facilitates the learning process and provides feedback on assignments and exams in one-on-one meetings and/or written responses. Grades are based on assignments, projects and proctored exams. This type of learning mode does not apply to ALL courses offered at ASA.

To qualify for independent study courses, students must have a cumulative GPA of 3.0 with no history of disciplinary/behavioral, issues at the College and/or upon the approval of the chairperson.
Independent study courses work particularly well for:
- Students with tight schedules.
- Students who need a specific on-campus class that has reached maximum enrollment for this semester.
- Students who move out of town without finishing their degree requirements, but have the ability to meet on campus for proctored exams.
- Students who can’t easily attend classes because of injury or illness.
- Military personnel whose duties make regular class participation difficult.
- Students who live in remote locations.

Be advised, however, that to complete an Independent Study class you must be a self-motivated and conscientious student.

THE AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT

ASA College encourages qualified students with disabilities to fully participate in the community of ASA College. All faculty, staff, and administrators will actively support qualified students with disabilities in all the College’s educational programs, services, and activities.

ASA College prohibits unlawful discrimination against qualified students with disabilities.

PROCESS FOR STUDENTS WITH DISABILITIES TO REQUEST REASONABLE ACCOMMODATIONS:

- The student must be admitted and/or enrolled at ASA College. This does not prohibit potential students from requesting information on programs, services, and activities before they are enrolled.
- Students will meet with the Student Disability Services Director for the purpose of completing an initial intake session and requesting specific accommodations based on need.
- Academic adjustments will be arranged after an intake is completed and the Student Disability Services Office verifies the student’s documented disability.

RESPONSIBILITIES OF STUDENT DISABILITY SERVICES:

- Assess, on a case-by-case basis, the effect of a student’s disability on his/her ability to access programs, services, and activities based on appropriate documentation.
- Identify through documentation and discussion with the student, the academic adjustments to be provided.
- Establish in-services to assist faculty and staff in understanding the needs of students with disabilities.
- Be available to faculty, staff, and classified personnel for consultation.

RESPONSIBILITIES OF STUDENT REQUESTING ACADEMIC ADJUSTMENT:

- Self-identify as a student with a disability and complete an intake meeting at the Student Disability Services Office before the start of each semester.
- Submit request for assistive technology and books converted to e-format at least 6 weeks in advance. There may be a delay in services if less notification is given. Requests for interpreting services with less than four weeks’ notice for on-going classes can result in delayed services. At least 3 business days are required for special requests/one time services.
- Be available to assist faculty in further understanding your specific needs.
- Inform the Office of Student Disability Services in a timely manner of any interruption or failure to receive agreed upon accommodations.

DOCUMENTATION

DOCUMENTATION SHALL:

- Include a diagnostic statement identifying the disability, date of the current diagnostic evaluation, and the date of the original diagnosis.
- Be current, typically within the last three years. Acceptable documentation is dependent upon the disabling condition, its interaction with development across one’s life span, the presence or absence of significant events (since the original diagnosis) that would impact functioning, and the current condition of the disability at the time of the request for accommodation.
- Include a summary of the evaluation procedures as well as the name of diagnostic tests and evaluation results used to make the diagnosis.
- Provide a description of the current functional impact or limitations of the disability on learning or other major life activities.
- When appropriate, address the relevance of accommodation requests to the diagnosed disability.
- When appropriate, include treatment, medication, and assistive devices currently prescribed or in use.

DOCUMENTATION GUIDELINES:

Psychiatric Disabilities: Documentation must also include the DSM-IV diagnosis and a summary of present symptoms, in a written report from a psychiatrist, licensed psychologist, certified social worker (CSW or ACSW) or licensed professional counselor. This document must be current within the last school year.

Attention Deficit Hyperactivity Disorder: Documentation must include a statement of the presenting problem; history that verifies a pattern of inattention and/or hyperactivity/impulsivity that currently affects learning; identification of DSM-IV criteria for ADHD; and report summary and ratio-
nates for accommodations using evidence from the evaluation. Professionals considered acceptable for evaluating ADHD are licensed physicians, neurophysiologists, and psychologists.

**Learning Disabilities**: Documentation should validate the need for services based on the individual’s current functioning in the educational setting. A school plan such as an individualized education plan (IEP) or a 504 plan is insufficient documentation, but it can be included as part of a more comprehensive assessment battery. A comprehensive assessment battery and the resulting diagnostic report should include a diagnostic interview, assessment of aptitude, academic achievement, information processing, and a diagnosis. Assessment, and any resulting diagnosis, should consist of and be based on a comprehensive assessment battery, which does not rely on any one test or sub-test. Individual “learning styles,” “learning differences,” “academic problems,” and “test difficulty or anxiety,” in and of themselves, do not constitute a learning disability. The tests should be reliable, valid and standardized for use with an adolescent/adult population. The following professionals would generally be considered qualified to evaluate specific learning disabilities provided they have additional training and experience in the assessment of learning problems in adolescents and adults: clinical or educational psychologists, school psychologists, neurophysiologists, and medical doctors.

**CONFIDENTIALITY**

Student Disability Services has developed the following guidelines regarding confidentiality. All disability-related information including documentation, medical records including HIV or AIDS status, correspondence, and accommodation records are considered confidential. ASA College and the Student Disability Services Office have an obligation to maintain confidentiality on all disability-related information. Access to disability related information within SDS is on a need-to-know basis and only for the purpose of assuring appropriate accommodations. SDS is prohibited by law from releasing any disability records or identifying information to any outside entity. This includes documentation the student provides to the SDS office when requesting accommodations. The student may request, in writing, that information be released to specific persons or agencies by signing a “Release of Information” form.

**Individual qualified to Determine Disability:**

- Psychologist/Psychiatrist/Neurologist: ADD, ADHD.
- Psychologist/Psychiatrist/Certified Social Worker.
- Emotional Disability Psychologist/Psychiatrist/Certified Social Worker.
- Certified Otologist, Audiologist: Hearing Impairment.
- Medical Doctor: Physical Disability.

**DIRECT THREAT TO THE HEALTH OR SAFETY OF OTHERS**

An accommodation is not reasonable if it poses a direct threat to the health or safety of others. In order to establish a direct threat, the college must be able to document a substantial risk of significant harm. Concern about direct threat arises most frequently in relation to allied health and professional programs in which the student’s ability to provide safe and appropriate quality care is questioned. It should be noted that the mere existence of a disability does not provide evidence of direct threat. Nor does the possibility of a disability arising constitute a substantial risk of significant harm. While an institution may be able to make a case for “direct threat” in the instance of a deaf nurse or early childhood education major with limited vision, it would be a hard argument to make for these students in an English or Philosophy class.

It is important to note that under the ADA the direct threat must be to someone. The individual with a disability has a right to choose to assume the risk to self in the same way that anyone else who participates chooses to assume the risk. A blind individual could not be denied participation in a hiking class that covers rough terrain because of a fear that he/she might trip and fall, but it might be appropriate to deny participation to this individual in a scuba diving class in which participants are paired up and monitoring each other’s safety through visual inspection of valves and gauges.

**STUDENT CONDUCT**

Students are expected to abide by all public laws; to comply with the regulations and policies of the college; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. The college reserves the right to dismiss or suspend students for conduct which impedes, destroys, or interferes with the orderly and continuous administration and operation of the College or any unit of the College.

**ACADEMIC INTEGRITY**

In pursuance of the mission of the college and its well-established goals, academic integrity encompasses simple standards of honesty and truth. Each member of the college has a responsibility to uphold standards and to take action when others violate them. Faculty members have an obligation to educate students about the standards of academic integrity and to report violations of these standards to the appropriate
authorities. Students are responsible for knowing what the standards are and for adhering to them. Students should also bring any violations of which they are aware to the attention of their instructors or authorities. Any breach of academic integrity is a serious offense that may result in disciplinary consequences.

PLAGIARISM
Plagiarism in particular is a violation of the integrity of the academic community. Representing someone else’s work as one’s own is a serious academic offense and may result in failure, suspension, or dismissal.

DRUGS AND ALCOHOL
ASA strictly prohibits the illegal possession, use, or distribution of drugs and alcohol by students on college property and at college-sponsored events. Any person found in violation of these rules is subject to all applicable legal action under local, state, and federal laws and will risk suspension or dismissal from the college. A copy of the college policy is available with the Dean of Students.

DRESS CODE
As part of its mission to prepare students for careers, ASA requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend class. Students enrolled in college externship programs are required to follow the participating company’s dress code.

FERPA
The Family Educational Rights and Privacy Act (FERPA) is a federal law governing how student records and information are managed. Generally, FERPA prohibits educational institutions from disclosing private student information (such as grades and social security number) without prior consent from the student. It also gives students the rights to review many student records and correct errors.

Unless written objection is received 30 days after the commencement of the academic year, ASA will treat name, address (permanent and mailing), telephone (land and cell), email address, date and place of birth, major field of study, dates of attendance, grade level, photograph, degrees and awards/recognitions received, the name of the undergraduate college(s) attended, post-graduation employer, job title, most recent previous secondary and post-secondary educational institution attended by the student and marital status as directory information. In addition, information on all students offered admission to ASA may be submitted to the state police for checking against the sexual offender registry as required under the Wetterling Act. Students are not entitled to inspect and review financial records of their parents. If the student is a classified as dependent for financial purposes, parental access to a student’s records may be considered without prior consent.

REGISTRATION
The Registrar’s Office assists students in matters related to their registration for classes, including adding/dropping courses and withdrawal from classes during the semester. ASA students have the option of online registration for their courses through the ASA website’s student portal. The Registrar’s Office will continue to provide students with information regarding their academic status for employment, insurance, financial aid, and veteran benefits. Students can also obtain additional copies of class and course schedules, unofficial academic records, and request official transcripts from the Registrar’s office and other pertinent items including eligibility for graduation.

Students must register for classes during the designated registration period in order to attend and receive credit for any course. The student must also make appropriate arrangements with the Financial Aid and Student Accounts offices to meet his or her financial obligations to the college.

Students are advised to register during the Open Registration for Continuing Students (ORCS) week to get the most convenient schedule. Students will be charged late fees to register for classes in the designated late registration period. Late registration is permitted for students who have completed all requirements and are in good academic standing. The College reserves the right to cancel courses or scheduled sections of courses at its discretion, especially in cases of under-enrollment.

Prior to the registration process, students must check to see if they have “holds”. “Holds” indicate that there is an obligation to fulfill with one or more departments on campus. Source of obligations can be financial, health services, academic advising or a disciplinary violation. If a department has put a hold on a student, that student is not able to register. To clear a hold, a student must go to the department issuing the hold to find out what must be done to fulfill the obligation(s). Only the department that issued the hold can remove it.

A student is not allowed to register until all holds are cleared, no exceptions.

To prepare for the start of classes, students should note the classroom locations which are printed in the class schedule as well as in the online schedule of courses. If a room assignment is not listed, students must check with their academic department for updates. All room assignments are subject to change.
GUIDELINES FOR WORK AND CREDIT LIMITS

While the college recognizes that many students work at least part-time in order to meet their expenses during the academic year, studies indicate that students’ academic performance suffers if they work more than 20 hours per week while taking twelve credits or more in any given semester. Therefore, the college recommends that a full-time student not work more than 20 hours per week. If personal financial considerations render that impractical, then it is recommended that such students register for fewer than 12 credit hours to avoid conflict between study and work hours which may lead to a less than satisfactory academic performance. It is also recommended that students taking remedial courses register for no more than 12 credit/non-credit hours. Students may be permitted credit overloads in subsequent semesters after they establish a history of good academic standing and a cumulative GPA of 3.5 or more in the first semester of their program. The recommended ratio of credits to hours of work is indicated in the table below:

<table>
<thead>
<tr>
<th>Number of Credits</th>
<th>Maximum Hours of Work Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>15+</td>
<td>20</td>
</tr>
<tr>
<td>12</td>
<td>25*</td>
</tr>
<tr>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td>6</td>
<td>Work full-time</td>
</tr>
</tbody>
</table>

*Not recommended in the first semester, especially with remedial courses.

CLASS PARTICIPATION POLICY

TRADITIONAL (ON-GROUND) STUDENTS

Since the classroom experience and interchange of ideas through discussion cannot be duplicated or repeated, students are expected to attend classes regularly. Not only is regular participation necessary to derive the maximum benefit from education, it also helps to develop good work habits and attitudes that are highly valued by the program community.

Students are expected to attend all meetings of classes for which they are registered, including the first and last scheduled meetings and the final examination period. Students who fail to attend the first class and who have not previously notified their instructors of their absence may be withdrawn from the course by the Office of the Registrar in consultation with the instructor. Instructors are required to monitor academic progress, as well as attendance for particular cohorts such as veterans or on student visas for the agencies that govern these specific categories. Students are responsible for all that transpires in and out of the classroom. In all cases, responsibility for making up missed work rests entirely with the student. Students absent for more than one week have the responsibility of reporting their absence to their advisor and their division chairperson.

Students who have been administratively withdrawn for any reason have ONE WEEK from the date of their termination to appeal and request re-instatement. Administrators reserve the right to grant reinstatement on a case-by-case basis in the subsequent week. The deadline for appealing and processing reinstatement is two weeks from the date of the unofficial withdrawal.

Students are not permitted to record classroom lectures or discussions without the explicit permission of their faculty member or their Division Chair.

Participation in official college activities, personal emergencies and religious observances are valid reasons for absences. Students are responsible for informing instructors about their absence and for completing assignments given during their absence. A student cannot attend classes without being officially enrolled. Registrations are not processed after the designated registration period of the semester.

Every student registered to courses in ASA College’s Online Campus must be aware of more stringent and rigorous requirements and policies inherent to distance education. Learning activities and assigned coursework are monitored and documented via the college’s learning management system, and serve as basis for student learning outcomes assessment and academic progress. Consequently, the synchronous and asynchronous sessions serve as integral parts of distance education. Missing even one week’s worth of work will have a significant negative effect on the student’s success.

ONLINE CAMPUS POLICIES

- For a student to demonstrate satisfactory academic progress in online courses, the student must post substantial and meaningful replies in the discussion forum(s), and fulfill any assigned coursework. Merely accessing the online or hybrid class in the college’s learning management system is not sufficient to be considered maintaining satisfactory academic progress in the course.
- Any student who fails to meet participation standards in a week will be marked at-risk and will be contacted by the faculty member teaching the concerned class.
- If a student knows ahead of time that he/she will be unable to meet the participation standards for the week, the student is expected to contact the faculty member teaching the concerned class, to discuss how to make up the coursework that will be missed.
- If after two weeks the student fails to actively participate in the class and does not officially withdraw, the Academic Advisor will notify the Registrar’s Office who will administratively withdraw the student from the college. The student may or may not receive a refund, following the college’s refund policy.
- Student progress in hybrid classes is assessed twice every
LEAVE OF ABSENCE

Students may request a leave of absence if they are in good academic standing and have met all financial obligations to ASA College prior to a leave being granted. The student must request a Leave of Absence in writing. The request must contain the following information to be considered complete:

- Printed student name and original student signature, unless on military deployment
- Social Security Number or Student Identification Number
- Academic program
- Current Phone Number and Email Address
- Emergency Contact Number and Email Address
- Term end date/last day of academic activity (month, day, year)
- Start of leave date (month, day, year)
- Date (month, day, year) the request was submitted

A student may take a leave for up to 180 days in a 12-month period for reasons including extended jury duty, medical emergency, and military issues. Students going on an approved LOA in the middle of a semester must return to school at the same point of the semester on the future anticipated return date listed on the LOA form in order to be readmitted to the College. A student may return to class early from an LOA in order to review previously covered coursework, but the student will be considered still on an approved leave of absence. Please keep in mind that the days spent in class until the approved LOA return date will count towards the 180-day maximum leave allowed during a 12 month period. LOAs granted after a semester has been completed must wait until the following semester at the earliest to return.

While on a Leave of Absence, the student will not be eligible to receive financial aid, nor utilize College services and facilities. However, any payment arrangement due to the school will continue while on an approved LOA. If the student is absent, and does not complete a Leave of Absence Form and/or submit a written LOA request to the school, then the student may be terminated and will be held financially liable for any charges on the student account including the terms for loans disbursed. Periods during which a student has requested and formally granted a leave of absence will not be considered in calculating the maximum time frame, nor will it affect hours attempted, nor a student’s GPA relative to satisfactory academic progress. If a student does not return on the date indicated on the approved written LOA request, then the student will be automatically withdrawn from the College. The last attendance day (LDA) is based upon academic activity which will be used in a Return to Title IV calculation, and the date of determination (DOD) will be the day after the scheduled return day. Should the student decide to re-enroll at a later date, then the student will need to follow the readmission procedures outlined in the catalog. Requests for leaves of absence should be submitted to the Office of Student Advisement and then approved by the Registrar and Financial Aid Offices.

CHANGE OF SCHEDULE

Occasionally, students need to make a change in the schedule of courses for which they have registered. In order to drop or add a course, completely withdraw, or move from one section to another of the same course, students must consult their advisor. All changes must be officially recorded by the Registrar’s Office as soon as they occur. Withdrawal from one or more courses may affect some, or possibly all, financial aid awards.

ADDING OR DROPPING A COURSE

Students may add a course load only during the first two weeks of the semester. No other classes can be added after the second week of regular classes. Students may drop or withdraw from registered courses prior to the beginning of the seventh week of the semester to receive a “W” grade.

GRADING SYSTEM

Grades assigned by faculty at the completion of a course will be in accordance with the following grading system:

<table>
<thead>
<tr>
<th>LETTER</th>
<th>GRADE</th>
<th>NUMBER EQUIVALENT</th>
<th>QUALITY INDEX</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td></td>
<td>4.0</td>
</tr>
<tr>
<td>B+</td>
<td>85-89</td>
<td></td>
<td>3.5</td>
</tr>
<tr>
<td>B</td>
<td>80-84</td>
<td></td>
<td>3.0</td>
</tr>
<tr>
<td>C+</td>
<td>75-79</td>
<td></td>
<td>2.5</td>
</tr>
<tr>
<td>C</td>
<td>70-74</td>
<td></td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>65-69</td>
<td></td>
<td>1.0</td>
</tr>
<tr>
<td>EC/ERC</td>
<td></td>
<td>Exempt Credit</td>
<td>0.0</td>
</tr>
<tr>
<td>F</td>
<td></td>
<td>Below 65</td>
<td>0.0</td>
</tr>
<tr>
<td>FR</td>
<td></td>
<td>Fail Repeat</td>
<td>0.0</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
<td>-</td>
</tr>
<tr>
<td>R</td>
<td></td>
<td>Repeat</td>
<td>0.0</td>
</tr>
<tr>
<td>RR</td>
<td></td>
<td>Repeat Remedial</td>
<td>-</td>
</tr>
<tr>
<td>S</td>
<td></td>
<td>Satisfactory (above 65)</td>
<td>-</td>
</tr>
<tr>
<td>TC/TRC</td>
<td></td>
<td>Transfer Credits</td>
<td>0.0</td>
</tr>
<tr>
<td>U</td>
<td></td>
<td>Unsatisfactory (below 65)</td>
<td>-</td>
</tr>
<tr>
<td>UI</td>
<td></td>
<td>Unofficial Incomplete</td>
<td>-</td>
</tr>
<tr>
<td>UR</td>
<td></td>
<td>Unsatisfactory - Repeat</td>
<td>-</td>
</tr>
<tr>
<td>URI</td>
<td></td>
<td>Unofficial Incomplete for Remedial and ESL (non-credit) bearing courses</td>
<td>-</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>Withdrawal</td>
<td>-</td>
</tr>
<tr>
<td>WF*</td>
<td></td>
<td>Withdrawal - Failing</td>
<td>0.0</td>
</tr>
<tr>
<td>WP**</td>
<td></td>
<td>Withdrawal - Passing</td>
<td>-</td>
</tr>
<tr>
<td>WR</td>
<td></td>
<td>Withdrawal - Remedial</td>
<td>-</td>
</tr>
<tr>
<td>WS**</td>
<td></td>
<td>Withdrawal - Satisfactory</td>
<td>-</td>
</tr>
<tr>
<td>WI***</td>
<td></td>
<td>Withdrawal - Unsatisfactory</td>
<td>-</td>
</tr>
</tbody>
</table>
**ACADEMIC POLICIES AND PROCEDURES**

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* For credit bearing courses, this grade will be assigned if the student did not complete coursework required to earn a letter grade.

** For these grades are no longer used. The minimum passing grade for all courses is 65 percent.

*** For non-credit bearing courses, this grade will be assigned if the student did not complete coursework required to earn a letter grade.

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Note: Students in programs having a clinical component that is a graduation requirement and are unable to complete the course due to COVID-19, will receive a letter grade of “I” for incomplete until they can meet this requirement in a clinical setting per the program approving or accrediting body. The “I” grade may exist over multiple semesters and will not be subject to the 150% timeframe for program completion.

The GPA is determined by multiplying the credit points (for example, “B+” = 3.5) by the number of credit hours for each course. Total the credit hours attempted, total the credit points, and divide the latter by the former.

**FINAL GRADE COMPONENTS**

Final course grades are calculated based upon components such as final and midterm examinations, projects, assignments, class participation and extra-credit reports. Individual instructors may factor in additional components depending on the nature of subject matter taught. All course syllabi delineate final grade components.

Students must complete all course requirements by the due dates set by the instructor for their work to be included in the computation of the final grade.

A student’s final grade may be obtained from the instructor within seventy two hours after completion of the course. Students can also access grades through ASA’s portal. Semester grade reports are either mailed or distributed to students by the Registrar’s Office at the end of each semester break.

**REMEDIAL COURSEWORK**

Remedial Coursework neither counts toward attempted work nor toward Cumulative Grade Point Average.

**FAILING GRADES AND COURSE REPEATS**

A student who fails a course must repeat and attain a passing grade for the course in order to graduate from his or her program.

A student who stops attending classes during the semester without any official notification or withdrawal may receive a failing grade (F in credit-bearing courses) in those classes for that semester. If the student withdraws or is terminated by the institution before the tenth week of the semester, s/he receives a grade of “W” or “WR”.

After the tenth week, a student may withdraw from the College only for medical reasons and/or mitigating circumstances. The student must complete a withdrawal request that articulates his/her situation and, when applicable, provide appropriate medical documentation signed off by a health care provider to support the withdrawal petition. Please be advised that struggling academically and/or poor performance in a course is not deemed a mitigating circumstance for withdrawing after the tenth week, and such withdrawal requests will be rejected outright. All withdrawal petitions after the tenth week must have the approval of the Program Chair and Provost, or her designee. For late approved withdrawals, a student will receive a “W” or “WR” grade on his/her transcript. Student will receive a “WU” or “WF” if the student did not complete the requirements to earn a letter grade.

If a student drops after the tenth week without following the proper protocols outlined above, the student will receive a failing grade in his/her applicable course(s). A student who receives a failing grade in a sequential course must repeat and pass the prerequisite course before continuing in the next course in the sequence.

When the student registers to repeat a failed course, the initial F or U grade(s) will be replaced by a temporary grade of “FR” or “UR” (Fail Repeat) until the student earns a passing grade in the repeated course.

The temporary “FR” grade is then replaced by an “R” (Repeat) grade which will count in the student’s attempted work but will not be calculated in his or her Cumulative Grade Point Average. For remedial coursework, the temporary “UR” grade will be replaced by an “RR” grade. Only the passing grades in credit-bearing courses will be calculated in the GPA. Any F that is not replaced and still appears on the final transcript will be calculated in the cumulative GPA.

For appropriate credit to be given, all failed courses must be repeated within a program’s maximum timeframe.

**INCOMPLETE GRADES**

An Incomplete “I” grade is a temporary grade requested by a student in writing and authorized by the instructor. Incomplete grades can only be assigned when the student has completed most of the course requirements, but due to circumstances beyond the student’s control, he or she is unable to complete all of the course requirements. Incomplete work must be resolved within 3 weeks after the end of the semester, at which time the instructor must assign a letter grade and submit supporting documentation such as the completed graded coursework. If the instructor does not submit a grade change form by the end of this period, an “F” (fail) will be automatically entered into the student’s record. Students receiving an “I” in a prerequisite course may not register for the sequential course until the “I” is replaced with a passing grade.
Incomplete grades are temporary grades and they are not calculated in a student’s Cumulative Grade Point Average or in attempted work. When the grade is converted to a letter grade, then the letter grade is included in the calculation of the Cumulative Grade Point Average and student’s attempted work.

**Please note:** Students receiving New York State TAP grants should pay special attention to the limitations imposed by “Program Pursuit” requirements (discussed later).

**GRADE APPEAL PROCEDURE**

Statute of Limitation: Grade appeals will be entertained ONLY within the semester immediately following the term the disputed grade was obtained.

**The following procedure applies to grade appeals:**

1. **Student approaches his/her instructor and requests an explanation on the computation of the student’s grade.** Usually after this initial dialogue between instructor and student, the problem is resolved.

2. **If, after the initial dialogue, the student feels there are sufficient grounds for an appeal for a grade change, the student will undertake the formal appeal process.** The following procedure applies:
   - The student completes the grade dispute form available on the Student Portal and emails to the Division Chairperson as a document to appeal a grade.
   - The Division Chairperson mediates the session between student and instructor and can require the instructor to produce his/her record book which details the ratings of the student.
   - If the grade change is merited, the Division Chairperson directs the instructor to fill out the request for grade change form. If the request is denied, the instructor submits a formal letter addressed to the Division Chairperson detailing the reason/s for denial of the change of grade. Documentation is needed to justify the action.
   - If the student still decides to bring the appeal to a higher authority, the student submits a written request to the Grade Deliberation Committee within 10 business days from the time the student was informed of the decision.
   - The Division Chairperson will forward the letter and all documentation to the Office of Academic Affairs. A Grade Deliberation Committee will be convened within 5 (five) business days from the time of the receipt of the formal request.
   - Based on the merits or lack thereof, the grade appeal will be resolved accordingly. The decision is final and non-appealable.
   - The student will receive a written notification of the decision within 10 days from the start of the formal appeals process.

**COLLEGE GRIEVANCE PROCEDURE**

The college and work environment is at its best when communications are clear and attitudes are positive.

The purpose of this procedure is to outline a process for students to express and resolve misunderstandings, concerns, or issues that they have with any college employee, fellow student, or third party associated with the college in a fair and equitable manner. A student may use this procedure if s/he believes that an employee of the college, fellow student, or third party associated with the college has violated a college policy or has acted in a manner that is inappropriate or unfair to the student, which includes any student claims of discrimination on the basis of age, gender, race, color, creed, religion, marital status, national or ethnic origin, disability, or sexual orientation, as well as claims of sexual harassment.

Prior to undertaking an informal or formal grievance, a student is encouraged to resolve the complaint with the individual toward whom the grievance is directed. When this isn’t feasible, it is recommended that the informal procedure be followed. However, students are not required to follow informal procedures before a grievance is brought according to the college’s formal procedure.

**INFORMAL PROCEDURE**

**Students are requested to follow the steps outlined below:**

1. **Discuss the matter with the individual(s) involved.**
2. **If a resolution is not reached after attempt at discussion with the individual(s) involved, or if the student chooses not to discuss the matter with the individual(s) involved,** the student should discuss this matter with the employee’s supervisor (e.g., Department Director, Chairperson, etc. – in the event that the student grievance involves a college employee) who will attempt to mediate a resolution. In cases where a fellow student or third party is involved, the student should bring the matter to the attention of his/her student advisor who will attempt to mediate a resolution.
3. **If the advisor, supervisor or chairperson cannot resolve the issue,** the matter should be reported to the Ombudsperson who will gather information, communicate with all parties and attempt to mediate an informal resolution.
4. **If the student is dissatisfied with the outcome,** s/he can proceed with the formal grievance procedure.

**FORMAL PROCEDURE**

If the matter is not resolved adequately, the student submits a written statement of the grievance to the ASA Grievance Committee through the Office of the Ombudsperson. The
statement should provide an outline of the circumstances giving rise to the issue, identification of the parties involved, and the location and date of the incident. Upon receipt of the written statement from the student, the Chair of the Grievance Committee will gather any material necessary and will gather other information and facts needed to facilitate a fair decision. This stage of the grievance procedure will be completed within fifteen (15) business days, (or as soon as reasonably possible) by the Chair of the Committee or his/her designee. Within ten (10) business days after the completion of the “fact-finding” stage, the Chair will convene the full Grievance Committee to hear the complaint and review the findings. The decision of the Committee will be sent to all the parties involved with a copy to the President of ASA College. This decision will include remedies (if any) that may be suggested by the Committee.

The student and the subject of the grievance may appeal the decision to the President of ASA within ten (10) business days of receipt of the decision. If after the appeal, the student continues to have concerns that the issue has not been adequately resolved, the student may contact ASA’s accrediting agencies:

- **US Department of Education**
  - 400 Maryland Ave SW
  - Washington, D.C. 20202
  - (202) 401-2000
  - www.ed.gov

For disputes involving Federal Student Loans contact the Federal Student Aid Ombudsman Group:

- **U.S. Department of Education**
  - FSA Ombudsman Group
  - 830 First Street, N.E., Mail Stop 5144
  - Washington, DC 20202
  - (877) 557-2575
  - www.studentaid.ed.gov

Alternatively or in tandem, a student may contact:

- **Commission on Higher Education**
  - Middle States Association of Colleges and Schools
  - 3624 Market Street
  - Philadelphia, PA 19104
  - (267) 284-5000
  - www.msche.org

- **Commission for Independent Education, Florida Department of Education**
  - 325 West Gaines Street, Suite 1414,
  - Tallahassee, FL 32399-0400,
  - (888) 224-6684.

**TRANSCRIPTS**

Official and unofficial academic transcripts are prepared and issued by the Registrar’s Office. Students who graduate or withdraw from ASA can obtain an unofficial student transcript of all completed course work approximately four weeks after the end of the semester. Requests for unofficial transcripts containing grades for completed courses and a listing of those courses in progress should be made in person at the Registrar’s Office.

Requests for official transcripts from other colleges or organizations must be accompanied by a signed release from the student for whom the transcript is requested and must be accompanied by a check or money order payable to ASA in the amount of five dollars ($5). Students who have not fulfilled all financial obligations to ASA or whose records have been impounded by any unit of the institution will not be provided with official transcripts.

**PROGRAM CHANGES**

Currently enrolled students may request a change of program by completing a Program Change Request Form and submitting it to the Registrar’s Office. The program change request will be approved only if the student meets standards of satisfactory academic progress in his or her current program. The Registrar will also determine which of the already completed courses will apply to the new program and re-establish the student’s expected date of graduation.

After a student’s change of program request is approved, the student will be required to meet the provisions as stipulated in the ASA catalog that is in effect at the time of the program change and to satisfy any outstanding tuition and fee charges from the original program. Approved students will then need to meet with a member of the Financial Aid Office staff.

**STANDARDS OF SATISFACTORY ACADEMIC PROGRESS**

There are three elements of Satisfactory Academic Progress (SAP) that all financial aid recipients must achieve in order to receive Title IV federal financial aid:

1. A qualitative measure of academic progress which is calculated using student’s cumulative grade point average (GPA);
2. A quantitative measure or pace which uses an “attempted to earned credit ratio;” and
3. The maximum time frame in which students are expected to finish their program, which may not exceed 150% of the published length of the program measured in credit hours attempted.
To remain eligible for Title IV aid, all matriculated students must demonstrate satisfactory academic progress towards completion of their degree program based on the criteria described earlier. A student, who fails to achieve the standards outlined earlier, is placed on automatic Financial Aid Warning (FAW) status. Students on Financial Aid Warning remain eligible for Title IV federal financial aid for one payment period. Students must achieve established standards by the end of their Financial Aid Warning period (semester).

Students who do not meet established standards for satisfactory academic progress at the end of the Financial Aid Warning period are subject to dismissal and may neither continue at ASA as a regular student nor receive federal financial aid. It is imperative that any student experiencing academic difficulties request and take advantage of ASA's extensive support system. Such students may, however, appeal the dismissal (see appeals process) in order to be placed on Financial Aid Probation (FAP) for an additional payment period (semester).

STANDARDS OF ACADEMIC PROGRESS FOR VA STUDENTS

Students receiving VA educational benefits must maintain a minimum cumulative grade point average (CGPA) of 2.0 each semester.

A VA student whose CGPA falls below 2.0 at the end of any semester, will be placed on academic probation for a maximum of two consecutive terms of enrollment. If the VA student’s CGPA is still below 2.0 at the end of the second consecutive term of probation, the student’s VA educational benefits will be terminated.

A VA student terminated from VA educational benefits due to unsatisfactory progress may petition the school to be recertified after attaining a CGPA of 2.0.

FAILURE TO MEET STANDARDS & FINANCIAL AID

Students on Financial Aid Warning or on Financial Aid Probation, who are financial aid recipients, are eligible for federal student assistance as long as they continue to maintain satisfactory academic progress. Students, who do not demonstrate satisfactory academic progress after the Financial Aid Warning or the Financial Aid Probationary periods may be dismissed. They will be given an opportunity to attend the college without financial aid eligibility.

A student on financial aid probation may continue to receive Title IV assistance for one payment period. The college will require a student who is on probation to fulfill specific criteria such as taking a reduced academic load. This student must, at the end of one payment period, meet the college’s SAP standards or meet the standards of any academic plan implemented by the college and the student in order to maintain financial eligibility.

DETERMINING ACADEMIC SATISFACTORY PROGRESS

At the end of each evaluation period, a review is undertaken by the Registrar’s Office to determine whether minimum standards are being met and whether students are progressing toward their objective. Students who do not meet the requirements may not be allowed to remain in college. Progress standards apply to all students regardless of the method of payment be it financial aid or cash payments. Students who do not meet the requirements of Financial Aid Probation, will not be allowed to enroll into another program from the one in which they were enrolled at the end of the FAP.

Responsibility for determining whether students meet published requirements at the end of each evaluation period rests with the Registrar’s Office. Grades earned for all courses are recorded for each student and cumulative grade point averages and course completion percentages are calculated. Students who do not meet SAP standards are informed by mail and are counseled by advisors regarding their academic options. Information regarding each student is also distributed to other ASA entities (financial aid, student accounts, student advisors, academic chairpersons).

IMPACT OF TRANSFER CREDITS ON STUDENT’S SATISFACTORY ACADEMIC PROGRESS

Transfer credits are not included in the calculation of the Cumulative Grade Point Average, but are calculated in a student’s attempted work and completion of graduation requirements.

QUANTITATIVE AND QUALITATIVE MEASURES OF ACADEMIC PROGRESS

ASA uses both quantitative and qualitative measures to determine academic progress. Quantitative measures are the total number of credits attempted by the student in his or her program of study. For purposes of Satisfactory Academic Progress standards, credit hours attempted include any hours for which a student has incurred a financial obligation regardless of whether or not the student successfully completed the course. In determining a student’s academic standing, letter grades of “A” through “D” and “S” are assigned to courses successfully completed. However, grades of “F”, “I”, “W”,
“WR”, “R”, “RR”, “U” and “UR” delineate work not successfully completed. ASA uses the student’s cumulative GPA at specific evaluation points as the qualitative measure for academic progress.

MAXIMUM TIMEFRAME
The maximum time period for a student to complete his or her program, otherwise known as the maximum timeframe, differs according to the number of credits in the degree program. The maximum timeframe is 150% of the normal program length at which the educational objective must be successfully completed. Therefore, the maximum time is limited to 1.5 times the number of credit hours required to complete the degree program (rounded down to the nearest whole number of credits). For example, the maximum timeframe for students enrolled in a 63-credit degree program is 94 credits (63 X 1.5 = 94.5 which is rounded down to 94) and in a 68-credit degree program is 102 credits.

PROGRAM-SPECIFIC MINIMUM PROGRESS REQUIREMENTS
As reflected in the charts that are provided in the back of this publication, progress standards differ according to whether a student is enrolled in a degree program. Unless Financial Aid Probation is permitted, students who fail to meet the specified requirements at the specified evaluation points will be deemed not making satisfactory progress and will be ineligible to continue enrollment. In general, minimum standards become progressively higher at the end of each evaluation point so that students are able to attain at least a 2.0 grade point average and complete their program within the permissible maximum time-frame.

SATISFACTORY ACADEMIC PROGRESS IN THE NURSING AND MASSAGE THERAPY PROGRAMS
Students must maintain a GPA of 2.75 or greater to progress through the nursing program and be eligible for graduation. Students must achieve a grade of “B” or better in all nursing, science and math courses in order to proceed in the Nursing program and graduate with an AAS degree in Nursing. Failure to do so will result in repeating the course. Students will only be allowed two attempts to pass a nursing course. If a student fails to maintain a grade of B or better in any nursing course and sciences, the course may be repeated only once. A second failure in the same course will result in termination from the Nursing program. Any student who has failed two courses will be dismissed from the program.

Minimum passing grade for all massage therapy courses is a “C”. Students who earn a grade of “D” will fail the course and have to repeat it, and students who earn a grade of “F” will require permission of the Dean to remain in the program. If they remain in the program, they will have to repeat the course. Inability to meet college and program requirements, including all academic requirements, will result in dismissal from the program.

SATISFACTORY ACADEMIC PROGRESS IN THE DIAGNOSTIC MEDICAL SONOGRAPHY (DMS) PROGRAM
Students must maintain a GPA of 2.75 or greater to progress through the Diagnostic Medical Sonography program and be eligible for graduation.

Students must achieve a grade of “C+” or better in all DMS, science, and math courses particularly if they are prerequisites for a technical course, in order to proceed in the DMS program and graduate with an AS degree in Diagnostic Medical Sonography.

Failure to do so will result in repeating the course. Students will only be allowed two attempts to pass a DMS course. If a student fails to maintain a grade of C+ or better in any DMS course and sciences, the course may be repeated only once. A second failure in the same course will result in termination from the DMS program.

Any student who has failed two courses will be dismissed from the program. Students who earn a grade of “D” will fail the course and have to repeat it, and students who earn a grade of “F” will require permission of the Dean to remain in the program. If they remain in the program, they will have to repeat the course. Inability to meet college and program requirements, including all academic requirements, will result in dismissal from the program.

SATISFACTORY ACADEMIC PROGRESS IN THE MEDICAL ASSISTING PROGRAM
Effective Summer 2017 semester, Medical Assisting program students must achieve a grade of “C” or better in the following courses:

- MED115 Laboratory Technique I
- MED200 Clinical Office Procedure
- MED215 Laboratory Technique II

in order to proceed in the Medical Assisting program and graduate with an AOS degree in Medical Assisting.

Students who earn a grade of “D” will fail the course and have to repeat it, and students who earn a grade of “F” will require permission of the Chair to remain in the program.
If they remain in the program, they will have to repeat the course.

Inability to meet college and program requirements, including all academic requirements, will result in dismissal from the program.

Note: The Satisfactory Academic Progress Chart is outlined in the Appendix A of this college catalog.

FINANCIAL AID WARNING AND PROBATION

During certain prescribed semesters, students who do not meet published progress standards will be permitted to remain in college on a Financial Aid Warning status for one evaluation period (one semester). Students who do not meet established criteria for satisfactory academic progress at the end of Financial Aid Warning period, may be placed on Financial Aid Probation for an additional payment period (semester). To qualify for Financial Aid Probation, a student must:

• submit a written request for waiver by filling in the appeals form available in the offices of the Registrar, Advisement, Student Services, and Academic Affairs

• provide supporting documentation detailing mitigating circumstances

• submit an academic plan developed by the student and the delegated officer of the college and agree to participate in any measures recommended by the SAP Review Committee to improve academic achievement.

APPEALS FOR SAP DISMISSAL

Students have a right to appeal their dismissal. Students will not be able to appeal unless all their grades for the courses have been duly received and entered. Appeals must be submitted in writing to the SAP Committee through the Office of the Registrar no later than three weeks prior to the beginning of the semester for which they wish to be readmitted. Due to lack of sufficient time, students may be advised to take the leave of absence (if they qualify) for that semester and submit the appeal for readmission to the following semester.

An appeal to waive the requirements is a written request. Supporting documentation detailing mitigating circumstances (e.g. medical, death in the family, etc) to justify the waiver must accompany all waiver requests. All appeals must also be accompanied by an Academic Plan developed by the student and the delegated academic officer of the college. The appeal at the end of the Financial Aid Probationary period is not automatic. It requires a judgment by the professional staff of the college that the student’s failure to meet the academic progress standards was to a documented unusual situation. The appeal process is not considered an entitlement but will be issued in accordance with an individual’s extraordinary circumstances.

The Satisfactory Academic Progress Review Committee will meet and review the appeal and make a determination within 14 calendar days of receipt of the appeal. The student will be advised of the decision in writing, including any stipulations for reinstatement to the college. All appeal decisions rendered by the SAP committee shall be final.

The student will also be required to adhere to SAP Review committee stipulations in addition to those printed in the college catalog that are in effect on the date of reinstatement. Failure to do the foregoing will result in dismissal without further recourse.

EXTENDED ENROLLMENT STATUS

Students who have been dismissed for failure to maintain the academic minimums outlined above may apply to the Academic Excellence Committee (through the Registrar) to continue their studies in an extended enrollment status (which may not exceed the equivalent of one evaluation period). During such time, a student is not eligible to receive federal or state financial aid grants or loans. The student must attempt to improve the deficient areas that led to dismissal by retaking courses that were failed to reestablish satisfactory progress. Students will be responsible for payment of tuition and fees on a prorated per course basis. Grades earned during an “extended enrollment status” (discussed later in this section) will replace previous failing grades for purposes of calculating a student’s cumulative grade point average. However, all course grades will be considered credit hours attempted for purposes of determining successful course completion percentages.

At the completion of the extended enrollment status period, a student who has established satisfactory progress, according to the published table, may apply to the Registrar’s Office to return to regular student status and reinstate his/her eligibility for financial aid. The Committee for Academic Excellence (CAE) may require the student to be present during its deliberation to determine both the student’s academic ability and his/her desire to successfully continue in the program. If reinstatement is granted, the student’s academic progress is closely monitored.

The student will also be required to adhere to CAE stipulations in addition to those printed in the school catalog that are in effect on the date of reinstatement. Failure to do the foregoing will result in dismissal without further recourse.
GRADUATION REQUIREMENTS

To qualify for graduation, students must complete the prescribed course of study with a minimum cumulative grade point average of 2.0. In addition, students must discharge all financial obligations to the institution and meet the credit-hour requirements for their major.

Requests for diplomas may be made eight weeks after the date of graduation. The graduate needs to complete a Graduation Clearance Form available at the Registrar’s Office. If the graduate is unable to personally process the clearance procedure, he or she must provide his/her representative with a written attested release before the diploma can be obtained.

Students who have any type of federal student loan must participate in a documented exit interview session with financial aid personnel before receiving their credit.

ASA will withhold the official academic transcript and the credentials of any student who has not paid all tuition, fees and fines in full, or who has failed to return books to the library.

Graduates will receive invitations for their commencement ceremony one month before the event. The invitation includes information about venue and ceremonial attire and procedures. Graduates are advised to RSVP as soon as they receive their invitations. Information regarding the commencement ceremony is also available on ASA’s website.

GRADUATION WITH LATIN HONORS

Students in degree and credit-bearing programs may graduate with Latin Honors if they achieve the following grade point averages upon completion of their program of study:

- Cum Laude.............................................. 3.50-3.74 GPA
- Magna Cum Laude…………………….3.75-3.89 GPA
- Summa Cum Laude……………………3.90-4.0 GPA

ASA’S EDUCATION FOR LIFE PROGRAM

ASA graduates in good standing with the College are eligible to audit any or all courses in their program of study, free-of-charge as part of the College’s initiative to encourage lifelong learning.
THE ACADEMIC PROGRAMS
ASA specializes in offering programs that balance traditional academic preparation with professional training and hands-on experience. With a “career-first” focus that allows students to immediately begin study in the chosen major, programs are designed to deliver the type of knowledge and skills employers are looking for, and include workplace experience in the area of the student’s interest. Applicants may choose baccalaureate degree programs in business and health disciplines, or associate degree programs in business, criminal justice, or health disciplines. The degree programs are flexible, yet concentrated, providing a foundation for moving to a higher level in a current job, for launching a successful new career or continuing education.

The scope and sequence of each curriculum are highly focused and direct students through a series of increasingly complex and challenging courses. Faculty use a variety of instructional methods to enhance learning including lecture, audiovisual aids, demonstrations, group critiques, web-based tutorials, and laboratories. As a result of the exhaustive efforts of the institution’s curriculum and advisory committees, ASA is assured that its programs meet the evolving needs of area employers and maximize the employability of our graduates.

ASA is cognizant of the specific needs of students and allows students to make reasonable course substitutions with permission from the academic chairs and as long as pre-requisite requirements are satisfied.

DEGREE PROGRAMS
ASA offers both bachelors and associate degree programs. These programs require the successful completion of 60-68 credits for associate, and 120-138 credits for bachelors degree. The primary objective of all ASA’s programs is preparation for job entry immediately upon completion of the program. While the associate degree can be transferred to a baccalaureate degree institution, specific course transfers are subject to the discretion of the receiving institution.

ASA recognizes that students have many responsibilities and/or work hours. ASA understands these circumstances and encourages students to seek advisement in order to ensure that each student may progress through his or her curriculum in a time frame that responds best to his/her individual work or personal situation. There is no penalty for taking longer than the recommended number of semesters to complete a degree.

DIPLOMA PROGRAMS
The credit bearing diploma programs detailed herein provide students with the opportunity to get a head start with eight months of successful full time study in a gratifying career. Students will master employment skills quickly and be prepared for positions that offer good compensation and opportunities for advancement.

Students enrolled in the diploma programs receive all the benefits of an ASA education, including placement privileges and refresher courses.

Additionally, credits earned in diploma programs are transferable to ASA’s degree programs. Graduates may continue their education and career development without any loss of time. An Associate degree can be earned within one additional year by attending ASA’s evening/weekend sessions.

ASA FACULTY
The learned and experienced men and women who comprise the faculty of any college are its principal resource. The quality and the character of a student’s experience with an institution are largely determined by the caliber of the faculty. But for students to experience the benefits derived from association with the faculty, they must have the opportunity to meet and to know them. That opportunity exists at ASA.

Unlike many other institutions with large classes, ASA’s classes generally do not exceed thirty five students and a typical class has fewer than thirty. There is ample opportunity for faculty and students to know one another and establish partnerships in learning.

The advisor assists the student to clarify personal goals and to develop a strategy for accomplishment. The advisor works with the student to plan a course of study consistent with those goals and reviews that plan with the student at least twice each year. In doing so, the advisor/mentor draws on his or her considerable knowledge of the curriculum, ASA College, and of the career-field that the student proposes to enter.
INSTITUTIONAL STUDENT LEARNING GOALS

As an institution of higher education, ASA College has responsibilities to both to the individual students it serves and the community in which it exists. Education is the primary means by which people can advance themselves economically, promote social justice for all, and increase their understanding and knowledge of the world in which they live. Higher education is the catalyst for advancement of those in less favored positions in society who have been historically underrepresented, including minorities, and new immigrant groups.

ASA College provides access to higher education for all traditional and non-traditional students and, as stated in our Mission Statement, seeks to “equip them with a firm academic foundation and career-specific competencies.”

It is expected of all ASA graduates, regardless of the program in which they are enrolled, to demonstrate the following knowledge, skills, competencies, and traits.

At the Institutional level, our graduates should be able to:

• Demonstrate understanding of American English by using it with the precision and clarity necessary for effective communication;
• Convey information and ideas clearly and effectively in English through the written word in a variety of formats and contexts;
• Reason quantitatively and solve problems using appropriate computational techniques;
• Utilize information technology effectively in a variety of applications and demonstrate adaptability to new innovations;
• Access, evaluate, integrate, and apply information from a variety of resources, including print and electronic;
• Reason critically and logically about a variety of topical and relevant issues.

As evident in our Mission statement, ASA College offers “high-quality degree and diploma/certificate programs that respond to the needs of students and employers in a global economy” and therefore we expect that in addition to the general skills, ASA graduates will possess the knowledge and skills to succeed in a rewarding professional field of their choice.

At the program level, our graduates should be able to:

• Demonstrate understanding of the concepts and theories underlying the field;
• Be prepared to assume work responsibilities with a minimum of on-the-job training;
• Be able to apply theoretical knowledge in practical situations;
• Successfully fulfill all the responsibilities of their position;
• Demonstrate the ability to advance in their profession through ongoing self-development and skills updating;
• Collaborate with others in a group setting, exhibiting leadership when appropriate;
• Express an understanding of the ethical principles and social responsibilities of the profession.

Since a full human life consists of much more than gainful employment and economic well-being, ASA graduates should possess the personal and social characteristics of individuals who are not only self-confident and self-aware, but also socially conscious.

They should:

• Demonstrate independence and self-motivation;
• Analyze their strengths and weaknesses and exhibit the ability to learn from constructive criticism;
• Discuss critically the current cultural, political, and social issues;
• Accept diversity and be open to views different from their own;
• Be committed to lifelong learning;
• Recognize the rights, values, and responsibilities of citizenship in a democracy;
• Formulate a moral/ethical code of behavior.

EXTERNSHIPS

Externship, a required 3-credit course within ASA’s degree programs, integrates classroom learning with unpaid work experiences related to the student’s major. Students apply classroom learning to a work environment. At the same time, they gain a better understanding of their career objectives and earn academic credit. Students must begin interviewing with participating externship organizations during the second-half of their third (or penultimate) semester in order to register for externship in their final semester. The Externship Office is responsible for setting up interviews with off-campus facilities. Additional rules and regulations governing externship are available at the Externship Office.
The Division of Arts and Sciences at ASA is an essential academic department which is vibrant as it reflects the institution’s mission. ASA students derive benefits from the department in a number of significant ways. At the core of the Division of Arts and Sciences is a series of required courses which include Math, English and a host of liberal arts subjects designed to build a strong academic foundation. The curricular offerings would prepare students for more advanced courses while enhancing their workplace skills and re-enforcing aptitudes for courses within their major.

In addition, the Arts and Sciences division has a strong ESL Department, which gives non-native speakers the unique opportunity to master the English language before following a traditional path of college study. The strong connection between the ESL language training and the liberal arts courses creates a dynamic learning environment in which a diverse population of students at various levels of competency come together to learn and grow. Ultimately, all students find themselves being connected as they are subjected to the same rigorous academic standards set forth by the division.

The Division of Arts and Sciences serves all students and it continues to thrive due in part to the diversity and eagerness of the student population. The other key component of the Division of Arts and Sciences is its equally diverse and academically sturdy faculty who are professionals in their fields of expertise. The Division is home to a number of philosophers, mathematicians, linguists and writers who bring into their teaching the creativity, accomplishments, and inventive pedagogical prowess to the learning-delivery system.

In bringing fresh, cutting-edge, original academic ideas to new generations of traditional and non-traditional learners, the Arts and Sciences Division adheres to and transcends the mission and vision of ASA.

Courses in the Division of Arts and Sciences contain essential learning components that prospective employers expect graduates to have mastered. As analytical, critical and inquisitive thinking skills are sharpened in these courses, students learn to problem-solve, investigate, and to become generally more well-rounded academic individuals. These courses allow students to self-reflect while also learning about the world around them. This prepares them to become stronger candidates in their programs of study and allows them to play more vital roles in society.

COURSES OFFERED BY THE DIVISION OF ARTS & SCIENCES

In order to enhance the student learning experience, ASA offers both liberal arts and general education courses. Within their associate degree programs, students are required to successfully complete a minimum of 12 credits (four 3-credit courses) of study within the general education/ liberal arts curriculum. All students in associate degree programs must complete the following, as they are mandatory: College Math (MAT105) or College Algebra (MAT110), English Composition I (ENG105) and English Composition II (ENG205). These courses add up to nine (9) credits of the general education requirement.

The additional credits are completed by choosing from among several arts and sciences electives. These courses are in the humanities, natural sciences, and social sciences disciplines.

HUMANITIES

Courses in the Humanities offer ASA students the opportunity to broaden their cultural and academic horizons, while allowing them to examine culture and society in a significant and invigorating manner. Students are expected to explore ideas about the world in which they live. Humanities courses are designed to foster creative, analytical thinking while also expanding students’ knowledge of culture and society. Some of the courses, which students may choose from, include Speech and Communication, American Literature, Philosophy, and Ethics.

SOCIAL SCIENCES

Courses in Social Sciences allow students to examine the structure of society and the world in which we live. Using both qualitative and quantitative approaches, students will
examine humanity through a scientific approach. These courses allow students the opportunity to subjectively and objectively focus on the historical and sociological aspects of the world. Some of the courses offered in the Social Sciences are Psychology, American History, World History, and Sociology.

**NATURAL SCIENCES**

Natural Science courses are designed to give students a deeper understanding of ideas based on laws or rules of natural origin. These ideas, deeply rooted in traditional, scientific, methodologies and thinking, exist as a means for students to understand the importance of specific scientific knowledge and the rules and laws governing that area of knowledge. For example, courses such as Human Biology give students the opportunity to gain a deeper understanding of an exciting, yet complex subject where certain knowledge is based on accuracy and objectivity resulting from experimentation and scientific method. In Chemistry students will explore the nature of matter and energy throughout diverse physical environments as they study gases, the Ideal Gas Law, measurements and chemical calculations, chemical changes and reactions, atomic theory and chemical bonding, biochemistry, organic chemistry and nuclear chemistry. In Physics students will explore Newton’s Laws of Motion, the Laws of Conservation, the properties of matter, temperature and heat, the properties of sound and light, electricity and electromagnetism.

**ESL AND REMEDIAL STUDIES AT ASA**

Instruction in English as a Second Language (ESL) has been one of the longest standing and most important elements of ASA’s pedagogical and educational history. It serves as the backbone of basic English literacy. The ESL courses at ASA offer the multi-cultural, immigrant student body an opportunity for intensive language immersion, emphasizing the importance of the practical use of English. ASA’s ESL students are engaged in a course of study which aims to enhance many aspects of students’ lives. The areas in which students’ lives may be impacted include other academic environments, social environments, and professional/work environments.

In order for students to meet the highest possible levels of English proficiency, the remediation program in ESL consists of up to five intensive levels. Student progress is consistently and accurately assessed through testing at the appropriate level of proficiency.

The ESL course offerings feature curricula created specifically to meet the academic needs of ASA’s diverse student body. These courses particularly focus on articulation and literacy. Students with a greater need for immersion may initially be enrolled into level “A”, and level “B” subjects. More advanced students will be placed in higher levels (C, D, E). Non-immigrant Visa Students take up to Level D and must place into credit-bearing courses after completing ESL Level D.

Students are placed at particular levels based on their English language proficiency. This proficiency is determined by a placement test. Additionally, students are evaluated by instructors, who appropriately distribute grades indicating learning and growth.

Grading components include: grammar, oral communication, elocution, reading, writing, and integrated language skills. In cases where any of the required components have not been met, students are required to repeat the course. However, in particular cases of student’s non-progress and demonstration of the inability to perform at a satisfactory level in three or more curriculum components, a dismissal from the course will be issued.

The overall scores of the exams measure the appropriate levels of ESL placement with the following restriction: **Students must complete ESL Advanced Writing Workshop before they are permitted to take English Composition I.**

ESL Courses, while designated remedial non-credit, complies with the Carnegie definition of a credit-hour. For every contact hour, a student is required to complete 2 additional hours of work (assignments, research, term paper, lab work, etc.) outside of class.

**LEVEL A**

*(Each course is 3 non-credit hours)*

The curriculum for Level A in ESL study has been expressly designed for students whose ability to communicate in English is very limited. These students will be immersed in an intensified, component-based curriculum that emphasizes the skills of reading, writing, grammar applications, integrated language skills, and oral communication.


Students registered for courses in this level of ESL are not permitted to take any credit bearing courses.

Non-Immigrant International Students on Student Visas are required to take two additional courses:

**ESL Elocution Workshop 1 – Level A**
**ESL Writing Skills – Level A**

**LEVEL B** *(Each course is 3 non-credit hours)*

Student enrolled in Level B curriculum of the ESL courses have been previously introduced to the very basics of grammatical written forms, simple sentence formations and may, with difficulty, communicate in English.

Students registered for courses in this level of ESL are not permitted to take any credit bearing courses.

Non-Immigrant International Students on Student Visas are required to take two additional courses:

ESL Writing Skills – Level B
ESL Elocution Workshop 2

**LEVEL C (effective fall 2018 semester)**

(Each course is 3 non-credit hours)
Students enrolled in Level “C” courses have successfully reached a certain level of proficiency in the English language, especially in articulating their needs with clarity and writing short comprehensive compositions.

ESL Reading Skills - Level C,
ESL Writing Skills - Level C,
ESL Oral Communication Skills - Level C,
Integrated Language Application Skills - Level C

Students registered for courses at this level of ESL are not permitted to take any credit-bearing course.

Non-Immigrant International Students on Student Visas are required to take two additional courses:

ESL Elocution Workshop 3
ESL Introduction to American Literature

**LEVEL D (effective fall 2018 semester)**

(Each course is 3 non-credit hours)
Students enrolled in Level “D” courses have reached nearly fluent proficiency in the English language. These students speak and write comfortably and make transitions from their native language to English with ease.

ESL Writing Skills - Level D
ESL Oral Communication Skills - Level D,

Non-visa Students may take up to six credits of the program of study but not advanced English courses (such as English Composition) nor reading-intensive courses (e.g. Microeconomics). Appropriate schedule for Level D ESL students will be determined at the time of registration.

Non-Immigrant International Students on Student Visas are required to take four additional courses:

ESL Reading Skills – Level D
ESL Language and Culture
ESL Advanced ESL Writing Workshop
ESL Business English Preparation – Advanced Listening

**LEVEL E**

(3 non-credit hours)
Students enrolled in Level “E” of the ESL courses may choose either an Academic track or a Business English track. The curriculum for Level E includes six Business English preparatory classes, which have been thoughtfully designed for non-native English-speaking students who have engaged in coursework towards a degree. This level is not part of the curriculum for non-immigrant international visa students.

**BUSINESS ENGLISH ESL CURRICULUM**

The advanced ESL curriculum includes a choice for Business English preparatory classes, which have been thoughtfully designed for non-native English-speaking students who have engaged in coursework towards a degree. Many non-native speaking students possess enough facility with the language to complete collegiate coursework which requires B2-C1 level communicative competence (refer to the CEFR scale for explanation of levels). Nevertheless, generally fluency at this level does not ensure students will possess the level of communicative competence in the specific domain of Business English that they may require for success in their business career. This program will pre-test and post-test students via Cambridge University’s internationally recognized Business English Linguaskill exam. In addition to earning course credits from ASA College, Business English preparatory students will have University of Cambridge Assessment-evaluated test results that may be used as a credential for better employment.

**REMEDIAL ENGLISH**

College reading and writing skills are important for native speakers, as writing and related communications skills play an essential role in students’ professional and personal lives.

ASA offers two developmental courses in English: College Reading Skills and College Writing Skills. Sensitive to the greater academic concerns of students, ASA hopes to provide intensive basic skills curricula to those students who require them. The scores from the Compass tests determine placement in appropriate subjects depending upon the levels of deficiency in students’ writing or reading comprehension. Students enrolled in one or both of these courses must earn the grade of “S” (Satisfactory) in order to proceed to other required English courses (i.e., English Composition I and II).
REMEDIAL MATH

MATH SKILLS LEVEL I
This is the first course of the sequence of the two remedial math classes. It is designed to be a developmental course of arithmetic and introduction to algebra. This course is created to provide students the opportunity to develop fundamental computational skills and lay the foundation for success in Remedial Math Skills 2 course. Topics include whole numbers, fractions, decimals, percent, measurement, and geometric concepts.

MATH SKILLS LEVEL II
This is a developmental course of elementary algebra with an integrated review and reinforcement of arithmetic skills. This course is designed to provide students with necessary basic skills of mathematical operations in preparation for college level mathematics. Topics include real number system, numerical evaluation, algebraic operations, algebraic and graphical solutions of linear equations and systems. Course prerequisite: Placement examination or successful completion of Math Skills Level 1.

MATH AT ASA
ASA offers comprehensive, broad-based, credit-bearing courses that are designed to familiarize students with the techniques of problem-solving. Courses in College Math and College Algebra are designed to ensure that students are capable of satisfactorily completing challenging exercises and demonstrating that they are aware of math concepts essential to college level learners. These courses include various topics in algebraic operations, equations, polynomials, function concepts, basic topics from plane geometry and trigonometry of the right triangle.

Courses in Statistics offer students an introduction to concepts in probability and basic statistical inference procedures of estimation, confidence intervals and hypothesis testing directed towards applications in various disciplines including business and health.

Note: Students requiring remediation in both Mathematics and English are advised not to take more than 12 credits in the first semester of their program. Students requiring remediation in both areas are not permitted to attempt more than 15 credits in the first semester of the program. Students are allowed course over-loads in subsequent semesters if they maintain a cumulative GPA of 3.5 or higher.
The Bachelor of Science in Psychology is an academic program which offers students a wide choice of career objectives. This field has been formally included as STEM discipline by the National Science Foundation. The Curriculum Review and Development Committee of the Arts and Science Division based the program on the guidelines established by the APA.

The program is designed to meet students’ academic and career goals. This program is comparable to similar programs at other institutions. However, ASA College’s B.S. Psychology provides students with competencies required in today’s job market in a wide variety of settings. The curriculum is comprised of 60 credits in the Psychology Major which includes 18 credits in a specialization that includes substance abuse counseling, sports psychology and human resource management. This will make them more marketable in a variety of settings. The program also includes 15 credits general education courses as well as 32 credits in Liberal Arts and Sciences that provide graduates with a solid academic foundation. In addition, courses in the college and career preparatory component provide students in this program with skills necessary to succeed. In each of these courses, emphasis is placed on essential foundational knowledge and their use in problem solving of a specific area and prepares the graduate to enter a career in a functional field or undertake graduate study. The Bachelor of Science in Psychology program will help students understand how human behavior impacts the dynamics of any organization.

PROGRAM GOALS
In addition to the institutional level student learning outcomes delineated for graduates of all ASA College programs, the Bachelor of Science degree program in Psychology has the following program level student learning outcomes in accordance with the Guidelines established by the American Psychological Association (APA).

Upon completion of this program, students will be able to:

- Describe key concepts, principles, and overarching themes in psychology
- Demonstrate a working knowledge of psychology’s content domains
- Describe applications of psychology
- Use scientific reasoning to interpret psychological phenomena
- Demonstrate psychology information literacy
- Engage in innovative and integrative thinking and problem solving
- Interpret, design, and conduct basic psychological research
- Incorporate sociocultural factors in scientific inquiry
- Apply ethical standards to evaluate psychological science and practice
- Build and enhance interpersonal relationships
- Adopt values that build community at local, national, and global levels
- Apply psychological content and skills to career goals
- Exhibit self-efficacy and self-regulation
- Refine project management skills
- Enhance teamwork capacity

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**TOTAL LIBERAL ARTS & SCIENCES/GENERAL ED CREDITS** 47

**ELECTIVE ARTS AND SCIENCES COURSES**

| ART105   | Design                                             | 3       |
| CHE105   | Chemistry                                          | 3       |
| CHI105   | Chinese Mandarin I                                 | 3       |
| CHI205   | Chinese Mandarin II                                | 3       |
| ECO110   | Principles of Macroeconomics                       | 3       |
| ECO150   | Principles of Microeconomics                       | 3       |
| HIS101   | American History I                                 | 3       |
| HIS200   | World History I                                    | 3       |
| HIS201   | American History II                                | 3       |
| HIS210   | World History II                                   | 3       |
| LIT200   | American Literature                                | 3       |
| PHY105   | Physics                                            | 3       |
| RUS105   | Russian I                                           | 3       |
| RUS205   | Russian II                                          | 3       |
| SCI101   | Integrated Sciences                                | 3       |
| SPA105   | Spanish I                                           | 3       |
| SPA205   | Spanish II                                          | 3       |
| SPA210   | Spanish for Heritage Speakers                       | 3       |
| SPA220   | Advanced Spanish Composition                        | 3       |

**REQUIRED PROFESSIONAL COURSES IN PSYCHOLOGY MAJOR**

| PSY105   | Psychology                                         | 3       |
| PSY210   | Developmental Psychology                           | 3       |
| PSY220   | Personality Psychology                             | 3       |
| PSY230   | Social Psychology                                  | 3       |
| PSY260   | Abnormal Psychology                                | 3       |
| PSY310   | Research Methods in Psychology                     | 3       |
| PSY320   | Cognitive Psychology                               | 3       |
| PSY410   | History and Systems of Psychology                  | 3       |
| PSY430   | Adult Psychology                                   | 3       |
| PSY475   | Leadership                                         | 3       |
| PSY901   | Psychology Seminar                                 | 3       |
| PSY905/PSY955 | Psychology Practicum OR Psychology Capstone | 3       |

**SOC105** Sociology 3
**SOC150** Child Welfare/Child Abuse Prevention 3
**Prof. Elec.** Professional Elective 3
**Prof. Elec.** Professional Elective 3
**Prof. Elec.** Professional Elective 3
**Prof. Elec.** Professional Elective 3
**Prof. Elec.** Professional Elective 3
**Prof. Elec.** Professional Elective 3
**Total Required Credits in Psychology Major** 60

**FREE ELECTIVE COURSES** 9

Free Elect. Any three 3-credit courses either transferred in or taken from any program at any College including ASA

**PROFESSIONAL ELECTIVE COURSES**

**IN HUMAN RESOURCE MANAGEMENT**

| HRM120 | Industrial/Organizational Psychology | 3       |
| HRM305 | Human Resources Management            | 3       |
| HRM310 | Labor Relations                      | 3       |
| HRM320 | Organizational Culture                | 3       |
| HRM340 | Employee Training and Development     | 3       |
| HRM400 | Organizational Theory and Design       | 3       |

**IN SPORTS PSYCHOLOGY**

| SPM270 | Sports Management                       | 3       |
| SPM305 | Sports Psychology                       | 3       |
| SPM343 | Sociology of Sports                     | 3       |
| SPM380 | Sports and Culture                      | 3       |
| SPM425 | Psychology of Injury                    | 3       |
| SPM450 | Psychology of Coaching                  | 3       |

**IN SUBSTANCE ABUSE COUNSELING**

| SAC405 | Principles of Substance Abuse Counseling    | 3       |
| SAC411 | Contemporary Issues in Substance Abuse       | 3       |
| SAC415 | The Psychology of Addictions                 | 3       |
| SAC432 | Adult Psychopathology                       | 3       |
| SAC436 | Clinical Interventions and Assessment of Substance Abuse | 3 |
| SAC450 | Ethical and Professional Issues in Counseling | 3 |

**Total Professional Elective Credits** 18

◊ Offered online
The Associate of Arts in Interdisciplinary Studies program at ASA College allows students to pursue academic interests that transcend traditional majors. The Program offers students degree programs which provide a broad background applicable to a variety of careers and enables students to pursue their passions and achieve their academic and career goals by creating a space for personal growth, critical thinking and intellectual engagement. It is designed to serve as a stepping stone for the adult learner, appropriate the person whose career goals require a two-year, college-level education or for the person who seeks the degree as a bridge toward a bachelor degree. The Interdisciplinary associate’s degree offers a wide range of courses designed to provide a solid foundation of knowledge in areas such as English, mathematics, sciences, history and language arts. The student will develop critical thinking and problem-solving skills as well.

PROGRAM GOALS
The Interdisciplinary Studies degree serves as a foundation toward earning a bachelor’s degree. It is designed to provide a stepping stone for the learner to transition to a four-year school into one of the four professional pathways from which they choose: Business, Health Care, Legal Studies, or Web Design.

Graduates of this program should be able to:

- Demonstrate understanding of American English by using it with the precision and clarity necessary for effective communication;
- Convey information and ideas clearly and effectively in English through the written word in a variety of formats and contexts;
- Reason quantitatively and solve problems using appropriate computational techniques;
- Utilize information technology effectively in a variety of applications and demonstrate adaptability to new innovations;
- Access, evaluate, integrate, and apply information from a variety of resources, including print and electronic;
- Reason critically and logically about a variety of topical and relevant issues.

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## Requirements for Major

### Professional Elective - 5 Courses Among the Groups Below

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**TOTAL CREDITS IN THE PROGRAM**  60-63
The Division of Business at ASA produces graduates capable of handling the challenges of the business community in the dynamic Florida’s business environment. The ASA’s Division of Business paves paths for our graduates for jobs in management, accounting, marketing, office management positions in the public and private sectors in Florida and beyond. The Division of Business offers only the best and most comprehensive programs. Enrollment in any of the program’s specialty enriches the student’s readiness to take on management, accounting and other professional careers. The division offers concentrations in highly demanding areas which prepare them for exciting careers in accounting, sports management, hospitality management, and social media management. These areas, according to the US Department of Labor, have experienced a tremendous growth ranging from 12-13% for the past couple of years. Our alumni members currently hold management and supervisory positions which are lucid testimonies of the marketability of our programs. This reflects the market-sensitive philosophy of ASA College focusing on saleable programs in the Division: accounting, business administration, office administration and technology, management of information systems, executive legal assisting and office technology and administration. Students are trained on the latest and most sought-for software on the market.

Faculty in the Division of Business hold Master’s or higher degrees, licenses such as Certified Public Accountants (CPA) and Certified Management Accountants (CMA). Many hold licensures in investment brokering, business consulting, and as financial advisors. Faculty members are affiliated with professional associations which create ready links with for-profit and not-for-profit companies for internship opportunities and eventual employment for graduates. Such partnerships and collaborations set the stage for ASA students to get the best training that put them on the path to lucrative and satisfying careers.

The Bachelor of Science in Business Administration is an academic program which offers students a wide choice of career objectives. The program is designed to meet students’ career goals. This program is comparable with similar programs at other institutions. However, ASA College’s B.S. in Business Administration provides students with competencies required in today’s job market. The curriculum is comprised of 69 credits in core business subjects including 15 elective credits. Beyond the required core of business and humanities, students can choose courses directed to a particular career goal. Students would be required to take 15 credits of business electives towards their Bachelor of Science degree in Business Administration, which will make them more marketable in the business world. The program also includes 47 credits of liberal arts courses that provide a solid foundation in liberal arts and sciences and general education to provide graduates with the sensitivity and knowledge base necessary to deal effectively with diverse populations and challenging interpersonal situations. The program includes courses in accounting and mathematics relating to the use of quantitative data in decision-making and control. Other courses in this program are economics, law, management, marketing, and behavioral sciences. In each of these courses, emphasis is placed on essential analytical tools and their use in business problems of a specific area and prepares the graduate to enter a career in a functional field or undertake graduate study. In the quest to satisfy graduation requirements, students will be able to demonstrate achievement of the program’s objectives by excelling in the college-core courses, professional core courses, advanced professional courses, and a practicum.

PROGRAM GOALS
Upon completion of this program, students will be able to:
• Acquire knowledge of, and the capability to apply, fundamental principles of accounting.
• Develop knowledge with basic financial and economic principles.
• Apply the principles, descriptive, and inferential statistics.
• Become proficient in verbal (oral and written) communication.
• Understand and discuss domestic and international marketplace influences.
• Apply the basic principles of management and strategic decision making required in a business environment.

### COURSE CODE | COURSE TITLE | CREDITS
--- | --- | ---
CIS100 | Computer Concepts and Applications | 3
FSM100 | Freshman Skills Seminar | 1
**TOTAL COLLEGE/CAREER PREPARATORY COURSES** | **4**

### REQUIRED LIBERAL ARTS & SCIENCE/GENERAL ED COURSES

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| **TOTAL LIBERAL ARTS & SCIENCE/GENERAL ED CREDITS** | **47**

### ARTS AND SCIENCE ELECTIVES

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| **TOTAL REQUIRED CREDITS IN BUSINESS ADMINISTRATION MAJOR** | **69**

### 6 PROFESSIONAL ELECTIVE COURSES

EITHER TRANSFERRED IN OR TAKEN FROM 3-CREDIT COURSES OFFERED BELOW

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**SOCIAL MEDIA MANAGEMENT**

**HUMAN RESOURCES MANAGEMENT**

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TOTAL FREE ELECTIVE CREDITS 18

◊ Offered online

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**BUSINESS ADMINISTRATION**

**Associate in Science Degree**

The Associate in Science degree in Business Administration prepares graduates to begin or advance their careers in the business world. It can also be a major step towards completing a bachelor’s degree. Program typically provides students with a comprehensive understanding of management principles, business-oriented technology and interpersonal skills. This program also offers concentrations in specific areas of business administration, such as accounting and sports management. Through career-oriented courses, the program will help students build the skills and industry background information to qualify them for entry-level jobs in their specialty field. The AS degree program in Business Administration requires the successful completion of 61 credit semester hours for graduation.

ASA’s AS degree program in Business Administration combines theory with extensive computer applications. The curriculum integrates courses in the humanities, office technology, and complementing electives. Faculty provide students with intensive course work that simulates the typical work environment. A vital component of the Business Administration program is an externship course in which students endeavor to apply their theoretical exposure in the area of their concentration. Participation in this work-experience program is permitted in the final semester.

Accounting professionals play an important role by providing support for decision making in organizations. They form integral and core parts of the decision-making process of an organization. Students develop competencies in a variety of software that are critical to the practice of accounting and business management, i.e. Peachtree, QuickBooks, TurboTax and others. The accounting courses are offered in a pattern that proceeds from the simple to complex. Graduates with concentration in Accounting find jobs as staff accountants, junior accountants, payroll accounting, bookkeepers, accounting clerks and loan processors.

Students can also minor in Sports Management where they have a wide choice of career objectives in sports management and which prepares them for employment in entry-level positions as coaches, empires, athletic administrator, facility and event manager, sports promoter, and related field.

Graduates with concentration in Hospitality Management acquire a solid business and managerial foundation as well as specialized training in this field. Students take courses in a broad range of concepts, practices, and issues specific to the service and hospitality industry – helping them develop the skills and knowledge to work directly with customers or behind the scenes to ensure a more pleasurable guest experi-
ence. Graduates are prepared to be leaders in settings such as hotels, food and beverage industry, travel and tourism, casinos, resorts and spa services, and entertainment and sports venues. Graduates would be able to find jobs as hotel night auditor, front-line managers of food preparation workers, and front-line managers of food servers, food service manager, and other related fields.

Social Media Management graduates will master social media communication principles and platforms and be able to apply strategies and tactics to real projects. Completers will also be able to implement an effective and comprehensive social media campaign and develop a professional portfolio to demonstrate newly acquired expertise.

PROGRAM GOALS
Upon successful completion of the program in Business Administration, (AS), a graduate should be able to demonstrate the following knowledge, skills and achievements:

- Apply key business and management concepts and theories in a real-world context and apply critical-thinking skills to the managerial decision-making process.
- Employ industry-standard accounting software, tax software packages and also manually prepare accurate financial statements, report key data, and prepare both individual and business tax documents.
- Use interpretive and analytic skills to identify problems, create reports with respect to commonly used financial statements.
- Evaluate ethical, social, Civic, and cultural issues in the context of business and accounting practice.
- Apply effective team-management and leadership skills in diverse and dynamic workplaces.
- Apply knowledge of business practices and technical skills that supports and facilitates lifelong professional development and transfer to a Baccalaureate degree program in Business Administration/Accounting without further academic preparation.
- Develop a sense of community and understanding of population that is diverse in age, race, social, and economic background.
- Maintain a firm, but flexible educational vision that responds to the ever-changing nature of sports management profession.

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IN ACCOUNTING

IN DIGITAL MEDIA MARKETING

IN FASHION DESIGN AND MERCHANDISING
OFFICE TECHNOLOGY AND ADMINISTRATION

Diploma

CIP# 52.0201

2 semesters/30 credits

In today’s business world, technology is indispensable to the operation of every modern business enterprise. Office technology personnel prepare and analyze documents for individuals, corporations, state and federal government agencies, not-for-profit companies, and other organizations. Managers rely on this information to make reasoned decisions. The certificate program in office technology and administration solidifies the student to transition into the degree program that is similarly configured. The augmenting coursework in the office-administration track provides foundation courses for transfer into other business-related concentrations, such as accounting, management of information systems. The certificate program in Office Technology and Administration requires the successful completion of 30 semester credit hours for graduation as shown in the column on this page and the following page. Students can pursue a degree in AOS in Office Technology after completion of the Certificate program.

PROGRAM GOALS

Upon successful completion of the program, a graduate should be able to demonstrate the following knowledge, skills and achievements:

- Employ industry-standard accounting software packages to prepare accurate financial statements, report key data, and prepare both individual and business tax documents; use interpretive and analytic skills to identify problems, create reports with respect to commonly used basic financial statements;
- Utilize active listening skills to accurately condense and record verbal information and instructions;
- Apply standard records management procedures when establishing and maintaining systems to classify, organize, store, and retrieve hard copy and electronic files;
- Select, apply, and adapt computer software tools (word processing, spreadsheet, database, and presentation) to business related tasks;
- Evaluate ethical, social, civic, and cultural issues in the context of business and accounting practice; transfer to an ASA Associate Degree program in Business Administration (AAS Degree Program) with some preparation.

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1 A general ethics course may be acceptable in lieu of the Business Ethics course
2 Student may choose across category, but this will not constitute a minor in the discipline

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The Division of Engineering and Technology at ASA provides courses and programs designed to meet the current workforce needs of the information technology industries. The primary objective is to help graduates to be well trained and ready to meet the demands of the global IT job market. Graduates will be prepared to obtain employment in small to medium sized organizations. Our programs also provide a solid foundation for transition to a Baccalaureate degree in Computer Science or other IT related area.

The Division of Engineering and Technology offers Occupational Associate degree (AS) program in Network Administration and Security.

All of the programs at ASA utilize the most up-to-date curriculum with carefully selected courses to enhance the students’ learning experience, making them ready for the upcoming real world challenges. These courses are taught in our state of the art computer and networking labs where students gain valuable hands-on skills necessary to start a successful career in their chosen field. Students also receive unlimited free tutoring and free industry standard professional certification training in the Information Technology field.

### PROGRAMS IN THE DIVISION OF ENGINEERING AND TECHNOLOGY

#### NETWORK ADMINISTRATION AND SECURITY

**Associate in Science Degree**

The Network Administration and Security program at ASA prepares graduates to be able to provide network and system administration support. They will be able to design, install, configure, maintain and secure local and wide area corporate networks in small to medium sized corporations. Students receive hands-on training with servers, routers and switches in our fully equipped computer and networking labs. The program also helps students to prepare for industry standard certification exams such as A+, Network+, Security+, CCENT, CCNA, MCSA, etc. The graduates have opportunity to specialize in network security or Cisco internetworking.

Network and Security Administrators earn competitive salaries connecting business computers together and securing them. According to the Bureau of Labor Statistics’ Occupational Outlook Handbook, Network and Computer Systems Administrator is one of the fast-growing occupations and there is a projection of about 100,000 new jobs will be added by 2020.

#### CIP# 11.0901

**4 semesters/61 credits**

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**REQUIRED ARTS AND SCIENCES/GENERAL EDUCATION COURSES**

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**ELECTIVE ARTS AND SCIENCE COURSES**

(ANY ONE THREE-CREDIT COURSE)

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PROGRAM GOALS

Upon successful completion of this program, graduates should be able to demonstrate the ability to:

• Install, configure and maintain computer systems including hardware, peripherals, and commonly used application software and operating systems.
• Diagnose, troubleshoot and resolve hardware, software or other network and system problems, and replace components if necessary.
• Design, install, configure and maintain corporate network systems.
• Monitor network performance and make adjustments when necessary.
• Plan, coordinate and implement network security measures to protect data, software and hardware.
• Perform backups and disaster recovery.

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REQUIRED PROFESSIONAL COURSES

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ELECTIVE PROFESSIONAL COURSES
(ANY THREE COURSES FROM THE FOLLOWING OPTIONS)

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<td>Web Design</td>
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<td>CIT125</td>
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<td>CIT140</td>
<td>Server-Specific Relational Databases</td>
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<td>NET190</td>
<td>Introduction to Wireless Networking</td>
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<tr>
<td>NET200</td>
<td>Management of Complex Networking Environments</td>
<td>3</td>
</tr>
<tr>
<td>NET210</td>
<td>Implementing Network Security II</td>
<td>3</td>
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</tbody>
</table>
The Computer Support Specialist certificate program provides an introduction to many areas of information technology including computer architecture, hardware, operating systems, network administration and support. The program is focused on training students to become competent entry level IT professionals, who are capable of maintaining, troubleshooting and administering computers and small networks. Graduates should be able to provide on-site support for mainly users of Microsoft Windows platform. The program also helps students to prepare for industry standard certification exams such as CompTIA A+, Network+ and Microsoft Certified Solutions Associate (MCSA) certifications.

The Computer Support Specialist certificate program offers students intensive hands-on training using our dedicated computer and networking labs. This program also fully articulates into our AOS degree program in Network Administration and Security, therefore making it easier for graduates to pursue further studies in Information Technology field.

### PROGRAM GOALS

Upon successful completion of this program, the student should be able to demonstrate the ability to:

- Install, configure and maintain basic computer systems including hardware, peripherals, and commonly used application software and operating systems.
- Diagnose, troubleshoot and resolve hardware, software or other network and systems problems, and replace components if necessary.
- Design, install, configure and maintain local area networks.
- Perform backups and disaster recovery.
- Continue and transfer credits into the Associate of Applied Science program in Network Administration and Security.

### COURSE CODE | COURSE TITLE | CREDITS
--- | --- | ---
CDV100 | Career Development Seminar | 1
FSM100 | Freshman Skills Seminar | 1

### REQUIRED ARTS AND SCIENCES/GENERAL EDUCATION COURSES

| COURSE CODE | COURSE TITLE | CREDITS |
--- | --- | --- |
ENG105 | English Composition I | 3
LIB100 | Research Methods | 2 |

### REQUIRED PROFESSIONAL COURSES

| COURSE CODE | COURSE TITLE | CREDITS |
--- | --- | --- |
CIS100 | Computer Concepts and Applications | 3
CIS115 | Computer Architecture | 3
CIS125 | Telecommunications Concepts | 3
NET120 | PC Hardware and Operating Systems | 3
NET130 | Microsoft Windows Client Technology | 3
NET140 | Microsoft Windows Server Technology | 3
NET180 | Implementing Network Security I | 3

### ELECTIVE PROFESSIONAL COURSES

| COURSE CODE | COURSE TITLE | CREDITS |
--- | --- | --- |
CIT125 | Client-Specific Relational Databases | 3
CIT170 | UNIX Operating System and Shell Programming | 3
NET170 | Management of Cisco Networking Environments | 3
NET190 | Introduction to Wireless Networking | 3
HEATING, VENTILATION, AIR CONDITIONING, AND REFRIGERATION TECHNOLOGY (HVAC-R TECHNOLOGY)

Associate in Science Degree

4 semesters/61 credits

The Heating, Ventilating, Air Conditioning and Refrigeration (HVAC) Technology program provides students the opportunity to gain knowledge and technical skills for entry into the Heating, Ventilation, Air Conditioning, and Refrigeration (HVAC/R) field in the areas of service, maintenance, installation, energy efficiency and green building standards. The program includes 39 credits in the major, 20 credits in Arts and Science and General Education disciplines and 5 credits in college and career preparation courses.

The program prepares the students in proper safety practices of mechanical equipment, proper refrigeration and hydronic piping practices, electrical circuitry and troubleshooting, service and maintenance of various types of heating, ventilation, air conditioning, heat pump, commercial and industrial refrigeration and HVAC/R accessories.

The program offers students an in-depth background in HVAC/R fundamentals through hands-on labs. Training is provided in service and maintenance on heating (natural gas and electric), air conditioning and heat pumps (packaged and split systems), steam and hot water boilers and boiler controls, chillers and chiller controls, green building performance and building automation controls.

Students will gain an understanding of wiring diagrams to be able to troubleshoot equipment problems and create a sequence of operation from the wiring diagrams. Create system designs which will include calculating building loads; duct design, performance analysis, and code enforcement.

- Graduates will be required to earn their EPA Universal 608 Refrigeration Handling Certification. Exam preparation will be offered as part of their last semester externship course.
- Graduates are required to take a list of the HVAC Excellence Employment Ready Certification Exams.
- Certification exam fees are included in the program and course fees.

HVAC technicians work on both residential and commercial systems. According to the U.S. Bureau of Labor Statistics, demand for these specialists is expected to grow faster than the average for all occupations. (Department of Labor, 2019)

PROGRAM OBJECTIVE

The objective of the Associate in Science Degree Program in Heating, Ventilation, Air Conditioning and Refrigeration (HVAC/R) Technology program is to prepare graduates to consistently and professionally demonstrate positioning and technological skills in both residential and commercial settings as well prepare for baccalaureate programs with solid foundation in Liberal Arts and science and general education. The Heating, Ventilation, Air Conditioning and Refrigeration Technology AS Degree Program prepares individuals to apply technical knowledge and skills to install, service, repair and maintain the equipment used in heating, ventilation, air conditioning and refrigeration systems.

The curriculum includes instruction in system operations; diagnostic techniques; the use of testing equipment; principles of mechanics; and electricity and electronics as they relate to heating, air conditioning and refrigeration systems.

Upon successful completion of the Associate in Science degree program in HVAC R, a graduate should be able to demonstrate ability to:

1. demonstrate an understanding of basic refrigeration theory and the operation of an HVAC/R system;
2. show an ability to use the hand tools required by the HVAC/R technician to install and service an HVAC/R system;
3. show an ability to use the tools required to leak test, evacuate, and charge an HVAC/R system;
4. Exhibit the ability to troubleshoot an HVAC/R system problem;
5. demonstrate an understanding of basic electrical theory and circuitry;
6. demonstrate the ability to read and interpret schematic diagrams;
7. demonstrate the use of proper methods for refrigerant recovery, reclaiming and recycling;
8. demonstrate the proper operation of refrigerant recovery equipment;
9. demonstrate compliance with the operational requirements of commercial air conditioning systems;
10. demonstrate the use of the various control systems on commercial air conditioning systems;
11. illustrate the importance of establishing good working practices and maintaining good customer relations;
12. comply with the EPA regulations regarding refrigerant handling certification and have the opportunity to achieve that certification; and
13. demonstrate an understanding of basic mechanical and electrical safe working practices

14. Take industry based tests with reference to the National Electrical Code, Environmental Protection Agency 608 exams.

15. Apply knowledge and skills to further their career opportunities in the trade and find a fit for their own goals and to succeed in their chosen career path.

ASA graduates will also be able to:

1. comprehend American English and speak it with the precision and clarity necessary for effective communication;

2. convey information and ideas clearly and effectively through the written word in a variety of formats and contexts;

3. analyze quantitatively and solve problems using appropriate computational techniques;

4. apply information technology and use personal computers effectively in a variety of applications;

5. access, evaluate, integrate, and apply information from a variety of sources, including library and electronic sources;

6. reason critically and logically about a variety of ethical, personal, religious, and societal issues.


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<td>HVAC-R Science</td>
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<td>HVA 140</td>
<td>Refrigeration Systems and Components</td>
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<td>HVA 150</td>
<td>Refrigeration Practices</td>
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<tr>
<td>HVA 180</td>
<td>HVAC-R Electrical Systems</td>
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<td>Air Conditioning Systems</td>
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<td>Heat Pump Systems</td>
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<td>System Design, Sizing, and Layout</td>
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<td>TOTAL THE PROGRAM:</td>
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</table>
The HVAC-R certificate program is designed to provide students with instructions and hands-on training in areas such as: installation, maintenance, repair, troubleshooting and basic design of refrigeration heating and air conditioning systems along with a focus on service operations. The curriculum includes hands-on lab simulations to help prepare students for field service work typically performed by installation technicians, shop service technicians, repair technicians, and apprentice mechanics.

The 8-month HVAC program includes preparation for two important certifications for HVAC professionals: (1) EPA Section 608 Certification for Stationary Air Conditioning and Refrigeration and (2) Universal R-410A Safety Training & Certification. The R-410A certification is not a program completion requirement, but is strongly encouraged.

**PROGRAM GOALS**

The objective of the Heating, Ventilation, Air Conditioning and Refrigeration (HVAC/R) Technology program is to prepare graduates to consistently and professionally demonstrate positioning and technological skills in both residential and commercial settings. The Heating, Ventilation, Air Conditioning and Refrigeration Technology Degree Program prepares individuals to apply technical knowledge and skills to install, service, repair and maintain the equipment used in heating, ventilation, air conditioning and refrigeration systems.

The curriculum includes instruction in system operations; diagnostic techniques; the use of testing equipment; principles of mechanics; and electricity and electronics as they relate to heating, air conditioning and refrigeration systems.

Upon successful completion of this degree program, the student will be able to:

- demonstrate an understanding of basic refrigeration theory and the operation of an HVAC/R system;
- show an ability to use the hand tools required by the HVAC/R technician to install and service an HVAC/R system;
- show an ability to use the tools required to leak test, evacuate, and charge an HVAC/R system;
- demonstrate the ability to troubleshoot an HVAC/R system problem;
- demonstrate an understanding of basic electrical theory and circuitry;
- demonstrate the ability to read and interpret schematic diagrams;
- demonstrate an understanding of the proper methods used for refrigerant recovery, reclaiming, and recycling;
- demonstrate an understanding of the proper operation of refrigerant recovery equipment;
- demonstrate an understanding of the operational requirements of commercial air conditioning systems;
- demonstrate an understanding of the various control systems used on commercial air conditioning systems;
- demonstrate an understanding of the importance of establishing good working practices and maintaining good customer relations;
- demonstrate an understanding of the EPA regulations regarding refrigerant handling certification and have the opportunity to achieve that certification; and
- demonstrate an understanding of basic mechanical and electrical safe working practices.

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</table>
ASA College’s Bachelor of Science program in Health Care Management is intended for students preparing for a career in managing health care facilities with general or specialized administrative responsibilities. It will provide students with a comprehensive understanding of the healthcare delivery system including the management of health delivery, health care economics, financial management, reimbursement, and technology of health care. The program is designed to equip a diverse student population with current knowledge and skills in the broad spectrum of health care and prepare students for the demands of the job market, which is congruent with the college’s mission.

The curriculum builds on the strength of ASA’s Associate degree offerings in allied health, which include programs in Medical Assisting and Pharmacy Technology.

The B.S. degree in Health Care Management requires 120 semester hours of credit. The major consists of twenty two courses or 66 semester credit hours in the health care and business major which includes four courses or 12 elective
credit hours in courses based upon the student’s career objectives. Eleven courses or 32 credit hours in liberal arts and general education consisting of required and elective Natural Sciences, Math, Social Sciences, and Humanities courses provide a solid foundation for lifelong learning which are complemented by two courses (4 credits) in required college preparatory courses. In addition, students in the Health Care Management program have the flexibility to transfer in 6 courses or 18 credits of free electives from any program of their choice either at ASA College or other accredited postsecondary institutions. The required capstone and externship/internship courses will provide students with hands-on practical experience in Health Care Management.

Data from the Bureau of Labor Statistics shows that there is currently a substantial demand for Health Care workers and that the market is expected to expand rapidly in the next decade. The projected growth in job openings in the Health Services industry is expected to be well above the average for all other occupations. The Health Services industry is the largest in the nation, providing 14 million jobs nationwide. Seven (7) out of the 20 occupations projected to grow the fastest are concentrated in Health Care Services. About 21.7 percent of all new jobs created between 2006 and 2016 will be in health services. This dramatic growth is a result of an aging population, individuals living longer and requiring more medical services, as well as advances in medical technology that improve the survival rate of severely ill and injured patients, who will then need extensive care and treatment. New technologies will also enable conditions not previously treatable to be identified and treated.

Three-fourths of all health care establishments are offices of physicians, dentists, or other health practitioners. Although hospitals constitute only 2 percent of all health care establishments, they employ 41 percent of all healthcare workers. Employment growth in the hospital segment will be slower, while the fastest growth is expected outside the inpatient (hospital) sector.

The degree program will prepare students to be effective and productive administrators in a wide variety of health care facilities and provide a platform for further career advancement. In addition, it will also allow graduates to pursue opportunities for graduate studies.

**PROGRAM GOALS**

In addition to the Institutional learning goals published in the ASA College Catalog for all ASA programs, graduates of the BS program in Health Care Management should be able to:

1. Apply health care knowledge to economic analysis and policy.
2. Define organizational structure and governance, as well as equitable and effective human resource policies.

---

**COURSE CODE | COURSE TITLE | CREDITS**

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<td>HCM455</td>
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<td>HCM465</td>
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</table>
3. Apply principles of health care finance and managerial accounting to health care.

4. Integrate market research with strategic planning in health care.

5. Employ a wide array of quality improvement processes and tools in health care operations management.

6. Determine how technology supports practice, research, and decision making in health care.

7. Evaluate and analyze the impact that current health care policies may have on health care services.

A graduate of ASA’s healthcare management degree program will acquire the requisite knowledge and skills to assume a variety of leadership roles in the field that includes but is not limited to:

- Community health manager
- Health promotion specialist
- Health services manager
- Health unit manager
- Long-term care administrator
- Medical services administrator

**DIAGNOSTIC MEDICAL SONOGRAPHY**

**Associate in Science Degree**

The Diagnostic Medical Sonography (DMS) program offers a comprehensive, rigorous learning curriculum, combining the expanding arena of health care with the cutting edge of information technology. The DMS program will prepare the student to become an essential member of the health imaging team of professionals. The instruction is intended for students who wish to seek employment as a Registered Diagnostic Medical Sonographer in Abdominal and OB/GYN (general concentration) ultrasound. Topics covered include abdominal and obstetrical ultrasound examination techniques, demonstrating competency and skill in identification of the organs, systems and superficial structures of the abdominal and pelvic cavity, the female reproductive system and its function and proper imaging technique and protocols.

Students will be able to appropriately interpret the prescription and sonographic images as well as comprehend pathological findings and appearance on sonographic image(s). They will learn to manipulate sonographic transducers and sonographic equipment while applying theoretical knowledge to appropriately evaluate images and communicate with physicians to reach a diagnosis. Students will learn the problem solving techniques of a critical thinker and how to appropriately communicate in the health care arena while applying the appropriate corrective measures. Discussion of ethical, legislative, and regulatory issues relative to the day-to-day operations of a health care facility is also included in this up-to-date, real-world curriculum. Externship courses offered in

**PROGRAM GOALS**

The objective of the Diagnostic Medical Sonography (DMS) program is to prepare graduates to consistently and professionally perform an abdominal or obstetrical (general concentration) examination in the clinical setting. The program strives to reach its objective(s) by adhering to its mission and by meeting or exceeding its goals ongoing. The program’s

**TABLE 1: FREE ELECTIVE COURSES - 18 CREDITS**

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*Offered online*
mission is to achieve its commitment to excellence in education demonstrated by providing a combination of entry-level education, practical skills and clinical instruction supported by assessment within the cognitive, psychomotor and affective learning domains. The program supports the vision, values and mission of ASA College by striving to be the premier education resource in the community for sonographers. The program intends to fulfill its mission via the following goals through the support of the intended student learning outcome thresholds:

PROGRAM LEARNING OBJECTIVES (PLOs)
(End of Program Student Learning Outcomes or EP-SLOs)

Upon completion of the program students will be able to:

1. Perform culturally competent patient care using verbal, written, and nonverbal communication.

2. Demonstrate proficiency in image production technologies utilizing basic physics and mathematical principles of ultrasound for the evaluation and selection of representative images within the general concentration.

3. Exhibit leadership skills and ethical behavior while cognizant of the moral and social responsibilities of the profession.

4. Employ psychomotor and affective skills development for professional growth as a commitment to life-long learning.

5. Apply critical thinking and quantitative reasoning skills to problem solving.

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<td>Medical Terminology</td>
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*Prerequisite required.
**Corequisites
The Health Information Technology (HIT) program offers a comprehensive learning curriculum, combining the expanding arena of health care with the cutting edge of information technology. The program will prepare the student to become an essential member of the health information management profession.

Students learn to organize, analyze, and technically evaluate health information; compile various administrative and health statistics; maintain and use health information indexes; facilitate storage and retrieval of health data; utilize computerized health data, and control the use and release of health information. Discussion of ethical, legislative, and regulatory issues relative to the day-to-day operations of a health care facility is also included in this up-to-date, real-world curriculum. An externship offered in the last semester provides students with the opportunity to supplement course work with practical work experience related to the program and its learning outcomes.

Demand for health information technology professionals is on the increase, due to growth in the number of medical tests, treatments, and procedures. The Bureau of Labor Statistics predicts a 22% increase in jobs for medical records and health information technicians through 2022.

Employment opportunities for graduates of the program include health information technician, coder, assistant manager of health information services of large hospitals, manager of health information services of small hospitals or skilled nursing facilities, utilization manager, quality improvement coordinator, compliance officer, privacy officer, health information analyst, clinical documentation specialist, and auditor.

Graduates of the program may find employment in ambulatory care facilities, health information departments, regulatory agencies, acute care hospitals, rehabilitation facilities, mental health facilities, skilled nursing facilities, clinics, homes, physician’s offices, and health insurance companies.

After completion of the program, the students will be eligible to sit for the Certified Professional Coder Examination (CPC) administered by the American Academy of Professional Coders (AAPC).

**PROGRAM GOALS**

Upon successful completion of the program, a graduate should be able to employ appropriate strategies that respond to the changing informational needs of patients, health care providers, researchers, and educators by demonstrating the ability to:

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### HEALTH INFORMATION TECHNOLOGY

**Associate in Science Degree**

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**REQUIRED COURSES IN COLLEGE AND CAREER PREPARATORY COMPONENT**

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**REQUIRED ARTS AND SCIENCES/GENERAL EDUCATION COURSES**

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**ELECTIVE ARTS AND SCIENCE COURSES**

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**CIP# 51.0707**

5 semesters/70 credits

NO LONGER OFFERED
• Collect, tabulate, compute and prepare statistical reports for use by the medical staff, administration, governing board and authorized agencies;

• Code clinical data for research and other reporting purposes;

• Perform review of health information for patient care evaluation, quality improvement, and utilization management;

• Apply ethical and legal principles and standards for the control, release and use of health information;

• Utilize computers to compile data, process information for prospective payment systems and perform various other data analysis projects;

• Prepare for one or more industry certification exams.

The Health Information Technology degree program requires the successful completion of 68 semester credits hours for graduation as shown in the column on this page and the previous page.

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<tr>
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The Associate of Applied Science (AAS) in Massage Therapy degree program at ASA provides students with the scientific knowledge and skills in basic and advanced massage techniques, and a general education component to prepare students to serve diverse clientele.

The program integrates theory and practice, combining lectures in anatomy and physiology and clinical pathology with hands-on training in basic massage modalities—Swedish, Shiatsu, Deep Tissue and Neuromuscular Therapy, and Sports Massage.

Courses in the program fulfill Florida Curricular Requirements (Rule 64B7-32.003, F.A.C.,) as they pertain to Massage Therapy. Instruction in anatomy, physiology and neurology is provided in Anatomy and Physiology for Massage Therapy I and II, and Human Biology. Concepts are further reinforced in the Fundamentals of Eastern Anatomy and Physiology course, and in subsequent advanced massage therapy technique courses. Neurology is introduced in the first Anatomy and Physiology course and taught in detail in the Neurology for Massage Therapy course. Myology and kinesiology is thoroughly discussed in the Myology for Massage Therapy and Palpation and Kinesiology courses and is further reviewed in subsequent massage therapy and shiatsu technique courses.

Subject matter in general pathology, including instruction related to skin, neuromuscular, and soft tissue condition is covered in detail in the Clinical Pathology I and II courses, and is reinforced throughout all subsequent advanced massage therapy technique and shiatsu technique courses. Courses in Clinical Pathology also include topics on infection control and communicable diseases such as HIV, hepatitis etc. The Medical Emergencies course includes provides CPR certification upon successful completion. Topics on detection of patient abuse and neglect as well as prevention of medical errors are included in this course. Topics on the benefits and use of chemical ingredients in oil, powders and other products are included in the Swedish Massage Therapy courses and throughout the more advanced massage therapy classes.

General theory and techniques in the fundamentals of Western massage therapy are taught in Swedish Massage Therapy I and Deep Tissue and Neuromuscular Therapy or Sports Massage. Fundamentals of Oriental massage therapy are covered in detail in the Shiatsu Massage course. Additional training and student practice in massage therapy techniques are included in Fundamentals of Massage Therapy, Swedish Massage Therapy II and Introduction to Eastern Anatomy and Physiology. Topics on hydrotherapy are introduced in Sports Massage Therapy and reinforced in Massage Therapy Internship. Graduation requirements for the program include the successful completion of a 135-hour supervised Massage Therapy Internship.

• Students get real-world experience practice techniques in the on-campus student massage clinic.

• Massage labs are fully stocked with professional equipment and supplies—tables, massage chairs, mats, lotions, oils.
• Technical training is complemented by general education courses.
• The program can be completed in 5 semesters of full-time study.
• Small class sizes ensure that students get individual attention from instructors.
• Instructors are licensed massage therapists with professional experience.

The Massage Therapy program is approved by the Florida Board of Massage Therapy and requires a successful completion of 65 credits.

PROGRAM GOALS
Upon successful completion of the program, a graduate should possess the competencies and knowledge required to function successfully as a massage therapist by demonstrating the ability to:

• Communicate effectively with clients in both verbal and non-verbal formats;
• Safely assist in the treatment and care of patients while practicing standard precautions and adhering to HIPAA and OSHA guidelines.
• Identify all major muscles of the body (actions, attachments, and palpation) systems that comprise the human anatomy, and medical terminology that relates to massage therapy.
• Assist with functional restoration through one or more soft tissue manipulation techniques to increase range of motion, flexibility, and stability, provide pain relief, relaxation, or stress reduction.
• Demonstrate good oral and written communication skills and essential job search skills.
• Prepare for massage therapy certifications and licensing exams including Massage and Bodywork Licensing Exam (MBLEx), National Certification Examination for Therapeutic and Bodywork (NCBTMB) and National Certification Examination for Therapeutic Massage (NCETM).

REQUIREMENTS FOR PROFESSIONAL LICENSE IN MASSAGE THERAPY
Graduates of the ASA Massage Therapy program are eligible to take the Florida State Licensing Examination for massage therapy.

• In order to practice massage therapy in the state of Florida, students must pass the National Certification Exam for Therapeutic Massage and Bodywork (NCBTMB), National Certification Exam for Therapeutic Massage (NCETM), or the Massage and Bodywork Licensing exam (MBLEx).
• Students must apply for licensing through the state of Florida, which includes passing a criminal background check.
• Be required to provide information regarding his or her moral character at the time of application for licensure to the Office of Professions.

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More information regarding Massage Therapy licensure in Florida State is available from:

*State of Florida Board of Massage Therapy*

[4052 Bald Cypress Way, Bin # C-06
Tallahassee, FL 32399-3256
(850) 488-0595
www.flhealthsource.com]

**MEDICAL ASSISTING**

Associate in Science Degree

The Medical Assisting program is a multi-disciplinary program that trains students to become allied health professionals who assist physicians and other health care providers in a myriad of medical settings.

Students learn to perform the administrative duties of scheduling and receiving patients, preparing and maintaining medical records, performing basic secretarial skills and medical transcription, handling telephone calls, writing correspondence, serving as a liaison between the physician and other individuals, and managing practice finances.

The clinical phase of the program is taught through intense training and hands-on application. Students learn to perform clinical duties, including asepsis and infection control, taking patient histories and vital signs, first aid and CPR, preparing patients for procedures, assisting the physician with examinations and treatments, collecting and processing specimens, performing selected diagnostic tests, and preparing and administering medications as directed by the physician.

**SATISFACTORY ACADEMIC PROGRESS IN THE MEDICAL ASSISTING PROGRAM**

Effective Summer 2017 semester, Medical Assisting program students must achieve a grade of “C” or better in the following courses:

- MED115 Laboratory Technique I
- MED200 Clinical Office Procedure
- MED215 Laboratory Technique II

in order to proceed in the Medical Assisting program and graduate with an AS degree in Medical Assisting.

Students who earn a grade of “D” will fail the course and have to repeat it, and students who earn a grade of “F” will require permission of the Chair to remain in the program. If they remain in the program, they will have to repeat the course.

Inability to meet college and program requirements, including all academic requirements, will result in dismissal from the program.

**CIP# 51.0801**

4 semesters/69 credits

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PROGRAM GOALS

Upon successful completion of the program, a graduate should possess the competencies and knowledge required to function successfully as an entry-level medical assistant by demonstrating the ability to:

- Apply knowledge of and commitment to the practice of medical assisting that reflects ethical industry standards and follows the guidelines of program accreditation;
- Communicate effectively with patients and other medical professionals as a healthcare team member;
- Describe and discuss professional ethics and legal issues as they apply to the medical assisting profession, including knowledge of the Medical Assisting Code of Ethics and HIPAA regulations;
- Correctly perform clinical and administrative procedures typical to an entry level medical assistant;
- Prepare for one or more industry standard certification exams.

COURSE CODE | COURSE TITLE | CREDITS
---|---|---
BIO130 | Anatomy and Physiology I with Lab | 4
BIO204 | Anatomy and Physiology II with Lab | 4
MED105 | Medical Terminology | 3
MED115 | Laboratory Techniques I | 3
MED200 | Clinical Office Procedures | 3
MED205 | Pharmacology for Allied Health Professionals | 3
MED215 | Laboratory Techniques II | 3
MED220 | Medical Emergencies for Health Providers | 3
MED905 | Medical Assisting Externship | 3
OFT210 | Word Processing | 3
PSY115 | Psychosocial Aspects of Health Care | 3

PHARMACY TECHNOLOGY

Associate in Science Degree

The Pharmacy Technology Associate Degree Program is an instructional program that prepares students to support pharmacists in a variety of pharmacy-related duties. The program integrates theory and practice, combining classroom lectures in all areas of pharmacy technology with hands-on learning in dedicated pharmacy laboratories and field experience through a comprehensive externship program. Each student must complete 90 experiential hours in both a community and hospital setting for a total of 180 hours.

Graduation from the program requires demonstrated competence in all areas of pharmacy technology including drug knowledge, legal/ethical mandates, sterile preparation, hospital pharmacy, administrative responsibilities, pharmaceutical compounding and prescription preparation. They must also demonstrate competence in procuring, storing, and issuing pharmacy materials and supplies, as well as maintaining files and records. After completion of the program, the students will be eligible to sit for the National Pharmacy Technician Certification Examination administered by the Pharmacy Technician Certification Board (PTCB).

Employment opportunities for graduates include positions in community (retail, managed care), institutional (hospital, nursing home) or government (military, VA) pharmacies. Graduates may also pursue careers in pharmaceutical manufacturing and sales.

COURSE CODE | COURSE TITLE | CREDITS
---|---|---
CDV100 | Career Development | 1
CIS100 | Computer Concepts and Applications | 3
FSM100 | Freshman Skills Seminar | 1
BIO160 | Microbiology with Lab | 4
ENG105 | English Composition I | 3
ENG205 | English Composition II | 3
LIB100 | Research Methods | 2
MAT110 | College Algebra | 3
BIO120 | Human Biology | 3
CHE105 | Chemistry | 3
ENG110 | Speech and Communication | 3
HIS101 | American History I | 3
HIS200 | World History I | 3
HIS201 | American History II | 3
HIS210 | World History II | 3
LIT200 | American Literature | 3
PHI110 | Ethics | 3
PHI200 | Philosophy | 3

CIP# 51.0805
4 semesters/66 credits

NO LONGER OFFERED

DIVISION OF HEALTH DISCIPLINES
PROGRAM GOALS

Upon successful completion of the program, a graduate should possess the competencies and knowledge required to function successfully as an entry-level pharmacy technician by demonstrating the ability to:

- Communicate effectively with patients, and medical and pharmacy professionals both verbally and non-verbally;
- Identify and describe the names, uses, and misuses of a variety of prescription and Over-The-Counter (OTC) pharmaceutical products;
- Define and describe the symptoms and implications of substance misuse and abuse;
- Apply ethical and legal principles and standards for the control, release, and use of health information;
- Successfully pass the National Pharmacy Technician Certification Examination.

Effective January 1, 2011, any person who wishes to work as a pharmacy technician in the State of Florida must register with the Florida Board of Pharmacy. The ASA Career Services department is ready to help you with this process once you have graduated from the program. Transcripts for graduates will be held until this post-graduate effort is satisfied.

The Physical Therapist Assistant (PTA) program offers a comprehensive, rigorous learning curriculum, combining the expanding arena of health care with the cutting edge of information technology. The PTA program will prepare the student to become an essential member of the health care team of professionals. The instruction is intended for students who wish to seek employment as a licensed Physical Therapist Assistant. Topics covered include procedures used by the PTA, therapeutic exercise skills, neurological rehabilitation, orthopedic rehabilitation, tests and measurements performed by the PTA, kinesiology and pathology for patient care while performing these skills under the direction and supervision of a licensed Physical Therapist.

Students learn to establish appropriate patient communication, both verbally and non-verbally. Students will be able to appropriately administer the Physical Therapist’s plan of care as well as comprehend pathological findings, working under the direction and supervision of the physical therapist. Discussion of ethical, legislative, and regulatory issues relative to the day-to-day operations of a health care facility is also included in this up-to-date, real-world curriculum.
Externship courses offered in the last two semesters provide students with the opportunity to supplement course work with practical work experience related to the program and its learning outcomes.

Demand for physical therapist assistants is expected to continue to increase through 2022 and beyond due to the expected growth of the 65+ demographic (baby-boomers). The Bureau of Labor Statistics predicts a 25% increase in healthcare jobs as the population grows and ages. Health care occupational groups are expected to account for more than 5.3 million new jobs by 2022, about one-third of the total employment growth.

Upon graduation from a CAPTE-accredited program students will be eligible to take the National Physical Therapy Exam (NPTE-PTA) for the Physical Therapist Assistant. For the state of Florida, candidates seeking licensure must also take and pass the Florida Juris Prudence exam. Licensed graduates are able to obtain employment in hospitals, rehabilitation clinics, home health care, pediatric care, and other related medical facilities.

The objective of the Physical Therapist Assistant (PTA) program is to prepare graduates to consistently and professionally perform the duties of the licensed Physical Therapist Assistant, under the direction and supervision of a licensed Physical Therapist. The program strives to meet the needs of employers in our community and provides a firm academic foundation of a contemporary curriculum in a student-centered environment; thus preparing our students to be career-competent entry-level Physical Therapist Assistants that embrace life-long learning, integrity, and safe practices while working under the direction and supervision of a licensed physical therapist.

**PROGRAM GOALS**

1. The Program will graduate competent entry-level physical therapist assistants who are able to work under the direction and supervision of a physical therapist.

2. The program will provide a contemporary curriculum that is consistent with the guidelines of the Florida Department of Education, the Commission on Accreditation in Physical Therapy Education (CAPTE), and consists of content appropriate for an entry-level physical therapist assistant.

3. Students will demonstrate effective, culturally-competent communication with patients and their families, caregivers, and other members of the health care team.

4. Graduates will demonstrate the importance of life-long learning through membership in professional organizations and professional development opportunities.

5. Program faculty will demonstrate a commitment to professional development through continuing education and community involvement.

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<td>PSY105</td>
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**REQUIRED ARTS AND SCIENCES/GENERAL EDUCATION COURSES**

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<td>BIO204*</td>
<td>Anatomy &amp; Physiology II (with lab)</td>
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<td>MED105</td>
<td>Medical Terminology</td>
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</tr>
<tr>
<td>PYT110*</td>
<td>The Physical Therapist Assistant</td>
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<td>PYT115*</td>
<td>PTA Procedures I (with lab)</td>
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<td>PYT120*</td>
<td>Pathology for the PTA</td>
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<td>PYT130*</td>
<td>PTA Kinesiology (with lab)</td>
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<td>PYT140*</td>
<td>PTA Procedures II (with lab)</td>
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<tr>
<td>PYT150</td>
<td>Functional Techniques &amp; Modalities (with lab)</td>
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<tr>
<td>PYT180*</td>
<td>PTA Tests &amp; Measurements (with lab)</td>
<td>3</td>
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<tr>
<td>PYT200*</td>
<td>Therapeutic Exercise (with lab)</td>
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</tr>
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<td>PYT220*</td>
<td>Neurological Rehabilitation (with lab)</td>
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<td>PYT240*</td>
<td>Orthopedic Rehabilitation (with lab)</td>
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<td>PYT250*</td>
<td>Capstone Seminar</td>
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<td>PYT900*</td>
<td>Clinical Practicum I</td>
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<td>PYT910*</td>
<td>Clinical Practicum II</td>
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<tr>
<td>PYT920*</td>
<td>Clinical Practicum III</td>
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* prerequisite required.
The Radiologic Technologists Professional (RTP) program offers a comprehensive, rigorous learning curriculum, combining the expanding arena of health care with the cutting edge of technology. The RTP program will prepare the student to become an essential member of the health care team of professionals. The instruction is intended for students who wish to seek employment as a registered and licensed Radiologic Technologist. Topics covered include radiographic procedures of the entire body habitus, imaging equipment, digital display and image acquisition, radiation protection and biology, patient care skills, venipuncture, infection control, pathology, and the opportunity to perform hands-on skills under the supervision of registered and/or licensed radiologic technologists in the clinical setting.

To accommodate the population, all professional courses are designated SSL (Spanish Supplemented Lecture). Faculty teaching professional courses will be fluent speakers of Spanish and English, however for Arts and Science courses in social sciences and humanities (excluding math and science) the instructors will be mostly English speakers. All textbooks, lectures, homework assignments, quizzes, exams and projects will be in English. ENG 105 English Composition I, ENG 205 English Composition II, and LIB 100 Research Methods will be taught in English only. However, students who take Spanish Supplemented Lecture (SSL) courses must understand that COMPLETING COURSES IN A LANGUAGE OTHER THAN ENGLISH MAY REDUCE EMPLOYABILITY WHERE ENGLISH IS REQUIRED.

Students learn to be able to establish appropriate patient communication, both verbally and non-verbally. Students will be able to appropriately interpret the prescription and create diagnostically accurate images for physician interpretation. Students will learn the problem solving techniques of a critical thinker and how to appropriately communicate in the health care arena while applying the appropriate skills and measures. Discussion of ethical, legislative, and regulatory issues relative to the day-to-day operations of a health care facility is also included in this up-to-date, real-world curriculum. Externship courses offered in three semesters provides students with the opportunity to supplement course work with practical work experience related to the program and its learning outcomes.
Demand for radiologic technologists will continue to increase through 2022 and beyond due to the expected growth of the 65+ demographic (baby-boomers). The Bureau of Labor Statistics predicts a 25% increase in health care jobs as the population grows and ages. Health care occupational groups are expected to account for more than 5.3 million new jobs by 2022, about one-third of the total employment growth.

Graduates of the program qualify to sit for the American Registry of Radiologic Technologists (ARRT) certification board exam in sonography, earning the title of RT (S) if passed. The program prepares and encourages graduates to take the exam within ninety (90) days of graduation to enhance their ability to pass the exam on the first attempt.

Graduates are able to obtain employment in hospitals, orthopedic clinics, imaging centers, pediatric care facilities, and other related medical facilities.

**PROGRAM OBJECTIVE**

The objective of the Radiologic Technologist Professional (RTP) program is to prepare graduates to consistently and professionally demonstrate positioning and technological skills in the clinical setting. The program strives to reach its objective(s) by adhering to its mission and by meeting or exceeding its goals ongoing. The program’s mission is to achieve its commitment to excellence in education demonstrated by providing a combination of entry-level education, practical skills and clinical instruction supported by assessment within the cognitive, psychomotor and affective learning domains. The program supports the vision, values and mission of ASA College by striving to be the premier education resource in the community for radiologic technologists. The program intends to fulfill its mission via the following goals through the support of the intended student learning outcome thresholds:

**MISSION**

The Radiologic Technology Professional Program of ASA College is committed to excellence in education demonstrated by providing a comprehensive entry-level education program to students with quality didactic and clinical instruction. The program supports the vision, values and mission of ASA College by striving to be the premier education resource in the imaging sciences for our community.

**GOALS**

**Goal 1:** The program will graduate radiographers with the appropriate entry-level skills of the profession.
- Graduates will pass the ARRT credentialing exam within 6 months of graduation
- Graduates will be satisfied with the education received
- Graduates actively seeking employment will become appropriately employed within 12 months
- Employers will be satisfied with the graduate performance
- Students will complete the program

**Goal 2:** Students will be clinically competent.
- Students will demonstrate age-appropriate patient care skills
- Students will practice appropriate radiation safety measures (ALARA)
- Students will demonstrate ability to appropriately position the patient
- Students will demonstrate ability to select appropriate technical factors

**Goal 3:** Students will demonstrate age-appropriate communication skills.
- Students will demonstrate age-appropriate oral communication skills
- Students will demonstrate age-appropriate written communication skills

**Goal 4:** Students will demonstrate problem solving and critical thinking skills.
- Students will demonstrate critical thinking skills
- Students will demonstrate problem-solving abilities with the ability to describe appropriate corrective measures as needed

**Goal 5:** Students will demonstrate professional growth and development.
- Students will demonstrate they are prepared for the profession
- Students will demonstrate a thorough understanding of the ethics and laws of the profession and healthcare in general.
The Medical Billing and Coding diploma program offers a comprehensive learning curriculum designed to provide students with a strong foundation on which to build a successful career as a competent entry level administrative biller or coder.

A well-rounded curriculum offers students the knowledge and skills in the technical areas of the insurance industry, computer technology, federal and state regulations, billing and insurance coding systems, extensive practice in preparing medical claims, anatomy and physiology, and medical terminology. In addition, students will become proficient in the use of Medisoft software program, as well as the Microsoft Office Suite of products.

At the conclusion of this program, students will have two optional opportunities: 1) to become nationally certified by the NHA (National Healthcare Association), and 2) to continue their education in one of the degree program offered in the division. Upon graduation, students will find employment as an entry-level medical biller or coder in medical facilities, clinics, insurance companies, and home-based billing services. They will be able to perform a variety of duties including billing, completing and submitting medical insurance forms, creating and maintaining medical charts, preparing reports and correspondence, abstracting data from medical reports, and complying with HIPAA regulations.

**PROGRAM GOALS**

Upon successful completion of this program, graduates should possess the competencies and knowledge required to function successfully as an entry-level medical administrative assistant or biller by demonstrating the ability to:

- Utilize patient billing software to input demographic information; schedule appointments; and process payments and insurance claims;
- Code clinical data and prepare insurance claims for reimbursement purposes;
- Apply ethical and legal principles and standards for the control, release and use of health information;
- Communicate clearly and effectively, both oral and in writing, with patients and other medical professionals as a healthcare team member.
The Division of Legal Studies is staffed with experienced professors with years of experience in both the legal profession and criminal justice. Our professors represent a cross section of the numerous components (i.e., prosecutors, criminal defense attorneys, law enforcement, corrections, judiciary, parole, etc.) that comprise the legal and criminal justice systems. The Paralegal and Criminal Justice are exciting professions with loads of responsibility and accountability. We live in a continually changing society with a constant demand for the paralegal and criminal justice professionals. In recognition of these never ending changes and demands of our multi-cultural society, the Division of Legal Studies is geared towards preparing students beyond acceptance into an entry level program, to a lifelong professional contribution to the Paralegal and of Criminal Justice fields. The Division of Legal Studies takes student education beyond the walls of traditional academia settings into the realms of paralegal and criminal justice practitioners in society. Students are afforded an opportunity to see real practitioners in action. Paralegal and Criminal Justice professional practitioners are often faced with the challenge of making life, death, and liberty decisions in a fraction of a second. They must be professionals at all times. We provide a wholesome all around paralegal and criminal justice education that prepares a student for immediate employment in any of the numerous agencies that comprise the legal and criminal justice systems. Therefore, we work with students to ensure that when they accept their first paralegal or criminal justice position that they are more than ready to face and conquer the challenges accompanied with being a professional paralegal or criminal justice practitioner.

The Bachelor of Science in Criminal Justice provides students with knowledge about the nature and causes of crime and delinquency, law and the legal system for juveniles and adults in American society stressing the interrelationships between the various components of the criminal justice system, and the decision processes of criminal justice agencies. A criminal justice major is broadly educated within a general education framework in the liberal arts and also provided with courses that directly apply to careers within the criminal and juvenile justice systems and the study of law. In addition to the theoretical, this major also focuses on the practical, allowing for students to be career-ready upon graduation. This program is comparable with similar programs at other institutions. However, ASA College’s B.S. in Criminal Justice provides students with competencies required in today’s job market. Classes are taught by both academic and criminal justice practitioners, and provide students opportunities to work with faculty on research projects and participate in internships with local criminal justice agencies. The curriculum is comprised of 45 credits in the major, including 9 elective credits. Beyond the required core of criminal justice and legal courses, students can choose courses directed to a particular career goal. The program includes 5 credits in College and Career Preparatory component, 17 credits in General Education and 30 credits of liberal arts and science courses providing graduates of this program with a solid foundation in general education. The program also includes 15 credits in a choice of minors that includes courses in the American Criminal Justice System, Constitutional law, criminal law and procedures, criminology, and research methods in criminal justice. In the quest to satisfy graduation requirements, students will be able to demonstrate achievement of the program’s objectives by excelling in the college-core courses, professional core courses, advanced professional courses, and a practicum.

Upon completion of this program, students will be able to:

- Identify, describe, and explain the current and historical practices, policies, structures, and stages of the criminal justice system at the local, state and federal levels in the United States, from the commission of an actual crime through adjudication and corrections, including the interplay between the three branches of the criminal justice system;
• Identify, describe, and apply historical, current, and emerging theories and various social and analytic tools to the fields of criminal investigations, criminology, and corrections;

• Provide a critical analysis of basic sources of law, concepts of substantive and procedural law derived from both case law and enacted law, theories of law and their practical applications, and the structure and interrelation of the federal and Florida legal systems including court structure and the legal process; and

• Obtain entry-level employment in careers within the legal field, including but not limited to, law enforcement, court system, law, and corrections.

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<td>CIS100</td>
<td>Computer Concepts and Applications</td>
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<td>CRJ200</td>
<td>Current Issues in Criminal Justice</td>
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<td>Diversity and Criminal Justice</td>
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<td>CRJ215</td>
<td>Ethical Issues in Criminal Justice</td>
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<td>CRJ230</td>
<td>Criminal Procedure I</td>
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<td>CRJ301</td>
<td>Constitutional Law</td>
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<td>LIB150</td>
<td>Applied Research Methods in Criminal Justice</td>
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<td>SOC150</td>
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</table>
The Associate degree program in Criminal Justice provides students with a broad-based, sophisticated understanding of the role of the criminal justice system in American Society. Students acquire the knowledge, values, and skills that will enable them to analyze rationally the problems of the criminal justice system and the needs of society in keeping with democratic traditions of law, social well-being, and individual rights. In particular, students develop the analytical tools and social understanding necessary to assist greatly in the important task of balancing the rights of the individual citizen against society’s continuing need for safety and security.

Graduates will be well equipped to provide input on policies and programs and to assume productive roles in the criminal justice system in public and private organizations. It is anticipated that graduating students will also obtain a sound liberal arts foundation that comprises the arts, humanities, and sciences. Students in this program will be exposed to the wide scope of criminal justice as well as a balanced presentation of the issues in this field. The structure of the curriculum and the related learning objectives will be consistent with published standards of the Academy of Criminal Justice Sciences (ACJS), a national professional society. In a broad sense, students become knowledgeable about criminal justice and juvenile processes including an understanding of the law, the nature of crime, and the administration of justice. The students will also gain an understanding of social problems, human behavior, and public management policy. The program will foster an appreciation for the major efforts designed to control crimes and an awareness of current crime control policies, proposals, and programs.

A vital component of the Criminal Justice program is an externship provided to the students in the last semester where they work without remuneration. Students are placed in qualified establishments in their field including Police Departments, Private Security companies, Probation, Social Services and Corrections Departments. The externship provides the student with an opportunity to practice the theoretical skills learned in course work at ASA.

To be successful in the criminal justice discipline, one must be detail-oriented, highly analytical, and be able to deal with victims and criminals with an open mind and have the integrity to keep important records in the strictest confidence.

In addition to the general admission requirements for all programs at ASA, the degree program in Criminal Justice will have the following additional requirement: after the
completion of the placement examination and the application process, the prospective student will be subjected to a background check for any criminal record. Since the prospective student would be employed by federal, state, or the local government and their agencies, it is imperative that the student has no criminal record.

PROGRAM GOALS

Upon successful completion of the program, a graduate should be able to demonstrate ability to:

• Identify, describe, and explain the current and historical practices, policies, structures, and stages of the criminal justice system at local, state and federal levels in the United States, from the commission of an actual crime through adjudication and corrections;

• Identify, describe, and apply historical, current and emerging theories and various social and analytic tools to the fields of human behavior, criminology, and corrections; to suggest ways to balance the rights of individual citizens with society’s need for security and safety;

• Conceptualize, analyze, and discuss crime in general with respect to longitudinal changes in the complex issues of crime, ethics, diversity, policy making, and criminal justice administration;

• Develop awareness for and facility with the analytic tools of the criminal justice field through practical and hands-on experiences;

• Obtain entry-level employment in careers within the criminal justice and public service systems.

The Associate degree program in Criminal Justice requires the successful completion of 61 semester credit hours for graduation as shown in the column alongside.

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</table>
The AS in Paralegal Studies Program offers a well-rounded educational experience that concentrates on the practical skills necessary to become a successful paralegal with a solid liberal arts foundation. It includes well established core legal and paralegal skills as well as substantive topics of law, including torts and criminal law.

Graduates will be equipped to enter the job market as paralegals in small, mid-sized and large law firms, government, private and public agencies. Upon completion of the program graduates will be able to draft legal documents as well as conduct legal research both manually and through computer based research programs. Students will be exposed of legal practitioners with backgrounds in criminal, civil and federal practice.

An essential component of the Paralegal program is the externship experience provided to the students in their last semester. Students will have firsthand experience in courts, notably the Supreme, Civil, Family, Surrogate, Appeals, and Federal Courts. Additional sites are the Police Department and offices of solo practitioners. Externship provides the student with an opportunity to put into practice the knowledge and skills learned in course work at ASA College. Therefore, we work with students to ensure that when they accept their first paralegal position, they are more than ready to face and conquer the challenges attendant to being members of the paralegal profession.

**PROGRAM GOALS**

Graduates of ASA’s A.S. degree program in Paralegal Studies will be able to:

- obtain a well-rounded paralegal education that provides students with a balance offering of general studies, a core paralegal course of study, and additional courses in substantive areas;
- maintain a firm, but flexible educational vision that responds to the ever-changing nature of the legal profession;
- participate in a top notch education program that is pragmatic in its application;
- develop job skills, as well as become familiar with legal theories and principles;
- apply analytical and critical thinking skills as opposed to simply rote learning; to reason, understand, and apply principles;
- acquire proper respect for the legal profession, its ethics, and its foundations;
- ensure professional responsibility through an understanding of ethical legal principles and practices;
- develop a sense of community and an understanding of a population that is diverse in age, race, social and economic backgrounds;
- strengthen written and verbal communication and comprehension skills to communicate effectively with both attorneys and clients.

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**ELECTIVE PROFESSIONAL COURSES**

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** Paralegals may not provide legal services directly to the public, except as permitted by law.
ASA College’s Bachelor of Science in Nursing (BSN) program is intended for students wanting to advance their careers within the nursing profession. There are many opportunities for nurses with experience and a BSN degree. Traditionally a field that provided a constant number of nursing career opportunities, health care is now growing at an unprecedented rate. Driven by technological developments, rapid advancements in disease prevention and health promotion, increased public awareness of health concerns, and a booming, aging population, this field offers you a wide variety of job openings, ranging from traditional but expanded patient care to health care administration, research and education. ASA’s BSN Program prepares graduate registered nurses to serve individuals and communities throughout the life cycle in health promotion and disease management. This Program challenges students to respond to the complex system of health delivery as professional nurses in order to ensure optimum quality and value when providing patient care.

This program is based upon a learner-centered instructional approach builds on a multidisciplinary knowledge base. ASA College’s mission is “to educate a diverse and qualified student population to become responsible professionals committed to lifelong learning by equipping them with a firm academic foundation and career-specific competencies.” ASA’s desire to offer the new level of Bachelor of Science in Nursing (BSN) fits very well with the institution’s mission. Introduction of this new degree level represents a natural progression in the development of the institution and is a logical extension of ASA’s long-standing commitment to serve its students, its graduates, and its community. The American Association of Colleges of Nursing has recognized the Bachelor of Science degree in nursing as the minimum educational requirement for professional nursing practice. Many hospitals have or are striving towards receiving magnet status from the American Nurses Credentialing Center, an affiliate of the American Nurses Association. Hospitals that have received magnet status will only hire entry level graduates with a BSN. Thus, meeting the growing trend towards entry level BSN graduates.

The College’s BSN degree is designed to assist students seeking career advancement by blending theory with real-world applications, and emphasizing the development of practical skills that students must have in order to be successful. The program consists of thirty two credits in liberal arts and sciences/general education and college preparatory courses that provide students with a solid foundation for lifelong learning and sixty six credits in the health care discipline. The BSN degree program will strengthen the ability of ASA graduates to begin their careers in entry-level nursing positions in the fastest growing sector of the U.S. economy.

Data from the Bureau of Labor Statistics shows that employment of registered nurses is projected to grow 16 percent from 2014 to 2024, much faster than the average for all occupations. Growth will occur for a number of reasons, including an increased emphasis on preventive care; growing rates of chronic conditions, such as diabetes and obesity; and demand for healthcare services from the baby-boom population, as they live longer and more active lives (U.S. Department of Labor, 2016). Demand for healthcare services will increase because of the aging population, given that older people typically have more medical problems than younger people. Nurses also will be needed to educate and care for patients with various chronic conditions, such as arthritis, dementia, diabetes, and obesity. In addition, the number of individuals who have access to health insurance is expected to continue to increase because of federal health insurance reform. People who previously were uninsured or found treatment to be cost prohibitive will obtain health insurance and have access to primary and preventive care services. More nurses will be needed to care for these patients in offices of physicians, clinics, and other ambulatory care settings. (U.S. Department of Labor, 2016)

The financial pressure on hospitals to discharge patients as soon as possible may result in more people being admitted to long-term care facilities and outpatient care centers, and greater need for healthcare at home. Job growth is expected in facilities that provide long-term rehabilitation for stroke and head injury patients, and in facilities that treat people...
with Alzheimer’s disease. In addition, because many older people prefer to be treated at home or in residential care facilities, registered nurses will be in demand in those settings. (U.S. Department of Labor, 2016)

Growth also is expected to be faster than average in outpatient care centers, where patients do not stay overnight, such as those which provide same-day chemotherapy, rehabilitation, and surgery. In addition, an increased number of procedures, as well as more sophisticated procedures previously done only in hospitals, are being performed in ambulatory care settings and physicians’ offices. The Bureau also notes that registered nurses with a Bachelor of Science in Nursing degree (BSN) will have better job prospects than those without one (U.S. Department of Labor, 2016).

Graduates from this program will be recognized as having leadership skills, clinical competency and a strong commitment to the nursing profession. They will be prepared to enter advanced degree programs in nursing and have the potential for assuming leadership roles in a variety of health care settings.

PROGRAM GOALS

In addition to the Institutional learning goals published in the ASA College Catalog for all ASA programs, graduates of the BSN Program should be able to:

1. Provide culturally competent care which represents the patients’ preferences, values, and needs within the context of their families, communities and the health care delivery system.

2. Incorporate principles of effective communication by using a variety of advanced techniques when interacting with patients, peers, other healthcare providers, policy makers and communities of interest.

3. Integrate patient safety principles through the prevention of errors and adverse effects to patients.

4. Apply scientific principles, and clinical reasoning to make quality decisions in patient care.

A graduate of ASA’s BSN program will acquire the requisite knowledge and skills to assume a variety of professional roles in the nursing field that includes but is not limited to:

- Registered Nurses in Acute, Sub-acute and Rehabilitation Facilities
- Registered Nurses in Home Health
- Registered Nurses in Mental Health Facilities
- Clinical Nurse Educators
- Nurse Educator Roles
- Nurse Leadership Roles
- Nursing Informatics Roles
- Nurse Consultant Roles
- Nurse Research Roles

### COURSE CODES

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NURSING PROGRAM DISMISSAL APPEAL PROCESS

Students who are dismissed from or drop out of the program may, under special circumstances, be considered for readmission one time only via a student appeal. Such an appeal must be placed in writing and addressed to the Re-Entry Committee for consideration within ten (10) calendar days of being notified of academic dismissal. If an appeal is made by the student, the rationale for such an appeal must be as a result of mitigating or special circumstances and must include supporting documentation. In addition, the student must detail why they failed to pass the course, and what has changed that will now allow the student to meet the academic requirements of the program.

Mitigating or special circumstances to be considered may include the following:

- Natural disaster
- Serious illness requiring hospitalization
- Death of an immediate family member
- Financial hardship such as an eviction.

The above list is not comprehensive, but rather contains examples of what may have adversely affected a student’s academic success.

Upon receipt of the appeal, the Committee has ten (10) calendar days to review it. The student will receive a notice in writing disclosing the outcome of his/her appeal within fourteen (14) calendar days of initial receipt by the College of the student appeal. The decision of the Committee is final and may not be further appealed. If allowed to repeat course for third and final time, the student may have to sit out a semester before returning to complete studies depending upon the process time.

If the Committee approves the appeal because it determines that the student may be capable of meeting program standards in the subsequent term, the student will then be placed on academic probation. During this probationary period, the student will receive academic advisement including a plan developed in conjunction with personnel from the Nursing Division and Student Advisement. Such a plan may include attending tutoring services, repeating coursework, and meetings with Nursing faculty to help improve academic performance. To be removed from academic probation, the student must achieve the minimum standards of academic progress outlined in the Student Nursing Handbook in relation to GPA and program completion in the subsequent semester.
ASA College’s Bachelor of Science in Nursing program in RN to BSN is intended for students wanting to advance their careers within the nursing profession. There are many opportunities for nurses with experience and a BSN degree. Traditionally a field that provided a constant number of nursing career opportunities, health care is now growing at an unprecedented rate. Driven by technological developments, rapid advancements in disease prevention and health promotion, increased public awareness of health concerns, and a booming, aging population, this field offers you a wide variety of job openings, ranging from traditional but expanded patient care to leadership roles in healthcare.

The RN to BSN is based upon a learner-centered instructional approach and builds upon the student’s prior learning. The program reduces unnecessary repetition to minimize your investment of time and money. It is designed expressly for associate degree RNs who want to further their educational and careers. The RN to BSN is a hybrid program which uses the Blackboard Learning Management System (LMS). This makes the program uniquely flexible to practicing Registered Nurses with full-time employment commitments.

Currently, ASA College accepts successful performance on applicable subjects on CLEP or DANTE exams for transfer credits. This transfer credit policy for traditional/residential programs at ASA College will also be applicable to programs offered in this modality. ASA College accepts a total of 90 credits - 60 credits for courses completed at the associate degree level with specific required courses in general education/arts and sciences and nursing prerequisites from a accredited college and 30 credits for a valid RN license. (Acceptable courses in the general education/liberal arts and nursing prerequisites are listed in the course breakdown section below). ASA College does not accept transfer credits for any other types of exams.

END OF PROGRAM STUDENT LEARNING OUTCOMES (EP-SLO)

In addition to the Institutional learning goals published in the ASA College Catalog for all ASA programs, graduates of the RN to BSN Program should be able to:

1. Manage the care of patients across the lifespan where dignity, spirituality, cultural context and rights of the individual, family and community are respected.

2. Promote nursing’s obligation to legal, ethical and moral standards in context with changes in health care, health care policy, regulation and financing.

3. Engage in the scholarship of evidence-based practice and research to support high quality health outcomes and safe nursing care.


A graduate of ASA’s RN to BSN program will acquire the requisite knowledge and skills to assume a variety of leadership roles in the nursing field that includes but is not limited to: • Nurse Educator Roles, • Nurse Managers, • House Supervisors, • Director of Nursing Roles, • Case Management Roles.

REQUIRED COURSES IN TRANSFER CREDITS
(The following courses or their equivalent must be part of the candidates’ associate degree program. If not, the student must take these courses at the associate degree level at the ASA college)

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG105</td>
<td>English Composition I</td>
</tr>
<tr>
<td>ENG205</td>
<td>English Composition II</td>
</tr>
<tr>
<td>BIO130</td>
<td>Anatomy and Physiology I (with lab)</td>
</tr>
<tr>
<td>BIO150</td>
<td>Microbiology</td>
</tr>
<tr>
<td>BIO160</td>
<td>Microbiology with Lab</td>
</tr>
<tr>
<td>BIO204</td>
<td>Anatomy and Physiology II (with lab)</td>
</tr>
<tr>
<td>MAT110</td>
<td>College Algebra</td>
</tr>
<tr>
<td>PSY105</td>
<td>Psychology</td>
</tr>
<tr>
<td>SOC105</td>
<td>Sociology</td>
</tr>
<tr>
<td>Elective</td>
<td>Any Arts/Humanities</td>
</tr>
</tbody>
</table>

REQUIRED PROFESSIONAL COURSES

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSN300</td>
<td>Pathophysiology</td>
</tr>
<tr>
<td>BSN310</td>
<td>Holistic Nursing</td>
</tr>
<tr>
<td>BSN330</td>
<td>Health Assessment</td>
</tr>
<tr>
<td>BSN350</td>
<td>Health Promotion and Education</td>
</tr>
<tr>
<td>BSN370</td>
<td>Health and Aging</td>
</tr>
<tr>
<td>BSN390</td>
<td>Pharmacotherapeutics</td>
</tr>
<tr>
<td>BSN410</td>
<td>Informatics for Professional Nurse</td>
</tr>
<tr>
<td>BSN420</td>
<td>Nursing Theory</td>
</tr>
<tr>
<td>BSN440</td>
<td>Research and Evidence Based Practice</td>
</tr>
<tr>
<td>BSN450</td>
<td>Health Policy and Legal Aspects of Nursing</td>
</tr>
<tr>
<td>BSN460</td>
<td>Community Health Nursing</td>
</tr>
<tr>
<td>BSN485</td>
<td>Nursing Leadership and Management</td>
</tr>
</tbody>
</table>

TOTAL REQUIRED CREDITS IN THE MAJOR: 48
TOTAL TRANSFER CREDITS FOR ASSOCIATES IN NURSING DEGREE: 60
TOTAL TRANSFER CREDITS FOR A CLEAR AND ACTIVE RN LICENSE: 30
TOTAL PROGRAM CREDITS: 138

We will accept a total of 90 credits if students graduated from an accredited college with a GPA of 2.75 or greater and with a valid RN license.

◊ Offered online
**This program is offered online in 5 week intervals.
The Distance Learning Program at ASA College is a modern educational platform that is focused on expanding our mission to educate students on high-quality degree and certificate programs that are in-demand in today’s global market. ASA Distance Learning serves as a virtual gateway for thousands of learners seeking to complete an accredited college education, but who are challenged by time, distance, and other constraints. Distance Learning at ASA is dedicated to serve:

- adult learners;
- non-traditional students with responsibilities of work and family;
- students who have community commitments;
- students having difficulty fitting into traditional college schedules;
- remote students seeking for a dynamic educational platform where education can be accessible at any time and from anywhere.

### DISTANCE LEARNING FOR FULLY ONLINE STUDENTS

Our Fully Online Programs are focused on a global spectrum and prepare students for today’s fastest growing careers. Through our fast-track online programs students take a maximum of twelve (12) credits per semester, equivalent to taking up to 4 classes per semester.

ASA College is currently expanding access to high quality education through the development and implementation of the online programs most frequently requested by our students:

<table>
<thead>
<tr>
<th>PROGRAM NAME</th>
<th>DEGREE</th>
<th>MINIMUM TIMEFRAME (SEMESTERS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration</td>
<td>B.S.</td>
<td>10</td>
</tr>
<tr>
<td>Business Administration</td>
<td>A.A.S.</td>
<td>5</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>B.S.</td>
<td>10</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>A.S.</td>
<td>5</td>
</tr>
<tr>
<td>Health Care Management</td>
<td>B.S.</td>
<td>10</td>
</tr>
<tr>
<td>Health Information Technology</td>
<td>A.A.S.</td>
<td>5</td>
</tr>
<tr>
<td>Medical Billing and Coding</td>
<td>Diploma</td>
<td>2</td>
</tr>
<tr>
<td>Paralegal Studies</td>
<td>A.S.</td>
<td>5</td>
</tr>
<tr>
<td>Psychology</td>
<td>B.S.</td>
<td>10</td>
</tr>
<tr>
<td>RN to BSN</td>
<td>B.S.N.</td>
<td>11</td>
</tr>
</tbody>
</table>

Other online programs will be added to our distance learning format within the near future.

Students enrolled in ASA fully online programs navigate through a modern Online Campus to connect to a wide range of applications and services, including the new Learning Management System (LMS). These expanding resources are grouped on the following way:

1. The Customer Relationship Management (CRM) System for admission processes
2. The Renovated ASA Website
3. The Campus Student Portal
   a. Student Information System (SIS - CampusVue®)
   b. Financial Aid Services
   c. Finance Services
   d. Registrar Services
   e. Online Registration
   f. Online Payments
   g. Online Virtual Library
   h. Online Student Orientation
   i. Student Email System
   j. Advising
   k. Grades
   l. Campus News
   m. Tutoring and Remedial
   n. Virtual Classrooms
   o. Career/Student Services
   p. Alerts, Holds, Notifications
   q. Other Online Services
4. 24/7 Helpdesk Support Platform
5. Learning Management System (Blackboard®)
6. Academic and Technical Support

The ASA Online Campus is both a practical and focused strategic plan to virtually replicate existing on-site infrastructure so that all remote constituencies receive equivalent services and support. The Online Campus can be accessed at: http://onlinecampus.asa.edu

### DISTANCE LEARNING FOR ON-CAMPUS STUDENTS

Matriculated ASA on-campus students have the opportunity to take some of their courses online. These online courses
follow the ASA traditional curriculum schema in which classes last 15 weeks.

On-Campus Students registered to take online classes are required to:

- Purchase course materials as the online course package offers supplemental web-based materials to complete the course.
- Participate in the online weekly discussions, assignments, and projects;
- Complete the work that is required for each online course;
- Have access to a computer with active internet connection. They are allowed to use the computer labs and library to access their online course;
- Proctoring Fee will be charged to all students registered for online courses per exam, per course, per semester.

STUDENT SERVICES IN THE DISTANCE LEARNING PROGRAM

The effective and successful development of students in an academic environment thrives on the integration of excellent teaching methods with superior services to support students throughout the entire educational experience. From the very first steps in the recruiting processes students are encouraged to have a close relationship with our business offices where they receive world class support services from highly qualified personnel. Students enrolled in our fully online programs, or on-campus, receive the same level of support from our existing service structure. These services include:

- Admissions/Enrollment Services,
- Student Financial Aid Services,
- Student Advisement Services,
- Student Disability Services,
- Student Career and Alumni Services,
- Information Technology Services (ITS),
- Learning Centers,
- Writing Centers,
- Library Resources,
- International Student Services

Students are encouraged to use the existing virtual or on-campus support services, when necessary. In addition to the dedicated academic advisor, students are always welcome to contact their instructor, the academic program department, or the respective business offices to address any academic issues. For technical support, students can find assistance by contacting the Information Technology (IT) department.

Further information about our Distance Learning Program can also be found on ASA main Website (http://www.asa.edu/distancelearning.sap)

FACULTY COMPETENCY AND STUDENT SUCCESS

Distance Learning faculty are qualified academic professionals who share their knowledge and practical experience to enhance learning and understanding through the latest and most comprehensive pedagogical methodologies.

To ensure academic quality on the online instructional model, and to ensure that quality processes are adhered to during the online education experience, and that modern and appealing course content are presented to students for achieving higher level of engagement, ASA has made mandatory that all faculty involved on online teaching (e-teaching), must be certified within the ‘Blackboard® Certification Program’ (BCP). The BCP is designed so that all faculty members involved in Distance Learning are highly trained and qualified for remote teaching using the Learning Management System (LMS) platform. The BCP creates the foundation for faculty to manage rich and dynamic instructional materials. An LMS certified faculty ensures higher standards on distance learning modality, and this knowledge translates into higher student success.

INDUSTRY-STANDARD TECHNOLOGY AND MODERN COURSE DEVELOPMENT APPROACHES

ASA Distance Learning Program is sustained on a modern and dynamic Online Campus that combines academic components to build a robust online college. These components include a Customer Relationship Management System (CRM); a Campus Portal to provide permanent access to all necessary tools, applications and services; a 24/7 Helpdesk Support Platform; a Learning Management System (Blackboard®); a wide range of online services; and the offering of newly developed online programs.

Our Online Campus is hosted on a robust infrastructure that can be accessible at any time and from anywhere around the world using your computer, tablet, or even your smartphone.

Our Learning Management System (Blackboard) is the industry leader for online education, allowing engagement, interaction, and quality learning through leading-edge technology, services, and data capabilities. Our online courses have been developed to eliminate virtual isolation, facilitating student interaction with their instructors and fellow students on a regular basis by means of email, chat, virtual classrooms, and course discussions. These courses are developed following guidelines from the ASA Instructional Design Handbook.
which contains a compilation of top Higher Education best practices on course development. These online course templates are appealing, engaging, dynamic, effective and easy to navigate, enhancing student learning and facilitating instructor efficiency.

**ENROLLMENT AND REGISTRATION**

ASA Distance Learning Program is designed to reach students from around the world. Students abroad receive the same level of education and services that are tendered to on-campus students. However, the admission and recruitment processes slightly differ due to general laws and regulations applicable to international students. We encourage students from abroad to contact our admissions department to obtain help in the matriculation processes. Further information can be obtained in the following section of our main website: http://www.asa.edu/international-students.asp

On-Campus students interested in registering for any online course in their program of study should consult with the academic chair and their student advisor. Candidacy for online learning is contingent upon the student’s self-assessment and the GPA. Students who have not shown the requisite aptitude and proficient computer usage skills are discouraged from enrolling into online courses.

Once registration is complete, students will receive through their ASA email account, complete instructions on how to enter the course and tutorial information. A mandatory orientation is conducted at the beginning of each semester.

We offer on-line courses to on campus students starting the first semester. On-Campus International students on an F-1 visa may take only one online course per semester provided that they are enrolled full time in a degree program at ASA and are registered for a full-time course load of 12 credits within the same semester. All online courses are scheduled by the academic divisions and offered in the same sequence (start dates, holidays, and exam schedules) as traditional course offerings.

The student requirements for taking online courses are:

- Must have a cumulative GPA of 2.5 or above. *(Not applicable to fully online).*
- Must have access to a computer with active internet connection.
COURSE NUMBERING SYSTEM

ASA uses a six-character numbering system to identify both the discipline and level of each course. The first three letters are the subject discipline codes which are as follows:

<table>
<thead>
<tr>
<th>YEAR</th>
<th>BEGINNING COURSE CODE #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Courses</td>
<td>100s</td>
</tr>
<tr>
<td>Sophomore Courses</td>
<td>200s</td>
</tr>
<tr>
<td>Junior Courses</td>
<td>300s</td>
</tr>
<tr>
<td>Senior Courses</td>
<td>400s</td>
</tr>
<tr>
<td>Remedial Courses***</td>
<td>00s</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CODE</th>
<th>DIVISION AND SUBJECT AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS</td>
<td>Computer Information Science</td>
</tr>
<tr>
<td>CIT</td>
<td>Computer Information Technology</td>
</tr>
<tr>
<td>HVA</td>
<td>Heating, Ventilation, Air Conditioning, and Refrigeration</td>
</tr>
<tr>
<td>NET</td>
<td>Network Administration</td>
</tr>
<tr>
<td>VCG</td>
<td>Visual Communication</td>
</tr>
</tbody>
</table>

Division of Engineering and Technology

<table>
<thead>
<tr>
<th>CODE</th>
<th>DIVISION AND SUBJECT AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALH</td>
<td>Allied Health</td>
</tr>
<tr>
<td>BIO</td>
<td>Biology</td>
</tr>
<tr>
<td>DMS</td>
<td>Diagnostic Medical Sonography</td>
</tr>
<tr>
<td>HCM</td>
<td>Health Care Management</td>
</tr>
<tr>
<td>HIT</td>
<td>Health Information Technology</td>
</tr>
<tr>
<td>ISA</td>
<td>Imaging Sectional Anathomy</td>
</tr>
<tr>
<td>LAW</td>
<td>Law</td>
</tr>
<tr>
<td>MED</td>
<td>Medical Assisting</td>
</tr>
<tr>
<td>MST</td>
<td>Massage Therapy</td>
</tr>
<tr>
<td>OFT</td>
<td>Office Technology</td>
</tr>
<tr>
<td>PHM</td>
<td>Pharmacy Technology</td>
</tr>
<tr>
<td>PSY</td>
<td>Psychology</td>
</tr>
<tr>
<td>RTP</td>
<td>Radiology Technology</td>
</tr>
</tbody>
</table>

Division of Health Disciplines

<table>
<thead>
<tr>
<th>CODE</th>
<th>DIVISION AND SUBJECT AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART</td>
<td>Design</td>
</tr>
<tr>
<td>BIO</td>
<td>Biology</td>
</tr>
<tr>
<td>CDV</td>
<td>Career Development</td>
</tr>
<tr>
<td>CIS</td>
<td>Computer Information Science</td>
</tr>
<tr>
<td>CHE</td>
<td>Chemistry</td>
</tr>
<tr>
<td>CHI</td>
<td>Chinese Mandarin</td>
</tr>
<tr>
<td>ENG</td>
<td>English</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>FSM</td>
<td>Freshman Skills</td>
</tr>
<tr>
<td>HIS</td>
<td>History</td>
</tr>
<tr>
<td>HRM</td>
<td>Human Resource Management</td>
</tr>
<tr>
<td>LIB</td>
<td>Research Methods</td>
</tr>
<tr>
<td>LIT</td>
<td>Literature</td>
</tr>
<tr>
<td>MAT</td>
<td>Math</td>
</tr>
<tr>
<td>PHI</td>
<td>Philosophy</td>
</tr>
<tr>
<td>PHY</td>
<td>Physics</td>
</tr>
<tr>
<td>PSY</td>
<td>Psychology</td>
</tr>
<tr>
<td>RUS</td>
<td>Russian</td>
</tr>
<tr>
<td>SAC</td>
<td>Substance Abuse Counseling</td>
</tr>
<tr>
<td>SCI</td>
<td>Science</td>
</tr>
<tr>
<td>SOC</td>
<td>Sociology</td>
</tr>
<tr>
<td>SPA</td>
<td>Spanish</td>
</tr>
</tbody>
</table>

Division of Business

<table>
<thead>
<tr>
<th>CODE</th>
<th>DIVISION AND SUBJECT AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC</td>
<td>Accounting</td>
</tr>
<tr>
<td>BUS</td>
<td>Business</td>
</tr>
<tr>
<td>DMM</td>
<td>Digital Media Marketing</td>
</tr>
<tr>
<td>ECO</td>
<td>Economics</td>
</tr>
<tr>
<td>FSH</td>
<td>Fashion Design and Merchandising</td>
</tr>
<tr>
<td>HOS</td>
<td>Hospitality Management</td>
</tr>
<tr>
<td>HRM</td>
<td>Human Resource Management</td>
</tr>
<tr>
<td>OFT</td>
<td>Office Technology</td>
</tr>
<tr>
<td>SMM</td>
<td>Social Media Management</td>
</tr>
<tr>
<td>SPM</td>
<td>Sports Management</td>
</tr>
</tbody>
</table>

** Courses marked by two asterisks are designated as General Education or Liberal Arts

***Remedial courses are designated non-credits as they are Pass/Fail and not calculated into Cumulative Grade Point Average Calculations. These courses comply with the Carnegie Definition of the Credit Hour and requires 2 hours of outside work for every hour of faculty-student contact.

@ Denotes courses offered online in the course description section of this Catalog

Students in all associate degree programs are required to take three mandatory 3-credit courses in General Education - College Algebra (MAT110), English Composition (ENG105, ENG205). Additional credits for fulfilling elective requirements may be selected from a pool of available arts and science courses.

Note: Prerequisites may be waived if students can demonstrate competence in the subject through previous education/certifications in the field.
DIVISION OF ARTS AND SCIENCES

ART105  3 CREDITS
DESIGN
This is a visual design theory course that introduces the core concepts of visual design — visual elements, principles of design and creative process. Composition issues and strategies valid in all areas of visual design are explored through examples, exercises, critiques and creative projects. All art and design students are required to complete this course. Also, this course serves designers in a variety of other areas. Student majors include web design, business and marketing. The course introduces and refines creative problem-solving skills. It provides students with the ability to understand and analyze design problems, developing distinctive concept statements and then creating and refining designs that manifest that concept. The course also explores designers and artists of the past and present for examples of successful visual design solutions.

**BIO120  3 CREDITS
HUMAN BIOLOGY
This course introduces students to fundamental biological principles that regulate structure and function of cells, genetic, environmental, and evolutionary influences on organisms, and the relationship between such organisms and their environment. A systematic study of structure and function of organ systems is also covered.

CDV100  1 CREDIT
CAREER DEVELOPMENT SEMINAR
This course provides the job and career management tools necessary for the student to reach his/her full career potential. The student will develop essential career success skills through class activities and direct practice in the business community. Hands-on assignments in each session will allow the student to research employers; learn about application requirements, practice meeting business people in various career fields, and practice successful interviewing techniques.

CHE105  3 CREDITS
CHEMISTRY
This course explores the nature of matter and energy throughout diverse physical environments. The course will cover gases, the Ideal Gas Law, measurements and chemical calculations, chemical changes and reactions, atomic theory and chemical bonding, biochemistry, organic chemistry and nuclear chemistry. At the end of the course the students should be able to explain how physical events occur in terms of basic chemistry as they apply to the health sciences.

CHI105  3 CREDITS
CHINESE MANDARIN I
Chinese I is designed as a beginning level course for those who have no previous knowledge of spoken or written Chinese. The course is intended to provide fundamental knowledge about Chinese pronunciation and characters. It also aims at teaching basic Chinese so that students will be able to understand and be understood in some commonly seen situations. In the first half of the course which lasts for seven weeks, the emphasis is on learning the pinyin system and the four tones, and acquiring character writing skills. During the second half, some basic situational Chinese is taught to enable students to survive in a Chinese speaking environment.

Prerequisite: Placement by Examination

CHI205  3 CREDITS
CHINESE MANDARIN II
Chinese 205 is designed for those students who have passed Chinese 105 and/or for those who have learned some Chinese before and want to pursue their studies. In addition to teaching Chinese pronunciation and characters, this course focuses on developing writing and speaking abilities by explaining various aspects of grammar. A lot of time is also devoted to discussing Chinese culture, because it is believed that the Chinese language is more closely related with the culture than other languages. A better understanding of its culture will enable a Chinese learner to survive better in a Chinese environment. Throughout the course, great importance is attached to developing the abilities to communicate in Chinese. This is done by requiring students to practice dialogues, participate in discussions, and write short sentences and paragraphs.

Prerequisite: Placement by Examination

CIS100  3 CREDITS
COMPUTER CONCEPTS AND APPLICATIONS
This course introduces computers and its applications. Concentration is on data representation, computer concepts and input/output media and devices. It provides a comprehensive overview of Windows operating system as well as social and ethical issues around the Internet, the information and security Students will also learn popular Microsoft Office Applications (MS Word, MS Excel, MS PowerPoint) used on a personal computer.

ENG005  3 NON-CREDIT
COLLEGE READING SKILLS
This Remedial English course introduces students to the fundamentals of reading English at the college level. The course focuses on the elements of textual structure, writing style and writer’s objectives. Also, particular attention will be given to the elements of prose style including characterization, narrative voice, historical context, setting and environment, as
well as the sub-textual components of reading. The course will focus on evaluation of a wide variety of literary texts as a way to explore the reading process.

**ENG010** 3 NON-CREDIT
COLLEGE WRITING SKILLS
This remedial English course introduces students to the fundamentals of writing and reading English at the college level. The emphasis is on writing well-developed sentences, paragraphs and essays as well as improving reading comprehension. This course specifically focuses on idea generation, drafting, revision, and use of Standard English. The course offers a review of English grammar and usage which focuses on topics like spelling, fragments, run on sentences, subject verb agreement and pronoun errors. Students will also read and analyze essays improving their basic reading comprehension skills, and basic vocabulary development. Writing will be integrated with reading as a way to reinforce reading abilities.

**Prerequisite:** Assessment Test

**Note:** This course is offered through Distance Learning program only.

**ENG015** 3 NON-CREDIT
REMEDIAL ENGLISH*
This online remedial English course introduces students to the fundamentals of writing and reading English at the college level. The emphasis is on writing well-developed sentences, paragraphs and essays as well as improving reading comprehension. This course specifically focuses on idea generation, drafting, revision, and use of Standard English. The course offers a review of English grammar and usage which focuses on topics like spelling, fragments, run on sentences, subject verb agreement and pronoun errors. Students will also read and analyze essays improving their basic reading comprehension skills, and basic vocabulary development. Writing will be integrated with reading as a way to reinforce reading abilities.

**Prerequisite:** Assessment Test

**Note:** This course is offered through Distance Learning program only.

**ENG105 @** 3 CREDITS
ENGLISH COMPOSITION I
This course in English Composition will introduce the student to various techniques of the writing process. Here, they will learn to explore voice, tone, analytical reading, critical thinking, literature and a great deal more. The main objective here will be to transfer thoughts onto paper and do this in a comfortable way, while finding individual authorial voices and styles. Students will use writing to discover, organize, and develop ideas; to express their personal thoughts; to collect and evaluate information; and to persuade their readers.

**Formerly:** ENG105 English Composition

**Prerequisite:** placement by examination

**ENG110** 3 CREDITS
SPEECH AND COMMUNICATION
This course is designed to prepare students for the communicative demands in different circumstances and environments, but especially in the work place. Students will learn the importance of communicative strategies where proficiency and clarity are essential aspects of successful delivery in communication. Students will also become familiar with case studies and situations in which they will challenge their communicative skills in discussions, individually and in groups. An integral part of the course will be preparations of oral presentations and project reports delivered to the class.

**ENG175** 3 CREDITS
WRITING FOR SOCIAL MEDIA
This course will explore the relationship between audience, purpose and text in a cross section of social media, including Tweets, blog posts, Facebook updates, and Instagram photos. Students will develop criteria for evaluating each form of writing, find examples, assess what makes them effective, consider the decoding skills they demand from readers, and practice the form using tried and true social media writing tactics.

**Prerequisite:** ENG105

**ENG205@** 3 CREDITS
ENGLISH COMPOSITION II
This module is the second component in the series of English Composition courses. Here, using Composition I as a springboard, the curriculum of this course is designed to foster within students, the ability to apply independent research and writing skills. The new ASA Writing Center will be a useful resource for students in ENG 205, as it offers help and seminars on research methods which will form the bulk of this course. Students will learn to: (1) read and analyze literary works critically; (2) conduct research through various different modes including library, data-bases and Internet; (3) explore rhetorical strategies; (4) learn proper forms of documentation and citation of sources.

**Prerequisite:** ENG105

**FSM100** 1 CREDIT
FRESHMAN SKILLS SEMINAR
This single-credit course is knowledge-and-skills based, designed to help the new college student navigate and experience the challenges as well as the promises of tertiary academic life and beyond. Within the FSM100 course, students are afforded an overview of the college environment. Students get to know ASA – the administration, the academic set-up, the support services departments and much more. The course also includes lessons in developing communication skills, improving study skills, learning how to cope with stress, effective time management, test-taking strategies, and developing critical thinking and problem solving skills. Students are introduced to the importance of the career portfolio in preparation to the more extensive discussion when they take the Career Development (CDV100) course. FSM100 serves as the first step the student takes toward becoming a disciplined scholar and successful professional.
**HIS101 @ 3 CREDITS**  
**AMERICAN HISTORY I**  
American History I: 1492-1877 is an introductory survey course designed to introduce the significant events, themes and ideas that shaped the formation of the United States from colonization to Independence, and through the end of the Civil War. Through the course of the semester, students will explore and come to an understanding of the political, economic and cultural trends and how these affected the various groups including indigenous peoples, colonists and immigrants who came to form the country.

**HIS201 @ 3 CREDITS**  
**AMERICAN HISTORY II**  
American History II: 1877-present is an introductory survey course designed to introduce the significant events, themes and ideas that shaped the United States from Reconstruction to Present day. Through the course of the semester, students will explore and come to an understanding of the political, economic and cultural trends and how these affected the various peoples of the United States of America.

**HIS200 @ 3 CREDITS**  
**WORLD HISTORY I**  
This course thematically treads through major ancient world civilizations, in particular the first written records of our world to 1500 CE. In exploring the narrative of human events, students will enhance their understanding of cultural literacy and the inter-connectedness of exciting human events we know as world history. Reaching beyond a linear study of history, students are encouraged to see events, wars, politics, geography, risen and fallen empires as an unrelenting story of humanity that continues to influence and enrich the lives of communities, countries, and peoples.

**HIS210 @ 3 CREDITS**  
**WORLD HISTORY II**  
This course reiterates and unravels a continuous narrative of human events studied in the series of World History. In this second half of the series, students will study the historical developments of colonialism, European imperialism, transatlantic trade, modern wars and modern threats to the peace of this world. The periods of the Enlightenment, the Industrial Revolution and the political revolutions will be examined very carefully because they give us a sense of understanding the modern world.

**HRM120 @ 3 CREDITS**  
**INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY**  
This course provides an overview of Industrial and Organizational (I/O) Psychology. It focuses on how business organizations can be designed to improve efficiency and promote the quality of employees' lives. Topics include the history of Industrial/Organizational psychology, job analysis, psychological assessments, personal decisions, motivation, leadership, and the relationship between work, stress and health.  
*Prerequisite:* PSY105 or 6 credits of 200-level psychology or above.

**HRM230 @ 3 CREDITS**  
**HUMAN RESOURCES MANAGEMENT**  
This course provides a brief introduction to human resources management. The students examine employer-employee relations in such areas as equal employment opportunity practices, training and appraisal methods, compensation, management and reward of motivational programs. This application oriented course equips students with the skills and knowledge necessary for the workplace.

**HRM310 @ 3 CREDITS**  
**LABOR RELATIONS**  
This course will present an in-depth overview to Employee and Labor Relations. This class is designed to address several key questions related to Employee Relations. What skills are needed as employees, managers, and HR professionals to be successful in this arena? Why do we care about Employee and Labor Relations? Who is affected by Employee and Labor Relations? How does organizational context affect Employee and Labor Relations? Employee and Labor Relations are critical to the bottom line success of organizations. As future employees, managers, and perhaps for some of you, Human Resource professionals, it is critical that you are familiar with the fundamental laws, policies, programs, and skills related to developing yourself and your organization's human capital.

**HRM320 @ 3 CREDITS**  
**ORGANIZATIONAL CULTURE**  
This course treats the contemporary theory and practice of organization development while also focusing on organizational culture. Though its primary focus is on North American organizations, it offers insights and applications pertinent to organizations around the globe. The course examines the organization development process, including intervention strategies, and the role of organization development in creating the changes that improve individuals, teams, and organizations.

**HRM340 @ 3 CREDITS**  
**EMPLOYEE TRAINING AND DEVELOPMENT**  
This course is about the training and employee development and human performance improvement in organizations; but that is not the whole story. The field of training and development is changing. There is a need for trainers to reorient their thinking from the comfort and structure of the classroom to the more ambiguous consulting area. The gap is actually not nearly as wide as some might think. Trainers have consider-
able expertise in job and task analysis, learning specialists, facilitators, communication experts, and professionals with a broad perspective of the human dimensions of human performance in organizations.

**HRM400**

**ORGANIZATIONAL THEORY AND DESIGN**

This course involves the management challenge of designing organizational structure to facilitate effective performance and achieve competitive advantage given the evolving nature of organizational environments. Issues will include organizational innovation and change; technological change and organizational restructuring; global competition; organizational culture; employee involvement, participative management, and team systems; total quality management; and organizational control, communication, and conflict. Particular attention will be devoted to the implications of information technology and e-business for the structure and design of the 21st century organization.

**LIB100**

**RESEARCH METHODS**

This course provides an introduction to information and its sources. It follows the five standards of information literacy established by the ALA's Association of College and Research Libraries. Students learn how to determine the need for information, how to access, evaluate and incorporate such information for a specific purpose and to use the same legally and ethically. The course covers academic library resources and their usage for research projects as well as a thorough introduction to the APA citation style. It uses a mixture of lecture and reading assignments, in-class discussions, examinations, and competency-based lab assessments. An integral part of the course is the application of the learned skills to complete a research project assigned in other college courses.

**LIT200 @**

**AMERICAN LITERATURE**

This course surveys the literary heritage of America. In exploring the development of the American literary tradition, students will be acquainted with issues that critically define American literature and American writers. What is American literature and who are American writers? These questions will serve as a springboard for further discussion and identification of some of the broad literary movements and traditions in American literature such as transcendentalism, realism, regionalism, and modernism. Readings will range from the Colonial Era to the present day. By examining works of literature of many genres, students will explore various literary styles in their historical contexts that gave shape and definition to what we understand as the canon of American Literature.

**MAT005**

**MATH SKILLS I**

This is the first course of the sequence of the two remedial math classes. It is designed to be a developmental course of Arithmetic and introduction to Algebra. This course is created to provide students the opportunity to develop fundamental computational skills and lay the foundation for success in Remedial Math Skills 2 course. Topics include whole numbers, fractions, decimals, percent, measurement, geometric concepts.

**MAT010**

**MATH SKILLS II**

This is a developmental course of elementary algebra with an integrated review and reinforcement of arithmetic skills. This course is designed to provide students with necessary basic skills of mathematical operations in preparation for college level mathematics. Topics include real number system, numerical evaluation, algebraic operations, algebraic and graphical solutions of linear equations and systems.

**Prerequisite:** Placement Examination or successful completion of Math Skills Level I

**MAT110**

**COLLEGE ALGEBRA**

This comprehensive, broad-based credit-bearing course is designed to familiarize students with the techniques of problem-solving. Topics include algebraic operations, equations, polynomials, rational expressions, integer and rational exponents, quadratic formula, exponential and logarithmic functions. This course is designed to ensure that students are capable of satisfactorily completing challenging exercises and demonstrating that they are aware of algebraic math concepts essential to college-level learners.

**Prerequisite:** Placement Examination or successful completion of MAT005 and/or MAT010

**MAT220**

**STATISTICS**

This is an introductory statistics course designed for students in fields that emphasize quantitative methods. Probability concepts and the theory of sampling distributions are used as aids to quantitative reasoning and data analysis, along with illustrations drawn from the natural and social sciences. Topics include problems involving graphical and numerical descriptive measures, probability, discrete random variables, binomial and normal random variables, sampling distributions, hypothesis testing.

**PHI110 @**

**ETHICS**

In this course, students will examine moral belief systems, including different theories of ethics and their application to moral issues in the society at large and in daily life. Students
will examine major ethical questions, including “What is morality?” and “What does God have to do with right and wrong?” Students will present ethical ideas of philosophers like Immanuel Kant and Jean-Paul Sartre to the class. Students will also be required to investigate and write about their own ethical values and to write critically about the application of ethics to life.

**PHI200 @ 3 CREDITS  
PHILOSOPHY**

This course surveys the canon of philosophical thought which presently defines the field. Students will explore the development of philosophy from a historically based collection of thinkers starting with Plato and working through to Sartre. All philosophy stems from fundamental questions. Throughout this course, the student will be examining basic assumptions, revising received views and looking in depth at the work of philosophers who at times took immense risks to do just this. By examining the original works of the philosophers themselves, students will explore first hand the various modes of thought that brought civilization from Socratic rhetoric to the theories of Existentialism. This course seeks to define what we understand today to be philosophic inquiry.

**PSY105 @ 3 CREDITS  
PSYCHOLOGY**

This course covers the major facts, theories, and controversies of contemporary psychology from a natural science perspective. Topics include Freud and psychoanalysis, genetics and behavior, neural bases of behavior, motivation, emotion, sensation, perception, intelligence, and mental disorders and their treatment.

**PSY210 @ 3 CREDITS  
DEVELOPMENTAL PSYCHOLOGY**

This course is an introduction to the major theories and findings in Developmental Psychology. It utilizes a life-span approach to human development, including birth, early childhood, adolescence, and adulthood. Major developmental theories will be used as framework as well as environmental and psychological factors associated with cognitive, social, and personality development. Topics include attachment, theory of mind, language and thought, memory and moral development, emotion, thinking and reasoning, and cultural factors, which influence development. Students will be encouraged to think critically and apply research and theory to examine for themselves.

**Prerequisites: PSY105**

**PSY220 @ 3 CREDITS  
PERSONALITY PSYCHOLOGY**

This course covers the major personality theories, as well as research and assessment issues in the study of personality. This course will focus on major classic and contemporary approaches to personality theory and how these theories are validated, including their limitations and applications. Commonly used personality assessment measures and cultural influences on personality theory will be presented.

**Prerequisites: PSY105**

**PSY230 @ 3 CREDITS  
SOCIAL PSYCHOLOGY**

This course covers the major research and theories in social psychology, social thinking, social relations and social influence. Topics include the social self-concept, social judgment, attitudes, prosocial behavior, conformity, aggression, prejudice, stereotyping, persuasion and interpersonal relations.

**Prerequisites: PSY105**

**PSY260 @ 3 CREDITS  
ABNORMAL PSYCHOLOGY**

This course provides an overview of the scientific study of psychopathology. It includes the major theories concepts and historical perspectives on psychopathology, different theoretical models of psychopathology, assessment and diagnosis of mental illness. It will also include the etiology, description, classification and treatment of the main categories of mental illness. The legal and ethical issues pertaining the assessment and treatment of mental illness will be discussed.

**Prerequisites: PSY105 or 6 credits of 200-level psychology or above.**

**PSY310 @ 3 CREDITS  
RESEARCH METHODS IN PSYCHOLOGY**

This course introduces students to quantitative and qualitative methods of conducting research. It covers concepts, terms, methodology and techniques used in data analysis. Students will gain an understanding of research intent and design, and will learn to formulate ideas which can be translated into data analysis. Students will also learn to draw conclusions from data using SPSS. The course will develop students’ ability to find, interpret, understand and evaluate current research in the field of psychology.

**Prerequisites: PSY105, LIB100**
PSY320  
COGNITIVE PSYCHOLOGY  
This course covers how we process information, think and remember. It includes the major theories on how we perceive objects, attend to information, remember material, solve problems and make decisions. Topics include attention, perception, multiple memory systems, encoding and retrieval processes, and emotional influences on learning and memory.  
Prerequisites: PSY105 or 6 credits of 200-level Psychology or above.

PSY410  
HISTORY AND SYSTEMS OF PSYCHOLOGY  
This course is an overview of the history of psychology. It covers the major contributors, ideas, and trends influencing the development of psychology over time. Particular emphasis will be given to the relationship between psychology, philosophy, biology, statistics, mathematics, and other disciplines. It will also include how each one of these disciplines informed the field of psychology and its development into a science and a profession.  
Prerequisites: PSY105 or 6 credits of 200-level Psychology or above.

PSY430  
ADULT PSYCHOLOGY  
This course provides an overview of the longest phase of the life cycle, covering the years from young to late adulthood. Life span developmental psychology assumes that development continues well into old age. Biological, psychological and social factors all contribute to changes observed as we age and these changes are found across many domains (e.g., social relations, personality, cognitive functioning, and emotions, among others). This course examines the aging process to better understand the issues facing your grandparents, parents, and you someday. Throughout the course, emphasis will be placed on problems and potentials that accompany the aging process.  
Prerequisites: PSY105 or 6 credits of 200-level Psychology or above.

PSY901  
PSYCHOLOGY SEMINAR  
The goal of this course is to prepare students for their career after graduation. It includes writing review papers, proposals and presentations, and panel style discussions. Students are expected to contribute to class participation, do library research, present and discuss class material.  
Prerequisites: Last semester of the program.

PSY905  
PSYCHOLOGY PRACTICUM  
The practicum placement provides an integrated series of learning experiences that will serve students with the opportunity to practice and expand on previously held knowledge and learned skills. It will also serve students with developing new skills and knowledge, and experience professional and personal growth and development.  
Prerequisites: Last semester of the program.

PSY955  
PSYCHOLOGY CAPSTONE  
This course is a capstone experience, intended to give students the opportunity to draw together knowledge and skills learned throughout their undergraduate career. Students will work at assigned agencies in a semester long project, while completing coursework designed to integrate academic knowledge with “real-world” experience.  
Prerequisites: Last semester of the program.

RUS105  
RUSSIAN I  
Russian I is planned for students to support high-intermediate grammar and listening skills acquired previously. Students will do so in different environments and situations. This class combines all aspects of listening - sounds, stress, rhythm, and intonation, which will help students to expand their listening skills. Students will acquire higher developed listening skills through exercises as they listen to CDs and computer listening programs. Also, students will apply and emphasize their grammar knowledge using textbook drills and specially developed on-line exercises. Students will first work on controlled activities for skills and expertise (2 hours), specific purposes (1 hour) and then practice what they have learned in the Language Computer Lab (1 hour). In the Lab they will be able to use the most recent up-dated technology and equipment. The reading part of the program will help students to: (a) practice reading comprehension skills; (b) enrich their vocabulary; (c) drill communication skills while answering questions and discussing stories; (d) get broader understanding of the world, its cultures, traditions, and people, which would maintain students’ interest in learning English. There will be two oral presentations (minimum of five minutes each) with a Question & Answer period afterward. Students will be given feedback and evaluation for all presentations.  
Prerequisite: Placement by Examination
RUS205 3 CREDITS
RUSSIAN II
This Russian Elective is planned for students of at least high-intermediate grammar and listening skills acquired previously.

The course stresses the core language and gives an opportunity to acquire business vocabulary, develop skills and gain confidence and fluency necessary to participate successfully in the global workplace.

This second course in Russian follows a progressive and comprehensive grammar syllabus alongside, with the emphasis on the effective use of grammar for clear communication in business life.

Based on a carefully constructed language syllabus the business course also tackles the key functional areas of business interaction, such as making contacts, telephoning, negotiating deals, participating in meetings, giving presentations in Russian and many others.

Prerequisite: Placement by Examination

SAC405 3 CREDITS
PRINCIPLES OF SUBSTANCE ABUSE COUNSELING
This course provides a general overview of the addiction field and substance abuse counseling and prevention services. It is designed for anyone who plans to work with individuals or families impacted by addiction, from child welfare workers to police officers, nurses and teachers. Topics include causes and consequences of addiction as they relate to the individual, family, community, and society. Response alternatives regarding intervention, treatment, education and prevention will be explored.

Prerequisites: PSY105 or 6 credits of 200-level Psychology or above.

SAC411 3 CREDITS
CONTEMPORARY ISSUES IN SUBSTANCE ABUSE
This course introduces students to the counseling and intervention techniques commonly employed in substance abuse counseling. Students will acquire and develop a working knowledge of the different theoretical orientations and techniques used in addiction treatment. The course will also provide counselors-in-training with an overview of addictive disorders, stages of change, harm reduction, screening and brief intervention, motivational interviewing, and evidence-based assessment and intervention practices.

Prerequisites: PSY105, SAC405.

SAC415 3 CREDITS
THE PSYCHOLOGY OF ADDICTION
This course will focus on the psychological and neurobiological understandings of substance use, misuse, and addiction. Students will identify and examine the addictive process as it relates to various substances and behavioral addictions. Relevant insight from various self-help movements will be covered. Scientific perspectives derived from social psychology, sociology and behavioral pharmacology will be considered.

Prerequisites: PSY105, SAC405.

SAC432 3 CREDITS
ADULT PSYCHOPATHOLOGY
This course is a comprehensive study of the theories, and research associated with some of the more important types of adult psychopathology. Students will develop a working knowledge on the etiology, course, and treatment of emotional disorders. Focus will be given to anxiety disorders, mood disorders, eating disorders, personality disorders and psychotic disorders.

Prerequisites: PSY105 or 6 credits of 200-level psychology or above.

SAC436 3 CREDITS
CLINICAL INTERVENTIONS AND ASSESSMENT OF SUBSTANCE ABUSE
This course provides a comprehensive examination of substance abuse treatment and rehabilitation. It focuses on evidence-based counseling and intervention techniques commonly employed in substance abuse counseling. Counselors-in-training will acquire and develop skills in assessment, diagnosis, and treatment of substance abuse disorders. Students will work on counseling skills established as the national standard for alcoholism and drug abuse counselors, with opportunities for role playing of hypothetical therapy situations. Emphasis will be given to the importance of cultural competency and co-occurring disorders.

Prerequisites: PSY105, SAC405 and SAC411.

SAC450 3 CREDITS
ETHICAL AND PROFESSIONAL ISSUES IN COUNSELING
This course will provide an overview of principles and issues of professionalism and ethics in counseling. The goal of the course is to introduce students to ethical principles, professional guidelines, and issues pertaining to special groups. The course will follow a seminar format and students are expected to challenge themselves to consider how their own values and backgrounds will influence their own professional ethics. The course is designed prepare students to formulate positions on major issues and assist them in their future work as counselors and facilitate decision making when faced with ethical dilemmas.

Prerequisites: PSY105, SAC405 and SAC411.

**SCI101 3 CREDITS
INTEGRATED SCIENCES
The Integrated Sciences course introduces the student to notable science components particularly physics, chemistry,
astronomy, geology, and biology. Classroom instruction will be anchored largely on the interdisciplinary approach. The course will progress using contextual integration of the social, historical, as well as philosophical inquiry and problem-solving methods of the learning delivery system. Such will provide the student with critical thinking and inquiry skills essential toward further studies in the health disciplines.

**SOC105 @ 3 CREDITS**
SOCIOLOGY

This course introduces students to the study of human behavior in society. Students will examine major components of sociology, including culture, diversity, and such social institutions as family, government, and education. Students will be required to investigate and write about their own social values and to write critically about society in general.

**SOC150 3 CREDITS**
CHILD WELFARE / CHILD ABUSE PREVENTION

This course will examine the child welfare system and its historical development. Students will gain an understanding of the basic child welfare policies, programs and practices related to child and family functioning. A survey of supplement, supportive and substitute services is provided. Students will also understand the different roles of the child welfare social worker. The issues of poverty, oppression, race and ethnicity, and their impact on children and families will also be explored.

**SPA105 3 CREDITS**
SPANISH I

The Intermediate Spanish Course (SPAN X) provides students with a review of previously learned Spanish and helps them acquire new communicative skills in Spanish while developing an awareness and appreciation of Hispanic/Latino cultures. The course focuses on five general areas:

- Communicating in Spanish
- Gaining knowledge and understanding of cultures of the Hispanic world
- Connecting with other disciplines and acquiring new information
- Developing awareness of similarities and differences (comparisons) among language and culture systems around the world
- Using Spanish to participate in communities at home and around the world

Prerequisite: Placement by Examination

**SPA205 3 CREDITS**
SPANISH II

This course represents an Intermediate Spanish Conversation program with the main purpose to develop students’ listening and speaking skills in Spanish, and to help students communicate effectively with Spanish-speaking communities in the United States and other countries. Students are introduced to most commonly used vocabulary and grammatical structures that are necessary for speaking about everyday topics and situations. The program provides many opportunities to learn and practice Spanish through interactive activities, modeled dialogs, and situational exercises that encourage students’ interest in studying language at a higher level.

Prerequisite: Placement by Examination

**SPA210 3 CREDITS**
SPANISH FOR HERITAGE SPEAKERS

Heritage language learners are those individuals who are proficient in English and who grew up speaking another language at home; they are able to communicate, at some extend, in more than one language. Therefore, this course is designed for students who speak Spanish at home, write informally and wish to improve their writing, grammar, vocabulary, and spelling skills. The main purpose of the Spanish for Heritage Speakers courses is to build upon the language knowledge that students bring to the classroom and develop their proficiency of academic Spanish. Formal aspects of the language will be stressed including: spelling, punctuation, accentuation, composition, reading, standard grammar, and vocabulary enrichment. The course will be taught in Spanish.

Prerequisite: Placement Exam or SPA205

**SPA220 3 CREDITS**
ADVANCED SPANISH COMPOSITION

Advanced Spanish Composition offers a practical approach to written expression through examination of cultural topics, such as current events in the Hispanic world, literary works, and controversial issues. These topics will be further explored through the development of main academic writing modes: description, narration, exposition (analysis, comparison/contrast), and argumentation. Furthermore, students will study and practice problematical points of Spanish grammar, syntax, and morphology in authentic contexts.

Prerequisite: Placement Exam or SPA205

**SPM270 3 CREDITS**
SPORTS MANAGEMENT

This course provides students with a practical introduction to the sports management industry. It covers the fundamental principles of the business of sports. The courses discusses the unique nature of sports-related organizations and the classic aspects of human economic behavior as they apply to these organizations. Additionally, the course covers topics such as the sociological aspects of the sports, marketing/sponsorships, facility management, sport rules and contemporary issues. The course will also explore every day functions performed by major league officials, front office personnel, NCAA athletic directors, and event managers.
SPM305 3 CREDITS
SPORTS PSYCHOLOGY
This course provides an overview of major concepts, theories and principles in psychological and behavioral aspects of sports and physical activity. It includes perspectives from personality, developmental, and social psychology as well as physiology, sport sociology, and motor learning. Topics will also include practical applications to the sports and health industries, motivation, health, and well-being. Applications are made to coaching, sports medicine, teaching, sport management and fitness instruction.

Prerequisites: PSY105 or 6 credits of 200-level psychology or above.

SPM343 3 CREDITS
SOCIOLOGY OF SPORTS
This course examines institutionalized sport from a sociological perspective. It also explores the ways in which sports are intertwined with social, cultural, political and economic forces operating at many different levels, from social psychological levels to the global level. Topics include gender, race, and social class.

Prerequisites: PSY105, SPM305

SPM380 3 CREDITS
SPORTS AND CULTURE
This course provides is designed to provide students with an overview of the role that sports have played in the development of media and society, both in the United States and globally. The course will address internal and external factors of how people perceive, experience and relate to sports, including political and social factors. The role of sports, media, political and social institutions will be examined in relationship to the integration of American society. Key issues to be covered include amateurism, labor, performance-enhancing drugs, race, gender, sexuality, body image, nationalism, and the role of sports within global society.

Prerequisites: PSY105, SPM305

SPM425 3 CREDITS
PSYCHOLOGY OF INJURY
This course will address the psychological antecedents of sport injuries. Different theoretical models explaining psychological reactions and adjustment to athletic injury will be explored. Emphasis will be given to understanding the difference between adaptive and maladaptive reactions on athletic injury and adjustment process, as well as acquainting students with applied approaches in sport psychology rehabilitation. The complex physical and psychological nature of injuries will be discussed, including theoretical foundations of behaviors, psychological intervention of performance problems, and psychosocial strategies/mental health issues related to injury.

Prerequisites: PSY105, SPM305

ENGLISH AS A SECOND LANGUAGE

LEVEL A - PLACEMENT BY EXAMINATION

ESLA01 3 NON-CREDITS
ESL READING SKILLS - LEVEL A
This course is especially designed for students who do not have English language proficiency. Here students will learn the elements of the English language, including the alphabet and the basic sentence structures. Students will develop their reading skills and broaden their vocabulary as well as improve their comprehension and speaking abilities. A special emphasis will be placed on making use of graphic, syntactic, lexical, and rhetorical cues in understanding reading material.

ESLA02 3 NON-CREDITS
WRITING & LITERACY SKILLS
Basic Writing Literacy Skills Course is an adult course in English as a second language which starts at absolute beginner language and literacy level. Written for adult immigrant learners, Writing Skills is for students who are preliterate in their own language and who know no English. Recognizing the reality that adults can’t wait to become literate in order to work and carry on their lives, Writing Skills offers instruction in survival English, basic literacy, and elemental civics concepts at the same time.

ESLA03 3 NON-CREDITS
ESL ORAL COMMUNICATION SKILLS - LEVEL A
This course is designed for students who have very little prior knowledge of English. Initial attention is paid to the recognition and pronunciation of the English alphabet. Then, emphasis is on learning basic English pronunciation and intonation and its sound system. Later on, major work is done on learning and practicing simple daily conversations. Throughout the course, correct pronunciation and understanding of simple spoken language of daily life is given special attention.
ESLA04 3 NON-CREDITS
ELOCUTION WORKSHOP 1
This course is specifically intended for students who have a beginning English language proficiency. In this course students will practice the basic sounds of English as well as work on vowels and consonants, stress and intonation. Students will also appreciate how their native language influences their pronunciation in English, and recognize the strengths of their own accents.

ESLA05 3 NON-CREDITS
ESL GRAMMAR SKILLS - LEVEL A
This course is designed for students who have little knowledge of English. It is to introduce them to the English language in written form. With the aim of enabling students to write very simple English sentences correctly, major attention is given to creating a foundation of grammar knowledge. Major emphasis is on introducing several common tenses regarding the use of verbs. Basic knowledge about nouns, pronouns, adjectives, prepositions and others are also learned.

ESLA06 3 NON-CREDITS
INTEGRATED LANGUAGE APPLICATION SKILLS - LEVEL A
ESL Integrated Language Applications Skills I is planned for beginning students to strengthen grammar and listening skills acquired in other ESL courses. Students will do so in a diverse environment and class setting. This class combines all aspects of listening – sounds, stress, rhythm, and intonation which will help students to develop their listening skills. Students will learn basic listening skills through exercises as they listen to both CDs and computer listening programs. Also, students will apply and highlight their basic grammar understanding using textbook drills and specially developed on-line exercises. Students will first work on controlled activities for skills and ability (2 hours), and then practice what they have learned in the Language Computer Lab (1 hour). In the Lab they will be able to use the most modern updated technology and equipment. The reading part of the program will help students to: (a) practice reading comprehension skills; (b) enrich their vocabulary; (c) drill communication skills while answering questions and discussing stories; (d) get broader knowledge about the world, its cultures, traditions, people, which would support students' interest in learning English.

ESLA07 3 NON-CREDITS
INTRODUCTION TO ESL CIVICS
This course has been designed to introduce beginning and intermediate adult students to the meaning of American Citizenship and naturalization. Activities in this course will encourage ESL students to build up life skills and knowledge about their new homeland; also students will be able to compare life in the USA with the life, history, and government of their native countries. In this course essential information on US history, government and civics is integrated with the skills of listening, speaking, reading, and writing. (Not currently offered).

LEVEL B - PLACEMENT BY EXAMINATION

ESLB01 3 NON-CREDITS
ESL READING SKILLS - LEVEL B
This course is especially designed for students who do not have English language proficiency. Here, students will learn the elements of the English language, including the alphabet and the basic sentence structures. Students will develop their reading skills and broaden their vocabulary as well as improve their comprehension and speaking abilities. A special emphasis will be placed on making use of graphic, syntactic, lexical and rhetorical cues in understanding reading material.

ESLB02 3 NON-CREDITS
ESL WRITING & LITERACY SKILLS
Writing Literacy Skills Course aims to create a basis of elementary writing skills for ESL students who are not proficient in the English language. Here students will learn the use of and conjugation of verbs in present, past, future tenses. Students will also become familiar with key grammatical structures through numerous exercises and practice. Yet, the focus of the course will be on sentence and paragraph writing; students will be asked to challenge themselves in developing these language skills and be able to express their ideas through writing.

ESLB03 3 NON-CREDITS
ESL ORAL COMMUNICATION SKILLS - LEVEL B
This course is designed to prepare students in elementary levels of conversation in the English language. Students will learn to utilize common phrases in various “true to life” situations and dialogues. The main focus of the class will be on listening, comprehension and articulation. Students will begin to acquire a level of proficiency by completing exercises geared towards different discussions of interest to students’ lives. They participate in role playing, storytelling, problem solving, and brainstorming and memory games. Special attention will be given to American English idioms found commonly in everyday language.

ESLB04 3 NON-CREDITS
ELOCUTION WORKSHOP 2
This course is designed for beginning to mid-level non-native speakers of English who want to modify their accent and increase their confidence in a variety of speaking situations. This course will address a number of characteristics of the American English accent as well as variant pronunciations, reductions, deletions, and consonant clusters.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESLB05</td>
<td>ESL Grammar Skills - Level B</td>
<td>3 NON-CREDITS</td>
<td>This course is designed for beginning students. The course focuses on English grammar through active listening, speaking, reading, and writing activities. At the end of the course, students should be able to understand basic English grammar and to express basic information about their everyday life through simple grammar units. They have to have clear understanding of the parts of speech and English simple tenses.</td>
</tr>
<tr>
<td>ESLB06</td>
<td>Integrated Language Application Skills - Level B</td>
<td>3 NON-CREDITS</td>
<td>ESL Integrated Language Applications Skills II is designed for students to reinforce intermediate grammar and listening skills acquired in other ESL courses. Students will do so in a different environment and class setting. This class combines all aspects of listening — sounds, stress, rhythm, and intonation which will help students to develop their listening skills. Students will be trained for more advanced listening skills through exercises to which they will listen both on CDs and computer listening programs. Also, students will practice and reinforce their grammar knowledge using textbook drills and specially developed on-line exercises. Students will first work on controlled activities for skills and proficiency (2 hours), and then practice what they have learned in the Language Computer Lab (1 hour). In the Lab they will be able to use the newest updated technology and equipment. The reading part of the program will help students to: (a) practice reading comprehension skills; (b) develop their vocabulary; (c) drill communication skills while answering questions and discussing stories; (d) get broader awareness about the world, its cultures, traditions, people, which would support students’ interest in learning English.</td>
</tr>
<tr>
<td>ESLC01</td>
<td>ESL Reading Skills - Level C</td>
<td>3 NON-CREDITS</td>
<td>This course is designed to strengthen student reading skills and comprehension. Here students will be introduced to reading materials mainly focused to broaden the students’ vocabulary, increase reading speed, and teach critical analysis. Students will be exposed to various genres of readings, including fiction, non-fiction, newspapers, and magazines. This will effectively show students that different reading strategies are necessary to become a proficient reader. Students will also be exposed to numerous exercises that challenge their intellectual and conceptual interests while enabling them to advance in language proficiency.</td>
</tr>
<tr>
<td>ESLC02</td>
<td>ESL Writing Skills - Level C</td>
<td>3 NON-CREDITS</td>
<td>This course provides students with the knowledge of grammatical structures and discussions in the basic rules of English grammar, including usage and styles. Students will become familiar with the parts of speech, rules and exceptions of punctuation, sentence constructions, patterns, capitalization, abbreviations, numbers, spelling, and word division. The class will be taught three-dimensionally to familiarize students with syntax, semantics, and pragmatics-form, meaning and use. Challenging exercises for students will teach them to achieve clarity and accuracy in writing as well as in oral communications.</td>
</tr>
<tr>
<td>ESLC03</td>
<td>ESL Oral Communication Skills - Level C</td>
<td>3 NON-CREDITS</td>
<td>This course is intended for ESL students who wish to achieve considerable proficiency in verbal communication skills of the English language. The focus will be on teaching intermediate listening and conversational skills. Students will work with exercises taken from “real life” situations, dialogues, and sentence patterns. Students will be asked to use grammatically correct language units as well as appropriate stress, intonation, and vocabulary. With challenging sets of exercises, (oral, written, and on-line), students will achieve grammar and speech proficiency commonly used in social settings.</td>
</tr>
<tr>
<td>ESLC04</td>
<td>Elocution Workshop 3</td>
<td>3 NON-CREDITS</td>
<td>Students in this course should have an intermediate level of proficiency in speaking English. This course will include the practice of vowel and word stress, intonation, emphasizing content words, de-emphasizing function words and linking words. Students will also work towards personal or professional goals and learn self-correction techniques through a variety of short presentations.</td>
</tr>
<tr>
<td>ESLC05</td>
<td>Readings in American Literature</td>
<td>3 NON-CREDITS</td>
<td>Literature is the key to the heart of any language. In this intermediate/high-intermediate course students will encounter real American writers, men and women whose careers span over two hundred years. Being of diverse backgrounds, including Asian, Armenian and Mexican descent, these authors offer unique points of view of the continually evolving culture here in the United States. Reading and enjoying these stories for their content, students will also examine them to gain insight into the craft of writing and literary analysis. Discussing and learning to express their own insights into the characters, themes and plots of these stories, students will prepare themselves for higher level college English courses while developing a greater appreciation of American literature. In addition, with each reading students will expand their vocabulary and understanding of idioms while reviewing grammatical forms of English, identifying and addressing their own individual problem, both spoken and written, to improve their command of and confidence in English.</td>
</tr>
</tbody>
</table>
ESLC06  3 NON-CREDITS
INTEGRATED LANGUAGE APPLICATION SKILLS - LEVEL C

ESL Integrated Language Applications Skills is planned for students to support high-intermediate grammar and listening skills acquired in other ESL courses. Students will do so in different environments and situations. This class combines all aspects of listening - sounds, stress, rhythm, and intonation which will help students to expand their listening skills. Students will acquire higher-developed listening skills through exercises as they listen to CDs and computer listening programs. Also, students will apply and emphasize their grammar knowledge using textbook drills and specially developed online exercises. Students will first work on controlled activities for skills and expertise (2 hours), and then practice what they have learned in the Language Computer Lab (1 hour). In the Lab they will be able to use the most recent updated technology and equipment. The reading part of the program will help students to: (a) practice reading comprehension skills; (b) enrich their vocabulary; (c) drill communication skills while answering questions and discussing stories; (d) get broader understanding of the world, its cultures, traditions, people, which would maintain students’ interest in learning English.

ESLC07  3 NON-CREDITS
TEACHING ENGLISH THROUGH FILM

The course has been designated for ESL students and focuses on American Films as means to study real life spoken language. Watching a movie is one of the most effective ways to develop listening comprehension skill together with vocabulary study. In addition, art of film is one of the finest ways for ESL students to learn various aspects of American culture and life style. Students will watch segments from the most famous Hollywood movies, discuss the scenes, practice new vocabulary, and share their opinions on various cultural phenomena that they will observe in the movies. (Not currently offered)

LEVEL D - PLACEMENT BY EXAMINATION

ESLD01  3 NON-CREDITS
ESL READING SKILLS - LEVEL D

This course is designed to reinforce high-intermediate level students’ reading skills and comprehension. Here students will be introduced to contemporary reading topics mainly focused on broadening the students’ vocabulary, develop students’ abilities to analyze and synthesize information, and teach them critical thinking skills. Students will be introduced to various genres of reading, including fiction, non-fiction, newspapers and magazines. Different reading strategies will be used for students to become a proficient reader. Students will also be exposed to numerous exercises that challenge their intellectual and conceptual interests while enabling them to advance in language proficiency.

ESLD02  3 NON-CREDITS
ESL WRITING SKILLS - LEVEL D

This class is specifically designed for students whose knowledge of the English language has reached sufficient levels of advanced oral communicative skills. Here students are expected to learn the appropriateness of particular written expressions, grammatical forms and structures to complete grammatically correct writing assignments. Also students will practice writing a variety of sentence structures using their imagination, judgment, intelligence and feelings.

ESLD03  3 NON-CREDITS
ESL ORAL COMMUNICATION SKILLS - LEVEL D

This course presents various ways in which ESL students may advance in their communicative skills in the English language. The lessons of this course include a particular focus on the use of commonplace language in the context of social communications. Here students will learn the necessary forms and patterns of language to operate and communicate among English speaking people in the areas of shopping, banking, housing, health care, employment. This course, likewise, presents students with the opportunity to reinforce listening comprehension and verbal expression skills necessary to pursue college level academic work.

ESLD05  3 NON-CREDITS
LANGUAGE AND CULTURE

This course has been expressly created for advanced students whose level of English has reached near fluency. The material studied in the course will cover every aspect of human life and interaction. The focus of study will be American mainstream values that have attracted people to the United States for more than two hundred years. During the course of studies, certain changes and influences in various aspects of American life will be traced. Students will be exposed to a lot of language phenomena: vocabulary, idioms, terminology, phonetics, grammar. The curriculum objectifies what it means to be an American, asking the question: “What is American culture?”

Formerly: ESLB07

ESLD06  3 NON-CREDITS
INTEGRATED LANGUAGE APPLICATIONS - LEVEL D

“ESL ILA” is planned for students to support high-intermediate grammar and listening skills acquired in other ESL courses. Students will do so in different situations. This class combines all aspects of listening – sounds stress, rhythm, and intonation which will help students to expand their listening skills. Students will acquire higher-developed listening skills through exercises as they listen to CD-s and computer listening programs. Also, students will apply their grammar knowledge using textbook drills and specially developed online practice. Students will first work on controlled activities
for skills and expertise (Zoom -2 hours), and then practice what they have learned in the Language Computer lab (1 hour)/ or on BB. They will be able to use the most updated technology and equipment. The reading part will help students to: (a) enrich their vocabulary, (b) drill communication skills, (c) get broader understanding of the world, its cultures, traditions, and people.

LEVEL E - PLACEMENT BY EXAMINATION.

ESLE02 3 NON-CREDITS
ADVANCED ESL WRITING WORKSHOP
This is an advanced ESL writing course designed to prepare students for future composition class and other academic writing endeavors they will encounter at ASA. This is an intensive writing course with assignments due each week. In the first 5-6 weeks, students will explore topics through paragraph writing. In the final 9-10 weeks, students will explore essay writing. Students will also be required to participate in the revision process of both their and their peers’ papers in the format of peer workshops. In addition, students must keep a weekly journal where they have free rein of topics which could include reactions from their readings.

ESLE005 3 NON-CREDITS
BUSINESS ENGLISH PREPARATION: ADVANCED LISTENING
Students will encounter new business vocabulary and topics in this class. Students will improve their audio and visual proficiency, review advanced grammar topics, and engage in exciting commentary on current trends and stories. The course includes real world business conversations, news coverage, and case study analysis which enable students to process English in authentic business situations. Conversations will include topics that provide focus on the cultural diversity awareness that students require to be successful in today’s global business environment. Additionally, the content of this class will provide the foundations for the business courses that focus on the productive skills. This coursework will be guided by the listening section component of the University of Cambridge Linguaskill exam.

ESLE007 3 NON-CREDITS
BUSINESS ENGLISH PREPARATION: ADVANCED SPEAKING
This is a skills class that emphasizes real-world business oral communication. In this class, students will have a chance to practice the idiomatic phrasing that they learned during their reading and listening classes. Furthermore, students will simulate real-world business-related discussions: job interviews, negotiations, customer service conversations, and more. They will learn pragmatic skills to aid them in these situations, such as strategies for moving discussions forward, time management terms, negotiation language, transactional and transformational language, conflictual idioms and metaphors, turn-taking language, inviting and replying to questions, direct and indirect criticism, euphemisms, managing conference calls, and ways of offering suggestions and advice. In addition to engaging in business role play, students will engage in focused work that targets their pronunciation and speech rhythms. Students will develop productive pronunciation skills towards the goal of maximum intelligibility. This coursework will be guided by the speaking section component of the University of Cambridge Linguaskill exam.

ESLE009 3 NON-CREDITS
BUSINESS ENGLISH PREPARATION: ADVANCED READING
Students will build additional vocabulary, topic awareness, and depth of knowledge in this class. Students will review advanced grammar topics, develop their business text literacy, and engage in debates and discussions surrounding contemporary business trends and news stories. The course includes real world business texts and case studies which enable students to use English in authentic business situations. Topics include Sustainable Development, Social Enterprise, International Trade, Design and Invention, Leadership, Crisis Management, Standardization and Differentiation, and more. Additionally, the content of this class will provide the foundations for the business courses that focus on the productive skills. This coursework will be guided by the listening section component of the University of Cambridge Linguaskill exam.

ESLE011 3 NON-CREDITS
BUSINESS ENGLISH PREPARATION: ADVANCED WRITING
This is a skills class that serves to further develop student writing. Focus will be given to both elements of written style and the strategies that underpin their deployment. Students will encounter situations in which professional written business communication is critical – composing notes and slides for presentations, business plan and executive summary composition, effective email exchanges, follow-up emails, writing for meetings, reporting statistical information, and writing a cover letter for a CV. Students will learn the idioms and conventions that govern these situations, and they will learn how to strategically deploy them. Students will draw upon the vocabulary that they have already learned in other business classes to bolster their responses. This coursework will be guided by the writing section component of the University of Cambridge Linguaskill exam.

ESLE013 3 NON-CREDITS
BUSINESS ENGLISH PREPARATION: ELOCUTION AND ROLE PLAY
In this class, students will have a chance to extend their understanding of the topics that they have covered in the listening, speaking, and reading classes. This class will have three components. Component 1: students will engage in targeted phonetics practice that includes a focus on topics like: American rhythm, intonation & stress, and minimal pairs like “TH”: /ð/ vs. /θ/ sounds. Component 2: students will engage
in group task-based learning exercises that integrate the topics covered during the week in the other business classes. Component 3: students will view and analyze case study video commentaries that provide insights from consultants and insiders who were involved in company-defining business events. In sum, this class further develops and integrates the applicable communicative skills that students encounter in their listening and speaking classes.

**ESLE015**

**3 NON-CREDITS**

**BUSINESS ENGLISH PREPARATION: EXTENSIVE READING AND CULTURAL STUDIES**

In this class, students will read and discuss books that define the current business paradigm in US-based global corporations. Students will gain a critical understanding of concepts informing management and strategy. Specific topics and authors include: EQ, Group Dynamics, Growth Mindset, Daniel Goleman, Carol Dweck, Grant Cardone, and Amy Cuddy. Students will be given extensive reading assignments; such coursework has been shown to help students develop confidence and familiarity with unknown words and provide opportunities for context-based inferencing. Furthermore, students will gain both greater self-awareness and knowledge of unspoken but agreed upon cultural characteristics that define corporate business communication today.

**DIVISION OF BUSINESS**

**ACC101**

**3 CREDITS**

**PRINCIPLES OF ACCOUNTING I**

This course introduces the students to the basic elements of accounting including descriptions of double-entry bookkeeping, the Accounting Cycle for service, merchandising and manufacturing companies, the making and analysis of financial statements, accounting concepts for sole proprietorship, partnerships, and large corporations.

Formerly: **ACC105 Fundamentals of Accounting**

**ACC150**

**2 CREDITS**

**ACCOUNTING WITH ELECTRONIC SPREADSHEETS**

This course provides an exhaustive exposure to the electronic spreadsheets program, its commands, features and functions. Many typical mechanical accounting problems are solved using electronic spreadsheet software from the basic to the advanced. The final portion of the course deals with the most advanced electronic spreadsheet software functions that help simplify bookkeeping procedures, such as macros for highly repetitive tasks, linking files for routine tasks with minor changes, special features to make print documents look better, creating effective presentations, and interactions between electronic spreadsheet software and other applications such as MS Word or Word Perfect, Access, and others.

Prerequisite: **CIS100**

**ACC151**

**3 CREDITS**

**PRINCIPLES OF ACCOUNTING II**

The first part of this course is an overview of the accounting process and financial statements which are designed to provide a gradual transition from the introductory course in Accounting to the more rigorous level of analysis. It also addresses the concepts of present and future values of cash flows and the accounting for cash and short-term investments, receivables, inventories, current liabilities, and contingencies. Finally, it discusses plant assets and depreciation, intangible assets, and long-term liabilities.

Formerly: **ACC105 Intermediate Accounting I**

Prerequisite: **ACC101**

**ACC160**

**3 CREDITS**

**ADVANCED BOOKKEEPING APPLICATIONS**

This course covers the key subject areas in the field of bookkeeping: adjustments; correction of errors; merchandise inventory; internal control and fraud prevention; payroll. The subject matter covered within this course will build on the accounting foundations established in Principles of Accounting I & II which will enable them to handle the technical responsibilities of full-charge bookkeeper for a small to mid-size business. This course prepares the student for the National Certification for Bookkeeper’s (NCB) examination. The NCB certification is a valuable credential for employment in the accounting and bookkeeping field.

Prerequisite: **ACC151**

**ACC165**

**3 CREDITS**

**SPREADSHEET MODELING FOR BUSINESS DECISIONS**

This course focuses on using advanced features of Microsoft Excel to create efficient spreadsheet models of common and complex business problems. It challenges students to use critical thinking and analysis to find effective solutions to real-life situations. It is designed to be an extremely practical class, in which the skills learned can be put to immediate use in other classes, the workplace, and other areas of life.

Prerequisite: **CIS100**

**ACC195**

**3 CREDITS**

**INTRODUCTION TO FORENSIC ACCOUNTING**

This course provides students with an overview of forensic accounting and litigation support. It examines the characteristics of white-collar criminals, financial statement manipulation, common employee fraud schemes and money laundering. Students will learn to detect concealment in financial statement fraud, and the analytical methods use to uncover income concealment and fraudulent accounting practices. This course will also survey new forensic techniques and tools, such as timeline analysis, link analysis, and IRS commonly used indirect methods of proof. This course will also explain the forensic accountant’s role in fighting financial statement fraud, and the standards of conducting and performing litigation services. Students will also learn what it means to be an
expert witness while learning the rules of evidence to properly identify, collect, and preserve financial evidence.

**Prerequisites:** ACC101 & ACC151 - Principles of Accounting I and II.

**Note:** ACC195 - Introduction to Forensic Accounting is replacing ACC200 - Intermediate Accounting Course

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**ACC210  3 CREDITS**

**TAXATION**

This course examines federal income taxation. It begins with an overview of the federal tax structure including reporting procedures, individual tax preparation, business and professional returns, special tax situations, partnerships, corporations, and tax-exempt corporations. The course also instructs students in the use of the latest tax software available in the market.

**Prerequisite:** ACC101, CIS100

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**ACC225  3 CREDITS**

**MANAGERIAL ACCOUNTING**

This course discusses contemporary business trends and their impact on managerial accounting. It covers all managerial accounting topics such as job order and process costing, costs influenced by volume, complexity, product scope, and batch sizes, cost volume-profit analysis, break-even analysis, fixed/variable analysis, flexible budgeting, overhead cost management, advanced manufacturing costs, activity-based costing for strategic decisions, responsibility accounting, constraint theory and decision making, and target costing.

**Prerequisite:** ACC151

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**ACC250  3 CREDITS**

**COMPUTERIZED ACCOUNTING WITH APPLICATION PACKAGE**

This course introduces the student to different types of accounting software and their applications as used by industries in performing day-to-day accounting functions. It integrates the knowledge with information system. It teaches the student the use of accounting software to create a company, set up a chart of accounts, vendors, customers, employees and payroll defaults, general ledger, inventory items, jobs, enter transactions, prepare reports, and analyze the reports.

**Prerequisites:** CIS100, ACC101

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**ACC300  3 CREDITS**

**COST ACCOUNTING**

This course presents three major topics: planning and controlling routine operations; non-routine decisions such as policy making, and long-term planning; and inventory valuation and income determination with emphasis on costs for planning and control. The course will discuss in detail the role of the accountant in the organization; cost-volume-profit relationships; responsibility accounting; standard and flexible costs; and determining how costs behave, including cost analysis for control and motivation.

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**ACC310  3 CREDITS**

**INTERMEDIATE ACCOUNTING I**

Part one of a two-part course which emphasizes an in-depth study of the underlying concepts of financial accounting, including the interpretation and application of pronouncements of various standard setting organizations. This course focuses on the conceptual framework of financial accounting and includes a study of the basic financial statements. The course also has the goal of giving students a deeper understanding of the proper accounting for various items on the balance sheet, primarily the various assets owned by an entity. Additionally, students will learn valuable concepts in the area of the time value of money.

**Prerequisite:** ACC151

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**ACC315  3 CREDITS**

**CORPORATE AND ESTATE TAXATION**

This course examines the concepts of federal taxation as they apply to business enterprise and fiduciary, such as estates and trusts.

**Prerequisite:** ACC210

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**ACC320  3 CREDITS**

**INTERMEDIATE ACCOUNTING II**

Development of accounting theory and practice as applied to: conceptual framework and financial reporting; current and contingent liabilities; long-term liabilities; owner’s equity; contributed capital and retained earnings; investments; and earnings per share.

**Prerequisite:** ACC310

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**ACC400  3 CREDITS**

**ACCOUNTING INFORMATION SYSTEMS**

The course goal is to give future accounting and finance professionals the background 1) to oversee accounting system functions, 2) to implement and review systems of internal controls and 3) to understand how to ensure that organizations have valid, accurate, and timely financial information to support decision-making. Classes will include hands-on application with several software packages, and students are expected to become competent in applying their new skills and knowledge to real world applications.

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**ACC417  3 CREDITS**

**AUDITING**

An introduction to generally accepted auditing standards adopted by the AICPA and releases by the SEC in conjunction with an expression of an opinion by independent public accountants. Attention to the ethics of the profession of public accounting and the study of internal control.

**Prerequisite:** ACC320
BUS110 @ 3 CREDITS
INTRODUCTION TO BUSINESS
This course has been designed to present the student with a balanced view of a business - the strengths, weaknesses, successes, failures, problems and challenges. In addition, this course, with its vast array of features, provides the student with a solid foundation for more advanced courses, and it explains the opportunities, rewards, and challenges of a business career.

Prerequisite: BUS110

BUS115 @ 3 CREDITS
INTERNATIONAL BUSINESS AND TRADE
This course describes the general nature of international business and the three environments in which an international business person works. It examines the increasingly important international organizations, the international monetary system, and the impact of both on business, the uncontrollable forces that make up the foreign environments and their effect on business practices. The course also explores trends and new directions of international companies.

Prerequisites: BUS110, BUS200

BUS120 @ 3 CREDITS
ORGANIZATIONAL BEHAVIOR
This course provides a basic understanding of human actions in organizations. It includes the analysis of individual and group processes in organizational settings. It also helps the student to understand, predict, and improve the performance of individuals and the organizations in which they work.

Prerequisite: BUS110

BUS135 @ 2 CREDITS
ADMINISTRATIVE OFFICE MANAGEMENT
This course provides a basic understanding of the fundamentals of effective management. These fundamentals include the basic principles of management, problem solving, system thinking, and communications needed to administer the office functions. Also, it stresses people and their role in using the tools of information technology required in the battle to increase productivity. The course also highlights the main concepts needed to understand the services used by successful office administrators - computers, text/word processing, telecommunications, records management, micro-image and reprographics systems, and the ergonomic environment required for the new networking technology. Finally, this course provides a “control” setting that explains how office managers evaluate the productivity of their office systems and the “bottom-line” importance of living within their budgets.

Prerequisite: BUS110

BUS145 @ 2 CREDITS
DATABASE MANAGEMENT APPLICATION PACKAGE
This course provides an in-depth understanding of database design; creating a database; querying a database; maintaining a database; importing a worksheet into database software; creating reports and forms; publishing reports to the Web; enhancing forms by using OLE fields, hyperlinks, and sub forms; and using Macros; VBA, and the Switchboard Manager to create an application system.

Prerequisite: BUS110

BUS175 @ 3 CREDITS
BUSINESS LAW I
This course introduces students to the principles of Business Law. Business Ethics and Social Responsibility, Torts, Intellectual Property, Cyber Law, Criminal Law and Contracts are a few of the topics to be covered.

Prerequisite: BUS110

BUS180 @ 3 CREDITS
BUSINESS LAW II
In this course, you will explore specific areas of the law that were not covered in Business Law I such as intellectual property, negotiable instruments, secured transactions, bankruptcy, environmental law, and wills and trusts. In each area, you will learn to apply the legal concepts/terms and case law to hypothetical situations. In class, you will conduct independent research for class discussions, research and write one paper.

Prerequisite: BUS175

BUS200 @ 3 CREDITS
PRINCIPLES OF MARKETING
This course introduces the student to the role of marketing in the economy, and covers major marketing topics including institutions involved in the marketing process (manufacturers, wholesalers, retailers, advertising agencies, marketing research firms, banks, shippers, storage warehouses, and others). The course also examines major tools used by modern marketers (product, price, promotion, place and major environmental forces affecting the marketing process), demographics, economics, ecology, technology, politics and culture.

Prerequisite: BUS200

BUS204 @ 3 CREDITS
MARKETING PROMOTION AND ADVERTISING
This is an advanced course designed to give students a strong theoretical background in advertising management issues, along with a practical understanding of how the elements in a marketing communications plan can help marketers achieve their objectives.

Prerequisites: BUS200

BUS205 @ 3 CREDITS
PRINCIPLES OF FINANCE
This course approaches the three traditional divisions of finance (corporate finance, investments, and financial institutions) by employing the twin concepts of value maximization and the risk/expected return tradeoff throughout the course.
It distinguishes between finance and economics, focuses on time value of money concepts, provides a basic overview of the operations of the firm against the background of financial intermediation and the capital markets, explores security valuation and capital market theory, capital budgeting and corporate financing, financial derivatives and risk management, international financial management, financial analysis and financial planning, inventory and cash management, accounts receivable management.

Prerequisite: ACC101, BUS150

BUS210 3 CREDITS
BUSINESS ETHICS
The coursework in BUS210 contributes to the knowledge of strong business decisions within the ambit of business ethics, sustainability, and stakeholder management. The managerial perspective to Business Ethics is enriching enough to assist students, as potential business decision makers, to safeguard the interests of internal and external stakeholders, which includes employees, the immediate community actual and potential investors, and the environment at large. Regulatory and industry mandates are key considerations in the stakeholder models that appear in cases that reflect the discourses, debates, and discretions on ethical issues. Key among most of the issues in the coursework on Business Ethics is the emphasis on the nexus between business and the natural, social, and financial environments.

Note: BUS210 - Business Ethics is replacing ACC215 - Cost Accounting Course.

BUS214 3 CREDITS
MANAGEMENT INFORMATION SYSTEMS
This course examines the applications of computer-based information systems to the management of organizations. Topics include use of information to further the organization’s mission and strategy, the role of users, the architecture of information and development of decision-support processes for managers. Technologies and tools such as HTML, database, and spreadsheet will be taught.

BUS215 3 CREDITS
BUSINESS MANAGEMENT
This course provides a basic understanding of management within the business environment. The course relies heavily upon the classical approach to management, centering on the four basic functions of planning, organizing, leading, and controlling. Included within this perspective are problem-solving, the use of specialized techniques (PERT, NGT, JIT, etc.), job design, work teams, and human resources management and the leader’s role both as a motivator and communicator. Finally, the course deals with the importance of self-management within the framework of the organization.

Prerequisite: BUS110

BUS222 3 CREDITS
BUSINESS STATISTICS
Statistics is the science that deals with the (a) collection, (b) description, (c) analysis, (d) interpretation, and (e) presentation of data. Statistics can be used to describe a particular data set (termed descriptive statistics) as well as to draw conclusions about the population from a particular data set (termed inferential statistics). Statistics in Business applies statistical methods in business contexts in order to address business related questions and help make evidence based decisions. In Statistics in Business you will learn to apply commonly used statistical methods in business contexts and how to interpret analyses performed by others.

Prerequisite: MAT220

BUS353 3 CREDITS
MONEY AND BANKING
The course explains the role that monetary policy and financial markets play in the overall economy. It will cover both theoretical models and concepts as well as practical institutional aspects of the financial system. Naturally, the course will have a U.S. bias, but some international aspects will be addressed, for example by discussing the current European debt crisis. Finally, we will apply our new understanding in the context of the U.S. financial crisis of 2008. We will analyze its origins and evolution, the government’s policy response and reforms that are currently changing the existing banking and finance landscape.

Prerequisite: ECO110 & ECO150

BUS240 3 CREDITS
INTRODUCTION TO E-COMMERCE
Upon successful completion of this course the student will be able to apply the new technologies, particularly Internet and Web technologies to help individuals, businesses, and other organizations conduct business better. They will be able to know how some businesses, by using electronic commerce have been able to create new products and services, and others improve their promotions, marketing, and delivery of existing products. They will also learn how firms have found many ways to use electronic commerce to improve purchasing and supply activities, identify new customers, and operate their finance, administration, and manage human resources more efficiently.

Prerequisite: CIS100, BUS110

BUS245 3 CREDITS
E-COMMERCE MANAGEMENT
Upon successful completion of this course the student will acquire the knowledge and high-level tools to be able to create, maintain and evolve e-commerce strategy within a company. They will learn the business solutions that utilize technology as needed to enhance the way business is conducted. The course is designed to help the student find answers that
are right for any specific situation. In addition to lectures, the course uses hands-on activities, case studies and individual and group assignments to foster learning.

**Prerequisites:** CIS100, BUS110

**BUS250 @ 3 CREDITS**

**E-COMMERCE MARKETING**

Upon successful completion of this course the student will acquire the knowledge to advertise and market businesses on the World Web to reach new customers, better serve existing customers and expand business activity. They will learn the methods to take an order, collect payments, deliver goods, and provide follow-up with the customer. Real-world examples involving a few “success stories” are used. The course also teaches how to properly design and locate a web site for maximum profitability.

**Prerequisites:** CIS100, BUS110

**BUS255 @ 3 CREDITS**

**CUSTOMER SERVICE MANAGEMENT**

Upon successful completion of this course the student will be able to learn the role of customer service in a consumer business. Students will examine how internal and external customer service strategies impact an organization’s profitability. Special emphasis will be placed on communication skills, dealing with angry customers, handling telephone customers, and motivating and training employees for the delivery of customer service.

**Prerequisite:** BUS110

**BUS260 @ 3 CREDITS**

**RETAIL OPERATIONS MANAGEMENT**

Upon successful completion of this course the student would be able to learn those activities relating to the strategic, and personnel aspects of a retail enterprise. Students will have the opportunity to learn how managers plan, implement, and direct a profitable retail business.

**Prerequisite:** BUS110

**BUS265 @ 3 CREDITS**

**MERCHANDISE MANAGEMENT**

Upon successful completion of this course the student will be able to learn the merchandise management strategies within a retail organization. The student will also be able to acquire the following skills: pricing, sales, markdowns, profitability, stock, performance measurements, assortment and merchandise planning, and reading and analyzing retail computer reports.

**Prerequisite:** BUS110

**BUS800 3 CREDITS**

**BUSINESS POLICY SEMINAR**

This course is designed to study the firm primarily from the perspective of top management. Of principal concern to top managers are the relationships among the organization, its strategy, and its environment. These relationships are complex, uncertain, and subject to change. Top managers shape and guide these relationships. It is they who make strategic decisions that change the organization’s capabilities, shift its position in the environment, or lead the firm into a new business. Such a focus upon the tasks of the top management will draw upon the interactions among the different functional areas that you have already been introduced to in earlier courses (e.g., management, marketing, finance, accounting, information systems). Unlike other courses that tend to focus on a single functional area of business, this course will concentrate on the total business situation.

**BUS905 3 CREDITS**

**BUSINESS ADMINISTRATION EXTERNSHIP**

This course is an unpaid, off-site externship under the supervision and evaluation of a cooperating business and the college. Students utilize the knowledge gained in the Business Administration program for a minimum of 135 hours (a minimum of 9 hours per week for fifteen weeks is required) during the last semester of the program. The externship course includes guided “hands-on” application of theory and course work, and provides students with training in different types of organizations from small and mid-sized companies to large corporations. Students present a completed portfolio evaluating the externship experience. Must be taken in the final semester.

**Prerequisite:** CDV100

**BUS910 3 CREDITS**

**BUSINESS ADMINISTRATION CAPSTONE**

A project-oriented course designed to require students working in cross-functional teams to apply what they have learned in their major curriculum to the development of a complex entrepreneurial project. Emphasizes necessity of informed decision making and planning in all phases of business.

**Prerequisite:** Students in their final semester

**BUS950 3 CREDITS**

**BUSINESS ADMINISTRATION INTERNSHIP**

The Business Administration Internship provides the student with a professional work experience in an organizational environment. The internship is an extension of the curriculum and provides meaningful experience related to the student’s area of concentration. The internship responsibilities must be approved in advance by a program coordinator. The student is supervised within the work setting and also by a faculty sponsor from the Division of Business.

**DMM100 3 CREDITS**

**DIGITAL TECHNIQUES AND CONCEPTS IN BUSINESS ENVIRONMENT**

This course provides a critical overview of methodologies and technologies that enable companies to transform raw data into meaningful and useful information for business purposes. Learn how to use and manage data, to apply tech-
of these digital advertising design techniques, you will de-
velop your own collateral. In class, you will create your own
digital ads; learn social media tactics; and explore different
versions of digital advertising, including native advertising,
video advertising, interactive ads, landing pages, and more.
This course introduces and employs a variety of user-friendly
software tools for creating polished, effective ads. Learn how
to do everything from selecting the image and the font to
publishing the ad message in seconds.

**DMM150**  
**DIGITAL MARKETING STRATEGIES AND CONTENT DEVELOPMENT**

In today’s digital age, marketing plans must have an innova-
tive content strategy in order to succeed. An enticing pitch
is absolutely essential for making digital content engaging
and viral. Gain an understanding of how best to utilize video,
text, audio, photography, and design to foster brand loyalty
and to build trust in the digital realm. Hands-on exercises
with top industry experts help you to develop innovative
strategies, best practices, and content solutions for using
the web, wireless apps, widgets, and mobile technology to
achieve strategic goals.

**DMM200**  
**ANALYZING THE DIGITAL CONSUMER**

In this course, learn about the current state of social media:
reach, scale, impact, and predictions for the future. Learn
how to develop objectives, strategies, and campaigns to ex-
ecute social media. Become familiar with social media best
practices: how and why to drive customer and influencer
reviews and recommendations. Learn how to develop and
execute content that drives brand advocacy and encourages
positive reviews and empowering recommendations among
your brand’s loyal fans and gets the attention of your best
prospects. Stay ahead of the competition by learning how to
grow brands through social media.

**DMM250**  
**DIGITAL MARKETING**

This course introduces the use of digital channels for inbound
marketing and provides a foundation in various acquisition
tactics. Gain an in-depth understanding of digital marketing
concepts while exploring how to select, use, and implement
the latest developments in digital marketing vehicles. Delve
into the fundamentals of digital marketing and its impact on
business and communications. Also, discuss the develop-
ment and use of digital marketing as a core strategy in the
marketing plan.

**DMM275**  
**DESIGNING FOR DIGITAL ADVERTISING**

In this courses, students will acquire practical experience and
invaluable knowledge of design and advertising techniques
for both mobile and desktop. Through hands-on application
of these digital advertising design techniques, you will de-

**ECO110**  
**PRINCIPLES OF MACROECONOMICS**

Principles of Macroeconomics is an introductory level course
that develops the general understanding of macroeconomic
concepts, principles and theories. This course includes the
study of the operation of a national economy, the origins of
the U.S. economic system and institutions, the foundations
of capitalism, the definitions and measurements of economic
performance (including inflation, gross domestic product,
unemployment and business cycles), the operations of gov-
ernment in relation to the economy (such as Fiscal Policy),
the origins of money and banking, and the Federal Reserve
System and Monetary Policy. Basic algebra and graphical
techniques will be used to analyze these issues.

**ECO150 @**  
**PRINCIPLES OF MICROECONOMICS**

Microeconomics is a survey course with the core focus of ex-
posing students to how the factors of production are allocat-
ed among and within households, firms, and industries. The
scope of this course’s contents includes discussions about the
fundamentals of supply and demand as competing ends for
the consumption of goods and services in the economy. The
consumer theory is discussed as a vital part of the course.
Production, particularly under a revenue-cost consideration,
is discussed in the context of the impacts-perfect competition,
monopoly, monopolistic competition, and oligopoly. Cover-
age is given to factor prices in relation to income sources and
monopoly in the labor market.

*Formerly: BUS150*

**FSH150**  
**INTRODUCTION TO VISUAL MERCHANDISING**

The philosophies and techniques of merchandise presenta-
tion within a retail setting will be introduced and discussed.
Students will analyze real store environments and the role of
basic elements of design within those environments. Em-
phasis will be place on exterior and interior displays and the
branding of a store image through the use of color, fixtures,
display materials, and lighting. Students will design and ex-
ecute two and three dimensional design projects based on a
theme. All projects will be executed with an emphasis on
holistic design and a professional organization or work. Le-
ture and Studio.
FSH175 3 CREDITS
FASHION HISTORY AND GLOBAL ATTIRE
This course will include fashion history, costume history, and global fashion. An understanding of these areas are mandatory for professionals within the fashion industry. Fashion History and Global Attire will teach students the history of western fashion from early civilization to today, identification of indigenous dress upon Western Fashion, terminology, and writing with accuracy about fashion will all be covered.

FSH215 3 CREDITS
BUYING AND MERCHANDISE MATH
This course focuses on the main functions of a buyer’s role in maximizing profit. Topics include how a buyer purchases brand name versus private label merchandise, vendor/resource negotiations, and communicating and presenting the merchandise strategy to the consumer. Students are introduced to all of the factors that buyers need to effect profits. Profit and loss statements, pricing (initial pricing and markdowns), and planning sales are discussed.

FSH225 3 CREDITS
TEXTILES
This course provides students with a comprehensive, basic knowledge of textiles. It examines the interrelationships among fibers, yarns, fabrics, and finishes and discusses how they impact product performance. Organized according to the textile production process and gives students a solid understanding of textile components and how they work together. It also enhances the students’ knowledge by performing additional activities and case studies bringing the course to life and facilitate group activities. The course also examines sustainability, technological advances, and new career opportunities in the textile industry.

FSH250 3 CREDITS
CAD FOR MERCHANDISING
This course will introduce students to computer-aided drawing and design, enabling them to create fashion flats boards, original and researched fabric boards and line sheets using Adobe Photoshop, Illustrator and InDesign. Students will be taught to work in a cross-platform environment, strengthening proficiency in all applications. Students will also gain practical knowledge of how the industry uses technology in the workplace.

Prerequisite: CIS100

HOS120 3 CREDITS
INTRODUCTION TO HOSPITALITY MANAGEMENT
This course introduces students to fundamental management principles essential to the hospitality profession. Students will learn how organizations work as well as the essential skills needed to effectively manage customers and employees. Students will explore management within a service industry exploring fundamental organizational concepts such as communication, teaming, leadership, power and politics in the workplace as well as focus on management tasks such as organization, stress, conflict resolution and employee. Students will be provided with industry-related, detailed, hands-on exercises to sharpen their management talents.

HOS150 3 CREDITS
TECHNOLOGY IN THE HOSPITALITY MANAGEMENT INDUSTRY
Focuses on the application of various information systems to the management of facilities, programs, services, finances and accounting, products, marketing and sales, human resources and other major functions of hospitality, recreation and tourism organizations/agencies.

Prerequisite: CIS100

HOS200 3 CREDITS
ETHICAL HOSPITALITY MANAGEMENT
This course covers the functions of the law, legal environment, legal reasoning, and ethical analysis within the hospitality industry. Students will examine leadership and ethical issues in the hospitality industry as they relate to legal reasoning regarding contracts, torts, property, and the impact of law on economic enterprise in the hospitality industry.

HOS220 3 CREDITS
CONVENTION AND EVENT MANAGEMENT
This course explores the aspect of the hospitality industry focused upon meeting, event, convention, and exposition planning and the manager’s role within this department. Students will acquire an in depth knowledge and understanding about the specialized field of “event management” and become familiar with the management techniques and strategies required for successful planning, promotion, implementation and evaluation of special events. Students will utilize knowledge and skills necessary for successfully planning and management of conventions, meetings, and expositions in a commercial/recreational setting.

HOS240 3 CREDITS
HOSPITALITY IN HUMAN RESOURCES AND SUPERVISION
This course helps in preparing today’s HR professionals to become expert at managing various HR functions in the Hospitality industry. Some of the HR functions that are discussed in the course include recruiting, selecting, training, orienting, on-boarding, performance appraisal, and retaining outstanding employees. The course examines emerging trends in technology, ethical issues, legal environment of HR, globalization, HR metrics, and how current events shape the study and practice of HR today. This course uses a blend of theory and practice to teach students how HR functions impact organizational strategy.
HOS300 3 CREDITS
HOTEL OPERATIONS MANAGEMENT
This course examines hotel management and operations such as the industry from traditional to modern hotels. The process at every stage of the “Guest Cycle” i.e. reservation, registration, stay, and check-out. The importance of service quality in guest services. The hotel revenue cycle and impact of rate structures on revenues. The impact of technology on hotel operations. The course also entails a lab session, which will be used to study hotel operations first-hand. Students will also do a manual night audit, revenue project, and in-class case studies.

HOS315 3 CREDITS
HOSPITALITY LAW
This course will introduce the student to the laws and regulations applicable to the ownership and operation of inns, hotels, motels, resorts, restaurants, bars, and other hospitality businesses. The purpose of this course is to introduce the student to the laws and regulations that influence business and management decisions in the hospitality industry. It is designed to provide the student with a practical knowledge of the law and the operation of the legal system. The course will also explore the question of ethics in hospitality management.

HOS325 3 CREDITS
SUPERVISION IN THE HOSPITALITY INDUSTRY
Fundamentals of recruiting, selection, and training of good services and hospitality personnel. Topics include job descriptions, schedules, work improvement, motivation, and applicable personnel laws and regulations. Emphasis is on leadership development.

HRM305 3 CREDITS
HUMAN RESOURCES MANAGEMENT
This course provides a brief introduction to human resources management. The students examine employer-employee relations in such areas as equal employment opportunity practices, training and appraisal methods, compensation, management and reward of motivational programs. This application oriented course equips students with the skills and knowledge necessary for the workplace.

HRM310 3 CREDITS
LABOR RELATIONS
This course will present an in-depth overview to Employee and Labor Relations. This class is designed to address several key questions related to Employee Relations. What skills are needed as employees, managers, and HR professionals to be successful in this arena? Why do we care about Employee and Labor Relations? Who is affected by Employee and Labor Relations? How does organizational context affect Employee and Labor Relations? Employee and Labor Relations are critical to the bottom line success of organizations. As future employees, managers, and perhaps for some of you, Human Resource professionals, it is critical that you are familiar with the fundamental laws, policies, programs, and skills related to developing yourself and your organization’s human capital.

HRM320 3 CREDITS
ORGANIZATIONAL CULTURE
This course treats the contemporary theory and practice of organization development while also focusing on organizational culture. Though its primary focus is on North American organizations, it offers insights and applications pertinent to organizations around the globe. The course examines the organization development process, including intervention strategies, and the role of organization development in creating the changes that improve individuals, teams, and organizations.

HRM330 3 CREDITS
EMPLOYMENT LAW FOR BUSINESS
This course will explore the legal and ethical environment of the workplace. It will examine issues pertaining to the employment relationship, such as employment at will, wrongful discharge, arbitration agreements, covenants not to compete, nondisclosure agreements and privacy. It will discuss the many challenges regarding claims of discrimination, including those of race, gender, affinity orientation, religion, national origin, age and disability.

HRM340 3 CREDITS
EMPLOYEE TRAINING AND DEVELOPMENT
The course is about the training and employee development and human performance improvement in organizations; but that is not the whole story. The field of training and development is changing. There is a need for trainers to reorient their thinking from the comfort and structure of the classroom to the more ambiguous consulting area. The gap is actually not nearly as wide as some might think. Trainers have considerable expertise in job and task analysis, learning specialists, facilitators, communication experts, and professionals with a broad perspective of the human dimensions of human performance in organizations.
HRM400  3 CREDITS
ORGANIZATIONAL THEORY AND DESIGN
This course involves the management challenge of designing organizational structure to facilitate effective performance and achieve competitive advantage given the evolving nature of organizational environments. Issues will include organizational innovation and change; technological change and organizational restructuring; global competition; organizational culture; employee involvement, participative management, and team systems; total quality management; and organizational control, communication, and conflict. Particular attention will be devoted to the implications of information technology and e-business for the structure and design of the 21st century organization.

Prerequisite: CIS100

HRM410  3 CREDITS
STRATEGIC COMPENSATION SYSTEMS
The focus of this course is Total Compensation. Direct and indirect compensation systems will be evaluated to determine how organizations design the appropriate systems for their businesses. Topics will include base pay systems, individual and group bonuses, executive compensation, issues with providing health care, long-term investment options, pension systems, and government mandated benefits.

Prerequisite: CIS100

OFT210  3 CREDITS
WORD PROCESSING
This course provides an introduction to word processing fundamentals. It includes instruction in creating, storing, retrieving, editing, proofreading, and printing documents. Word processing functions such as spell check, grammar check, and formatting features are also covered.

Prerequisite: CIS100

SMM150  3 CREDITS
SOCIAL MEDIA MARKETING STRATEGY
This course will explain, define, illustrate and apply the ways in which businesses can maximize their marketing efforts through the integration of social media with current marketing strategies. The course will cover the growth and future of social media; how consumers respond to and interact with social media; how businesses can develop an effective social media campaign; how to set social media marketing goals; and how to measure results of social media marketing campaigns.

Prerequisite: CIS100

SMM220  3 CREDITS
PUBLIC RELATIONS AND SOCIAL MEDIA
This course will offer theoretical and applied approaches to public strategies and tactics needed by public relations professionals. Sample topics may include media relations training; social media and public relations; special events coordination; entertainment public relations; communications in political campaigns; public relations and advertising law; ethics and public relations.

SMM240  3 CREDITS
USING SOCIAL MEDIA TOOLS
In this course, students will explore and apply techniques for integrating social media marketing as an integral component of marketing campaigns. They will analyze how social media tools serve as listening and outreach tools for building brand or cause awareness and promoting issues. Through an investigation of tools which include internet forums, message board, blogs, wikis, podcasts, picture and video sharing, and social networking, students will develop skills to leverage social media applications as powerful alternatives to traditional interruptive advertising. Students will have the opportunity to create and present a written plan for achieving business goals through the use of a social media marketing campaign.

Prerequisite: CIS100

SMM250  3 CREDITS
DIGITAL MEDIA BUYER
This course examines the media planning, buying, and selling functions within advertising. This course will get you acquainted with the terminology and concepts behind planning advertising media, the characteristics of the various media, important audience considerations, and the sources of advertising media information. You will learn specific media selection techniques, media planning and buying approaches that are applied in the advertising industry. You will be taught to use media research rousers like MRI, Simmons, and SRDS. A significant portion of the class will involve data analysis and calculations using Excel.

Prerequisite: CIS100

SMM300  3 CREDITS
STRATEGIC COMMUNICATION PLANNING
Effective communications are vital for the success of non-profit and public organizations - as much if not more so than for-profit organizations. And since most nonprofits have limited staff and financial capacity for communications efforts, it is critical to deploy these resources as strategically as possible. Concepts and skills developed in this course will help students approach communications in a way that builds commitment to their organization’s mission, strategic initiatives and fundraising activities. Students will gain familiarity with a variety of communications techniques and vehicles, and complete a basic communications plan for a selected organization.
POLICIES AND PROCEDURES TO MANAGE RISK

The primary goal of this course is to present a system and management view of information security: what it is, what drives the requirements for information security, how to integrate it into the systems design process, and life cycle security management of information systems. A second goal is to cover basic federal government information security policies and methodologies. Topics covered include information security risk management, security policies, security in the systems engineering process, laws related to information security, and management of deployed systems.

SOCIAL MEDIA RESEARCH

Social media services such as Facebook and Twitter represent a new class of communication platforms that have become quickly interwoven into the everyday lives of millions of people around the world. In this course we will draw on competing communication perspectives to explore the reasons behind the widespread popularity of these platforms. In doing so we will consider the role of individual choice, social influence, technological influence, and how these three perspectives can be combined. We will further explore the implications of social media for personal relationships, youth culture, organizations, social research, and personal privacy.

SPORTS MANAGEMENT

This course provides students with a practical introduction to the sports management industry. It covers the fundamental principles of the business of sports. The courses discusses the unique nature of sports-related organizations and the classic aspects of human economic behavior as they apply to these organizations. Additionally, the course covers topics such as the sociological aspects of the sports, marketing/sponsorships, facility management, sport rules and contemporary issues. The course will also explore every day functions performed by major league officials, front office personnel, NCAA athletic directors, and event managers.

SPORTS MARKETING

This course provides students with a thorough knowledge of sports marketing strategies. The different relationships between the consumer/fan market and the sports industry market are analyzed within this course. It incorporates an in-depth discussion of how the new technology affects marketing in the sports industry. Students study sports marketing, promotion, media, licensing, advertising, the internet and corporate sponsorship in professional sports and the NCAA. The course also includes topics in sports “sales”, audience demographics, and media broadcasting since sports events are used as a vehicle to sell corporate products.
SPM340  3 CREDITS
SPORTS & SOCIETY
This course will discuss what constitutes a “sport” and ex-
amines the literature concerning debates on the role of social
inequality in sports. It will also delve into how scientists de-
scribe and interpret perceived human differences (e.g., race,
sex, etc.) as related to sport performance. Furthermore, it
will explore literature regarding safety, violence, and the role
of media and politics in sports. Finally, it will cover the role
of architects and the built environment in sport.

SPM375  3 CREDITS
SPORTS MEDIA & PUBLIC RELATIONS
This course is designed to introduce you to the wide-ranging
field of sports public relations. The objective of this class is
to prepare you for an entry-level position in the sports public
relations field. The course will include discussions regarding
various aspects of sports public relations, presentations by
professionals associated to the field, writing assignments and
role-playing exercises.

DIVISION OF ENGINEERING
AND TECHNOLOGY
CIS115  3 CREDITS
COMPUTER ARCHITECTURE
This course provides students with a detailed understanding
of computer technology. Students learn from basic through
advanced computer concepts with an emphasis on both the
personal computer and enterprise computing. Topics include
hardware, application and system software, the Internet and
World Wide Web, communications, e-commerce, societal is-
ssues, systems analysis and design, information systems, ca-
cer opportunities, certifications in the computer field, and
computer trends.

CIS125  3 CREDITS
TELECOMMUNICATIONS CONCEPTS
This course introduces students to the fundamental building
blocks that form a modern network, such as protocols, media,
topologies and hardware. It will cover the most important
concepts in modern-day networking, such as TCP/IP, Eth-
ernet, Wireless transmission, virtual networks, security and
troubleshooting. After completion of this course, students
will have adequate knowledge about maintaining, managing,
upgrading and troubleshooting an existing network. Students
will be well-prepared to take the CompTIA Network+ Cer-
tification Exam.

CIS220 @  3 CREDITS
SYSTEMS ANALYSIS AND DESIGN
This course introduces students to effective methods of in-
formation planning, project management, and system imple-
mentation throughout the system’s life cycle. Students will
study the stages of system development including problem
definition, consideration of alternative solutions, implement-
tion, control, and management of the system. Computer-
Aided Software Engineering (CASE) tools are used for mod-
eling and project management.

Prerequisite: CIS100

CIT100  3 CREDITS
PROGRAMMING LANGUAGES CONCEPTS
This course will introduce students to various concepts and
 techniques used in programming. The students will learn to
design programs beginning from very simple to more com-
plicated types. Students will select and design input data, and
learn concepts of top-down structured programming. Stan-
dard programming techniques like loops, straight-line logic
and decision-making structures will be discussed as well.

Formerly: CIS120 Programming Languages Concepts

CIT115 @  3 CREDITS
WEB DESIGN
This course introduces students to the concepts and technolo-
gies used in development and maintenance of web sites. The
class focuses on Web page planning, basic design, layout and
construction. HTML/XHTML, Cascading Style Sheets, Ja-
vaScript/VBScript, DOM are taught in order to give students
a good grounding in all aspects of creating state-of-the-art ac-
tive content for the Web page. Various Web page and image
creation tools are taught in the course. During the course of
study students will publish their own Web Pages and Projects
integrating practical experience with the theory.

Formerly: CIS150 Web Design
Prerequisite: CIS100

CIT125 @  3 CREDITS
CLIENT-SPECIFIC RELATIONAL DATABASES
This course introduces students to Microsoft Access, the
use and development of tables, queries, the Access window,
views, help and cue cards, as well as printing and importing.
Additional topics include creating and customizing forms,
advanced queries, relational theory, sorting, filters, main
forms and sub forms, calculated fields in forms and reports,
and producing reports. The functionality of DBMS vs. RD-
BMS is also discussed.

Formerly: CIS235 Client-Specific Relational Databases
Prerequisite: CIS100

CIT140  3 CREDITS
SERVER-SPECIFIC RELATIONAL DATABASES
This course introduces students to the theory of Relational
Databases with Microsoft SQL Server. Topics covered in-
clude: database objects (tables, views, constraints), data re-
trieval, and data manipulation with Structured Query Lan-

Prerequisite: CIS100
guage (SELECT, UPDATE, INSERT, DELETE). Students will create and alter database objects using Data Manipulation Language with referential integrity. Students gain experience working with SQL Server Management Studio.

Formerly: CIS255 Server-Specific Relational Databases
Prerequisite: CIS100

CIT170 @ 3 CREDITS
UNIX OPERATING SYSTEM AND SHELL PROGRAMMING
This course introduces students to UNIX/LINUX operating system concepts with emphasis on file/directory structures, external and internal file manipulation commands and UNIX/LINUX utilities. Instructional topics include the essential tasks of file system management, backup procedures, process control, user administration, and device and printer management. The course also covers shell programming in detail. Students will be able to write shell scripts (commands), to manage file system and execute programs.

Formerly: CIS270 UNIX Operating System and Shell Programming
Prerequisite: CIS100

HVA110 3 CREDITS
HEATING, VENTILATION, AIR CONDITIONING, AND REFRIGERATION FUNDAMENTALS
This course introduces the fundamentals of heating, ventilation, air conditioning, and refrigeration with emphasis on professionalism and safety. The use of hand and power tools, screws, rivets, staples and measurement are also covered in this course.

HVA120 3 CREDITS
HVAC-R SCIENCE
This course introduces the student to the basic scientific knowledge and principles of HVACR. This course provides the basic understanding of the properties of matter, types of energy and their properties, temperature measurement and conversion, thermodynamics, pressure and vacuum and calibrations of meters and instruments.

HVA140 3 CREDITS
REFRIGERATION SYSTEMS AND COMPONENTS
This course is designed to present the student with the principles of refrigeration systems and the refrigeration cycle. This course covers refrigerants, compressors, evaporators, condensers, metering and control devices. This course also provides the student with an introduction to refrigerants and their properties, refrigeration components, and plotting the refrigerants cycle.

HVA150 3 CREDITS
REFRIGERATION PRACTICES
This course is designed to introduce the student to refrigeration practices such as refrigerant system servicing, testing equipment, piping and tubing, soldering and brazing, refrigerant leak testing, refrigerant system evacuation, and refrigerant system charging are included in this course. Safety is an integral part of this course.

HVA180 3 CREDITS
HVAC-R ELECTRICAL SYSTEMS
This course is designed to explore the sources and principles of electrical energy to understand basic electricity, alternating current, and electrical measuring with the use of testing instruments. Included in this course is hands-on practice with electrical components, electric motors, electrical diagrams, and control systems. Safety procedures are emphasized in this course while working with electricity, electrical devices, and equipment.

HVA200 3 CREDITS
AIR CONDITIONING SYSTEMS
This course introduces the student to the necessary information about the various types of air conditioning systems. The fundamentals of psychrometrics and airflow are covered in this course. This course also explores the various components of ventilation, dehumidification, and residential air conditioning.

HVA220 3 CREDITS
ADVANCED AIR CONDITIONING
This course provides a continuation of the study of air conditioning systems. In this course residential split-system air-conditioning installation, package units, and duct installation will be covered. This course also explores troubleshooting air-conditioning systems.

HVA240 3 CREDITS
HEAT PUMP SYSTEMS
This course provides students with a basic understanding of the principles and theory of heat pumps. Students will be introduced to electric heat, electric heat installation, and troubleshooting. Heat pump systems fundamentals, air-source heat pump applications, geothermal heat pumps, heat pump installation and troubleshooting heat-pump systems will also be covered in this course.

HVA250 3 CREDITS
COMMERCIAL AIR CONDITIONING
This course introduces the student to commercial air conditioning and commercial environmental systems. This course covers fans and air-handling units, single-zone rooftop unit installation, zoned systems, and commercial control systems. Chilled water systems, water pump calibration and adjustments, hydronic heating systems, cooling towers and thermal storage systems will also be included in this course.
HVA260 3 CREDITS
TROUBLESHOOTING, MAINTENANCE, AND SERVICE CALLS

This course provides the student with the basic principles and methods for troubleshooting and repairing HVAC/R equipment as well as performing HVAC/R service calls for residential and commercial equipment. Installation techniques, planned maintenance, and refrigeration system cleanup will also be included in this course.

HVA280 3 CREDITS
SYSTEM DESIGN, SIZING, AND LAYOUT

This course is designed to provide basic understanding of the systemic designs, sizing, and layouts of HVAC/R. This course includes basic building construction, green buildings and systems, indoor air quality, residential load calculations, duct designs, and zone control systems with emphasis on testing and balancing air systems.

HVA900 3 CREDITS
EXTERNSHIP IN HVAC-R TECHNOLOGY

The HVACR Technology externship course is designed to connect the skills and knowledge learned in the ASA classroom with the real world requirements of a business. Students must demonstrate good attendance, attitude, internship records, and work ethics, as well as respect for others and property. The course provides supervised, experience with carefully selected HVAC/R contractors. Through required weekly seminars, students receive instruction on topics related to employment environment while obtaining practical work experience. Students must perform minimum of 135 supervised, field-service hours. Students enrolling in this course are automatically charged the liability insurance fee. This may be a paid or unpaid experience.

Prerequisite: To be taken in the last semester of the program

NET120 3 CREDITS
PC HARDWARE AND OPERATING SYSTEMS

This course will provide students with knowledge of installing, configuring, upgrading, troubleshooting, and repairing microcomputer hardware. Students will learn computer assembly techniques through hands-on exercises. Students who successfully complete this course will be better prepared to take the CompTIA A+ Certification Exam.

Formerly: CIS165 PC Hardware and Operating Systems
Prerequisites: CIS100, CIS115

NET130 3 CREDITS
MICROSOFT WINDOWS CLIENT TECHNOLOGY

This course introduces students to the concepts of installation and configuration of Microsoft operating systems as well as providing students with knowledge and skills necessary to perform post installation and day-to-day administration in a single domain or peer to peer based network. Administration of Windows operating systems in real work situations will be presented.

Formerly: CIS285 Microsoft Windows Client Technology
Prerequisites: CIS100, CIS125

NET140 3 CREDITS
MICROSOFT WINDOWS SERVER TECHNOLOGY

This course provides a training solution for support professionals working in a Microsoft Windows Server-based enterprise environment. The goal of this course is to enable a support professional to design, implement, and support Domain Controllers in a Windows based network. Students will implement various networking services such as printing, file service, application service, DHCP, DNS, and TCP/IP. Network management issues and challenges will be discussed.

Formerly: CIS285 Microsoft Windows Server Technology
Prerequisites: CIS100, CIS125

NET150 3 CREDITS
MICROSOFT WINDOWS TECHNOLOGIES

This course provides students with the knowledge necessary to configure, manage, and troubleshoot a Windows Server network infrastructure. Specific topic coverage includes: Networking Overview, IP Addressing Basics, Configuring a Network Interface, Implementing Dynamic Host Configuration Protocol (DHCP), Managing and Monitoring DHCP, Configuring Name Resolution, Implementing and Managing the DNS Service, Remote Access, Internet Authentication Service, Routing, Security Templates, and Troubleshooting Network Connectivity. Students who successfully complete this course will be better prepared to take the MCSA Certification.

Formerly: CIS290 Microsoft Windows Technologies
Prerequisites: CIS100, CIS125

NET160 3 CREDITS
IMPLEMENTING DIRECTORY SERVICES

This course will prepare students to plan, implement, and maintain a Microsoft Windows Server Active Directory infrastructure. Students will continue to learn the functions and roles of a network administrator. In this context, students will work with Active Directory in setting up forests, sites, domains, and organizational units that meet the accessibility, performance, and security goals of a business plan. In addition, students will be learning how to work with Group Policy to deploy software and configure a computer or user environment.

Formerly: CIS294 Implementing Directory Services
Prerequisite: NET140
NET170 @ 3 CREDITS
MANAGEMENT OF CISCO NETWORKING ENVIRONMENTS
This course focuses on providing the skills and knowledge necessary to install, operate, and troubleshoot a small branch office Enterprise network, including configuring a switch, a router, and connecting to a WAN and implementing network security. A student should be able to complete configuration and implementation of a small branch office network under supervision. Students who successfully complete this course will be better prepared to take the CCENT certification.

Formerly: CIS295 Management of Cisco Networking Environments
Prerequisites: CIS100, CIS125

NET180 3 CREDITS
IMPLEMENTING NETWORK SECURITY I
This course provides a comprehensive overview of network security. It is designed to map to CompTIA's Security+ Certification Exam. It covers authentication methods along with common network attacks and how to safeguard against them. Communication security includes remote access, e-mail, the Web, directory and file transfer, and wireless data. Infrastructure security explores various network devices and media, and the proper use of perimeter topologies such as DMZs, Extranets, and Intranets to establish network security. Cryptography basics are provided, including the differences between asymmetric and symmetric algorithms, and the different types of PKI certificates and their usage.

Formerly: CIS300 Implementing Network Security I
Prerequisites: CIS100, CIS125

NET190 3 CREDITS
INTRODUCTION TO WIRELESS NETWORKING
This course addresses the fundamentals of wireless networking, including architectures, protocols, and standards. It describes concepts, technology and applications of wireless networking as used in current and next-generation wireless networks. It explains the engineering aspects of network functions and designs. Issues such as mobility management, wireless enterprise networks, network signaling, WAP, and 4G Cellular telephone technology are covered.

Formerly: CIS335 Introduction to Wireless Networking
Prerequisites: CIS100, CIS125

NET200 3 CREDITS
MANAGEMENT OF COMPLEX NETWORKING ENVIRONMENTS
This course focuses on providing the skills and knowledge necessary to install, operate, and troubleshoot a small to medium-size branch office Enterprise network, including configuring several switches and routers, connecting to a WAN and implementing network security. Students who successfully complete this course will be better prepared to take the CISCO CCNA Certification Exam.

Formerly: CIS296 Management of Complex Networking Environments
Prerequisites: NET170

NET210 3 CREDITS
IMPLEMENTING NETWORK SECURITY II
This course emphasizes what students need to build the knowledge and skills necessary to install, configure, administer, and support the security services and tools in the Microsoft Windows server system. Students learn how to harden servers and client computers in a network environment.

Formerly: CIS310 Implementing Network Security II
Prerequisite: NET180

NET905 3 CREDITS
NETWORK ADMINISTRATION EXTERNSHIP
This course is designed to complement the coursework of students in the Network Administration and Security degree program. Students in this course will participate in a capstone project done at one of the major Florida corporations under the supervision of a project manager. The students participating in the project will have an opportunity to go through a real project development life cycle and participate in all phases of interdepartmental corporate communications. Must be taken in the final semester.

Formerly: CIS905 – The course code was changed to match the program content
Prerequisite: CDV100

NET910 3 CREDITS
NETWORK ADMINISTRATION AND SECURITY CAPSTONE
Network Administration and Security Project-based course will enable students to demonstrate and apply the knowledge and skills they have mastered during their academic experience as a Network Administration and Security major student at ASA College. This hands-on lab-oriented course supplemented with specific instructional materials and mentored by an experienced professor will prepare students to acquire significant real-world working knowledge and applicable skills.

Prerequisite: Must be taken in the final semester.

VCG100 3 CREDITS
CONCEPTS OF COMPUTER GRAPHICS
This course emphasizes contemporary approaches in illustration and photography. The techniques, skills, and procedures are taught with a view toward professional development of computer graphics. Using Adobe Photoshop students learn to combine typography and photographic imagery to create promotional materials assembled from a variety of sources.

Prerequisite: CIS100
VCG110 3 CREDITS
INTRODUCTION TO WEB PUBLISHING
This course introduces students to publishing on the Internet’s World Wide Web. Topics include creating and organizing a series of pages into a web site, and uploading web pages to a server. Students will insert HTML tags, create images, and view Web documents. Students will learn to identify the information dissemination needs of a client, design an appropriate WWW solution, and implement it.

Prerequisite: CIS100

VCG140 3 CREDITS
ADVANCED WEB PUBLISHING
This course emphasizes how to conceptualize, visualize, and produce an exciting integrated Web site for a real business using productivity tools. Its emphasis is not only on skill building, but on concepts that are important in Web site development in the real world. Topics include: navigation issues, optimization of graphics, layout and design of the Web site, attentiveness to the intended audience, and consideration of customer’s requirements.

Prerequisite: VCG110

DIVISION OF HEALTH DISCIPLINES

ALH110 @ 3 CREDITS
MEDICAL OFFICE ADMINISTRATION
This course covers the responsibilities encountered by medical office personnel. Topics include an introduction to basic medical office skills including telephone techniques, filing and indexing, mail handling, appointment scheduling, travel arrangements, correspondence, and business transactions. Emphasis is placed on human relations and customer relations.

ALH160 @ 2 CREDITS
LAW AND ETHICS FOR HEALTHCARE PROFESSIONALS
This course covers the history of healthcare; the skills, attitude, and role of the medical assistant in the health care setting; job opportunities and licensure requirement; and the role of ethics and legal issues in the field of health care. Emphasis is placed on professionalism, legal relationships of physicians and patients, professional liability, medical ethics, and the Health Insurance Portability and Accountability Act (HIPAA).

Formerly: Law and Ethics for Allied Health Professionals

ALH200 3 CREDITS
MEDICAL REIMBURSEMENT
This course teaches students the basics of health insurance, the health insurance claim form, guidelines for claims submission and processing, understanding of HIPAA regulations, collections, and health care payers including managed care systems, private insurance, Medicare, state programs, workers’ compensation, Tricare and CHAMPVA. Use of the ICD-9-CM and CPT coding manuals as well as a computerized encoder is also incorporated.

Prerequisite: MED105

ALH140 3 CREDITS
MEDICAL BILLING
This course prepares students to process and manage third-party reimbursement and patient accounts receivables in non-hospital settings. The students will use electronic medical billing software in simulated practice. Emphasis is placed on medical terminology and the proper use of ICD-9 and CPT codes.

Prerequisites: MED105, CIS100

ALH220 3 CREDITS
REIMBURSEMENT METHODOLOGIES
This course instructs the student on the uses of coded data and health information in reimbursement and payment systems appropriate to all health care settings and managed care.

Prerequisite: MED105

ALH225 2 CREDITS
ICD-10-CM/PCS CODING AND CLASSIFICATION SYSTEM
The course covers the purpose and use of the ICD-10-CM/PCS classification system. Topics include coding conventions, coding principles, and CMS official coding guidelines. Students will be required to assign ICD-10-CM/PCS codes to diagnosis/procedure statements, case abstracts, and patient records. Independent study is necessary to complete the required course assignments.

Prerequisites: BIO105, MED105

ALH230 2 CREDITS
CPT CODING AND CLASSIFICATION SYSTEM
This course is a comprehensive study of the Current Procedural Terminology (CPT) and HCPCS coding system. Students develop knowledge and skills to code for the following services: evaluation and management, anesthesia, surgery, pathology laboratory, radiology, and medicine. Independent study is necessary to complete the required course assignments.

Prerequisites: BIO105, MED105
**BIO105**  
**ANATOMY AND PHYSIOLOGY**  
This course teaches students the anatomical and physiological function of cells, tissues, organs, and organ systems in the context of the whole organism. Topics to be covered include the basic molecular and cellular concepts and functions of organs and body systems including integumentary, skeletal, muscular, circulatory, lymphatic, circulation and immunity, respiratory, digestive, and nervous, the reproductive systems, and growth and development.

*Formerly: Anatomy And Physiology For Allied Health Professionals*

*This course is no longer offered at the Hialeah Campus*

**BIO110**  
**MICROBIOLOGY**  
This course provides knowledge of pathogenic microorganisms. Students are first introduced to the basic biological processes of viruses and bacteria as are required for their viability. Then, the strategies that microbial pathogens employ to successfully infect humans and cause disease are described.

*This course is no longer offered at the Hialeah Campus*

**BIO115**  
**ANATOMY AND PHYSIOLOGY FOR MASSAGE THERAPY I**  
Anatomy and Physiology for Massage Therapy I is the first course of a two-course sequence to cover the basic structure and function of the human body. Particular attention will be paid to body organization, cell structure and function, tissues and membranes, the integumentary, skeletal, muscular, and nervous systems and the effects of massage on these structures.

**BIO130**  
**ANATOMY & PHYSIOLOGY I (WITH LABS)**  
Anatomy and physiology is an introduction to human form and function for students planning careers in exercise science, medicine or the allied health professions. The first semester of the two semester series, Anatomy and Physiology I, covers body organization, the chemical basis of life, the cell, tissues, integumentary system, skeletal system, muscular system, nervous system, and special senses. Lecture introduces students to terminology, anatomy, and physiological mechanisms. Laboratory provides students with hands on experiences to better visualize topics from lecture.

**BIO135**  
**ANATOMY AND PHYSIOLOGY II (WITH LABS)**  
Anatomy and Physiology for Massage Therapy II is the second of a two-course sequence in systems-based human anatomy and physiology. Emphasis will be placed on the circulatory, lymphatic, respiratory, endocrine, digestive, urinary, and reproductive systems. In addition, students will be introduced to relevant pathological conditions and clinical applications.

*Prerequisite: BIO115.*

**BIO145**  
**FUNDAMENTALS OF EASTERN ANATOMY AND PHYSIOLOGY**  
Fundamentals of Eastern Anatomy and Physiology provides the specific foundation and context for Shiatsu Therapy practice where the basic philosophy, eastern anatomy and physiology, specific channels and points, as well as the principles of assessment, patterns of imbalance and organ dysfunction are studied in detail. The course introduces the five branches or limbs of Traditional Chinese Medicine (TCM) and discusses the relationship of these limbs with an emphasis on Shiatsu Therapy, a form of Asian Bodywork.

**BIO160**  
**MICROBIOLOGY (WITH LABS)**  
The fundamentals of microbiology include the study of microbes from a cellular and molecular perspective. This includes structure, nutrition, growth, control mechanisms, classification, and genetics of bacteria, viruses, fungi, and protozoa. Students are introduced to bacterial, fungal, parasitic, and viral pathogens and immunology. The course is directed towards students in careers in diverse fields of health professions, including nursing.

**BIO200**  
**CLINICAL PATHOLOGY I**  
Clinical Pathology I is a systemic pathology course that examines the major diseases affecting joints, skeletal muscles and skin, the cardiovascular systems, blood and the central nervous system. The etiology, pathogenesis, and clinical features of the various disorders are emphasized, as well as their relevance in massage therapy.

*Prerequisite: BIO200.*

**BIO220**  
**CLINICAL PATHOLOGY II**  
Clinical Pathology II continues the in-depth look at disease processes of the human body. Students continue their examination of the major diseases affecting respiratory, digestive, urinary, reproductive, and endocrine systems. The etiology, pathogenesis, and clinical features of the various disorders are emphasized, as well as their relevance in massage therapy.

*Prerequisite: BIO200.*

**BIO204**  
**ANATOMY & PHYSIOLOGY II (WITH LABS)**  
This is second semester of a two semester sequence in human anatomy and physiology. The material covered in this course includes anatomy and physiology of the following system: cardiovascular, immune, respiratory, digestive, renal and reproductive. It consists of in depth knowledge of above
mentioned systems in the form of both lectures and practical in laboratories and will also include dissections on fetal pigs. Pregnancy, human development and heredity will also be taught in this course. The material covered in this course assumes knowledge of the systems already covered in Anatomy and Physiology I.

**Prerequisite:** BIO130

**BIO270 3 CREDITS**

**PATHOPHYSIOLOGY**

This course introduces the students to the fundamentals of the disturbances in the normal physiologic mechanisms that are associated with disease and to the pathogenesis of specific diseases system by system.

**Formerly:** HIT230

**Prerequisite:** BIO130

**CDV110 2 CREDITS**

**PROFESSIONAL DEVELOPMENT AND ETHICS FOR MASSAGE THERAPY PROFESSIONALS**

This course is designed to help students transition into a professional practice with knowledge of ethical business practices and good decision making skills. The course combines discussion of the complex issues concerning the ethics of touch with all aspects of operating a massage therapy practice. Students learn how to maintain the highest ethical and professional standards in their practices and to identify ways that they can engage in a successful, profitable and ethical business. The course will review with the student the laws of the state of Florida regarding massage therapy practice as referenced in Florida Statute(s) 456 (Health Professions and Occupations (General provisions); 480 (Massage Practice Act), Statute 120 (Administrative Procedures Act, and the Florida administrative code #64B7 (Board of Massage Therapy).

**DMS100 3 CREDITS**

**DMS LAW & ETHICS FOR PATIENT CARE**

The DMS Law & Ethics for Patient Care course will introduce the student to the origins and evolution of diagnostic medical sonography. Discussed will be proven study techniques such as note taking, effective listening, and test-taking strategies. Taking a patient’s vital signs, safety considerations, body mechanics, patient transfer, infection control, emergency procedures, and assisting patients with special needs will be covered. Career discussions include the sonographer’s role in various clinical settings, law, ethics and professionalism.

**DMS110 3 CREDITS**

**SONOGRAPHIC PHYSICS AND INSTRUMENTATION I**

The Sonographic Physics and Instrumentation I course will introduce the student to the fundamentals of physics necessary for a career in sonography including ultrasound physics, the relationship of physics for proper diagnosis, the uses of ultrasound imaging, orientation, presentation, and the relationship to other imaging modalities. Included are the basic principles of instrumentation, color flow imaging and Doppler principles common to this field. The student will also become familiarized with artifacts and quality assurance.

**Prerequisites:** PHY105 and MAT110

**DMS120 3 CREDITS**

**SONOGRAPHIC PHYSICS AND INSTRUMENTATION II**

The Sonographic Physics and Instrumentation II course will continue to build upon the fundamentals of physics necessary for a career in sonography including ultrasound physics, the relationship of physics for proper diagnosis, the uses of ultrasound imaging, orientation, presentation, and the relationship to other imaging modalities. Included are the basic principles of instrumentation, color flow imaging and Doppler principles common to this field. The student will also become familiarized with artifacts and quality assurance.

**Prerequisite:** DMS110

**DMS130 3 CREDITS**

**ABDOMINAL SONOGRAPHY**

The Abdominal Sonography course will introduce the student to the theoretical knowledge and scanning techniques required in diagnostic medical sonography in the identification and assessment of the abdominal organs. Topics include anatomy and physiology and sonographic findings of the major organs. The student will be able to demonstrate adequate knowledge in the normal anatomy, anatomic variants, normal physiology, and pathological conditions of the organs of the abdominal cavity. Laboratory experiences will be provided and the student will gain proficiency through application of theoretical and technical skills. Students will receive a detailed anatomical review of each organ and structure, followed by the protocols, pathologies, and other essential aspects of diagnostic procedure including the techniques used to produce quality sonographic evaluations.

**DMS140 3 CREDITS**

**SMALL PARTS SONOGRAPHY**

The Small Parts Sonography course will provide the student with a detailed anatomical review of each organ and structure, followed by the protocols, pathologies, and other essential aspects of diagnostic procedures, including the techniques used to produce quality sonographic evaluations. Laboratory exercises will be provided and will enable the student to practice through hands on training and develop skills such as technique, image recording, and quality assurance. The student will develop and demonstrate competency in performing an appropriate and thorough sonographic evaluation. The course covers anatomy, physiology, pathology, clinical indications, and laboratory for appropriate sonographic evaluation of small parts including breast, thyroid, scrotum, and the non-cardiac chest.
DMS200 3 CREDITS
ECHOCARDIOGRAPHIC SONOGRAPHY
The Echocardiographic Sonography course will give students the tools they need to perform common protocols and procedures, to record measurements of the heart, and differentiate the normal anatomy from normal variants and pathology. The student will gain proficiency in the function, hemodynamics and basic principles of instrumentation, as well as color flow imaging, Doppler principles, two-dimensional, M-Mode, all common to this field.

DMS210 3 CREDITS
VASCULAR SONOGRAPHY
The Vascular Sonography course will provide students with a base of knowledge in the specialty of vascular sonography. In depth instruction in peripheral vascular ultrasound studies will enable the student to become proficient in the performance of vascular sonographic evaluations. The student will be able to demonstrate appropriate knowledge in the anatomy of the vascular system, its functions, sonographic appearance, hemodynamics of blood flow, basic principles of instrumentation, and the fundamentals of Doppler common to this field. Additional topics covered in the course include transcranial Doppler procedures, segmental pressures, and mechanics of vascular diseases. Upon completion of the course the student will be able to perform basic and specialized procedures in vascular sonography.

DMS220 3 CREDITS
OB/GYN SONOGRAPHY
The course covers anatomy and physiology of the female reproductive system, patient preparations, and basic protocols for sonographic studies of the pelvis. The student will learn sonographic procedures to record information about anomalies of the pelvic organs such as solid complex masses, uterine enlargements, pelvic inflammatory disease, early intrauterine and ectopic pregnancy. The student will learn to recognize problems in pregnancy and follow the protocols required for sonographic studies during the first and second trimester as well as normal fetus placental anatomy. The student will be familiarized with obstetrical measurements, placental abnormalities, and early intrauterine and ectopic pregnancy. The student will learn to recognize problems in pregnancy and follow the protocols required for sonographic studies during the first and second trimester as well as normal fetus placental anatomy. The student will be familiarized with obstetrical measurements, placental abnormalities, and early intrauterine and ectopic pregnancy.

Prerequisite: DMS130

DMS230 3 CREDITS
MUSCULOSKELETAL SONOGRAPHY
The Musculoskeletal Sonography course will familiarize the student with the base of knowledge necessary for a musculoskeletal sonographic evaluation. The course will include normal anatomy of the musculoskeletal system, normal sono- graphic appearance of musculoskeletal structures, tendons, ligaments, muscles, and nerves, pathology, and sonographic evaluation for proper diagnosis. Included are the uses of ultrasound imaging transducers, orientation, presentation, positioning of the joint, and the separation of artifacts from useful information.

DMS900 3 CREDITS
CAPSTONE SEMINAR
The main focus of this course is to prepare the student to pass the board certification examination and successful transition into employment as a Diagnostic Medical Sonographer. Students will adhere to study schedules and implement study strategies for reviewing content for the exam. The course covers strategies to recognize and overcome testing anxiety as well as effective test-taking strategies. Students are expected to complete their board exam application in this course.

Prerequisite: All DMS courses in semesters 1 through 4

DMS910 3 CREDITS
CLINICAL EXTERNSHIP I
The externship is 90 hours off-campus. This portion of the Diagnostic Medical Sonography Program is meant to provide each student with the opportunity to apply theoretical and technical knowledge in the actual work environment, and by direct contact with patients. The student will be placed in a location in which to complete their 90 hours of externship. A qualified sonographer in a fully-functional hospital or diagnostic center supervises all students. Each student will be given a log sheet to give to their supervisor at the location and must keep hours completed daily on record. Records must be submitted weekly to the program clinical coordinator.

Prerequisite: All 1st, 2nd, and 3rd semester DMS courses
Formerly: DMS Clinical OB/GYN Externship I

DMS920 3 CREDITS
CLINICAL EXTERNSHIP II
The externship is 360 hours off-campus. This portion of the Diagnostic Medical Sonography Program is meant to provide each student with the opportunity to apply theoretical and technical knowledge in the actual work environment, and by direct contact with patients. The student will be placed in a location, or multiple locations, in which to complete their 360 hours of externship. A qualified sonographer in a fully-functional hospital or diagnostic center supervises all students. Each student will be given a log sheet to give to their supervisor at the location and must keep hours completed daily on record. Records must be submitted weekly to the program clinical coordinator.

Prerequisite: All 1st, 2nd, and 3rd semester DMS courses
Formerly: DMS Clinical Abdomen Externship II

HCM200 3 CREDITS
HEALTH CARE ORGANIZATION AND MANAGEMENT
This course provides the foundational knowledge necessary to become an effective health care manager. Students
will gain valuable insight into the health care industry and the core competencies such as: leadership, critical thinking, strategic planning, health care financing, human resources management, marketing, quality improvement, legal and ethical issues, and information technology. Relevant issues affecting health care management such as: health disparities, bioterrorism, workplace violence, medical tourism, and consumer-directed health care will be discussed.

HCM210 3 CREDITS LEGAL AND ETHICAL ISSUES IN HEALTHCARE
The course discusses the impact of legal factors affecting patient/client care and the operations and administration of healthcare facilities and systems. It examines principles and practices of law, legal relationships, sources of law and legal processes affecting the health service system.

Formerly: LAW260 Health Law

HCM260 3 CREDITS PUBLIC HEALTH AND EPIDEMIOLOGY
Public Health and Epidemiology provides the student with an introduction to the field of public health and provides the concepts and tools for measuring the health status of populations. Students will be provided with resources on the Affordable Care Act, credentialing public health workers, emergency preparedness, accreditation, and state and local public health practices.

Prerequisite or Corequisite: MAT220 or Equivalent

HCM280 3 CREDITS PRINCIPLES AND PRACTICES OF COMMUNITY HEALTH
This introductory course in community health is intended for health care professionals who have had little experience with community health programs and is designed to provide the student with an introduction to the maternal, infant, and child health, adolescent health, and elder and minority health; environmental health issues, and epidemiology.

HCM310 3 CREDITS PUBLIC HEALTH ADMINISTRATION
This course provides an introduction to public health administration and successful management of programs. Topics include management theories and characteristics of public health leaders and the classic functions of management as applied to the public health arena.

HCM325 3 CREDITS CURRENT ISSUES IN HEALTH CARE MANAGEMENT
This course identifies current issues and resulting trends which will have major impacts on the American healthcare delivery system through the year 2020. The student will be provided with an overview of healthcare forecasts, the role of demographic trends including the shift toward chronic disease care, growing health care costs, healthcare delivery systems, the healthcare workforce, medical technologies, and the ultimate effects of our health behaviors. Additionally, the student will be exposed to potential scenarios that demonstrate how the healthcare system in the United States may evolve.

Prerequisite: HCM200

HCM330 3 CREDITS QUALITY ASSURANCE AND RISK MANAGEMENT IN HEALTH CARE
This course provides a comprehensive coverage of Total Quality Management and Continuous Quality Improvement (CQI), the evolution of CQI, and the challenges of implementing CQI in various health care organizations. The learner will be presented with management philosophies and perspectives on the dynamics between patient requirements, patient care quality, and environmental changes such as economics, technology, and culture. The impact of these variables will require continuous improvements in how quality patient care is maintained, and the learner will be presented with methods to conduct decision-making.

HCM350 3 CREDITS MANAGED CARE
This course will provide students with an overview of the insurance and managed care industry including its history, organizational structures, components, and practices. Concepts include pay-for-performance, information technologies, consumer directed health plans, and new approaches to care management as they relate to the Affordable Care Act.

Prerequisite: HIT100

HCM360 3 CREDITS CONTINUUM OF HEALTH CARE
This course provides a comprehensive overview on alternative health care delivery with focus on the variations within the auspices of long term care. The student will learn the operating characteristics of health care systems designed for seniors, children, mental health patients, veterans, and rehabilitation patients. This encompasses the provision of care via nursing facilities, home health agencies, hospices, and assisted living facilities.

HCM365 3 CREDITS FUNDAMENTALS OF BIOSTATISTICS
This course is a practical introduction to the methods, techniques, and computation of statistics. Students will work with examples taken from current medical research and literature, showing the real problems researchers and health professionals are tackling today to achieve breakthroughs in health and medicine.

Prerequisite: MAT110, MAT220
HCM400 3 CREDITS
HEALTH CARE FINANCIAL MANAGEMENT
This course is an application of financial management techniques for decision making for health care professionals. It examines aspects of modern hospital & health care organization financial management and applications to prepare students for supervisory and managerial roles.

Prerequisites: ACC101

HCM415 3 CREDITS
HEALTH PLANNING AND REGULATION
This course introduces students to the fundamentals of health program planning, implementation and assessment as impacted by current healthcare regulatory legislation and practices. Students will learn how to assess community health needs, identify resources including funding, identify sociocultural barriers to program implementation such as language, culture, or ethnicity. Instruction on determining program goals, objectives, data collection methods, and program evaluation methods will be provided.

Prerequisite: HIT100

HCM440 3 CREDITS
ECONOMICS OF HEALTH AND HEALTH CARE MANAGEMENT
This course introduces the subject of economics and its application to the healthcare sector. The efficient allocation of scarce resources is a fundamental objective to consider in designing and comparing different policy alternatives in the healthcare sector. Health economics provides an application of economic principles to analyze how different economic incentives affect the efficient behavior of patients, insurers, providers, policy makers in the delivery of health services. Insights from this class would be helpful for health administrators in the process of comparing health policy options within the context of the Affordable Care Act.

Prerequisites: MAT220

HCM450 3 CREDITS
BEHAVIORAL HEALTH ISSUES
Behavioral Health Issues provides an overview of behavioral/mental health and mental illness with a focus on medical, epidemiological, sociological, political, historical, developmental, and cultural perspectives in the field. Students are provided with an introduction to mental health promotion, and a dual emphasis on individual and population level approaches to handling mental health concerns.

Prerequisites: HCM280, PSY105

HCM455 3 CREDITS
COMMUNITY NUTRITION EDUCATION
This course introduces students to the program planning, resources, and nutrition issues specific to community nutrition, providing an understanding of creating and implementing programs for various constituencies (elderly populations, children, impoverished populations, college students, etc.). The course also offers the core material important for solving community nutritional and health problems, including program delivery, nutritional education and planning nutrition interventions.

Prerequisite: BIO120, HCM280

HCM460 3 CREDITS
HUMAN RESOURCE MANAGEMENT IN HEALTHCARE
This course provides a comprehensive coverage of techniques and practices in effective management of human resources. The topics include: employment laws; diversity management; job analysis and design; staff recruitment, selection, and retention; performance management, including workplace bullying; compensation practices; succession planning; and the labor relations process.

Prerequisite: HCM200

HCM465 3 CREDITS
MINORITY HEALTH ISSUES
This course provides the student with a foundation in building cultural and linguistic competence for the provision of appropriate healthcare services. The student will learn about traditional definitions of health and illness and traditional health maintenance, protection, and restoration for multicultural populations. Diversity, heritage assessment, cultural care, and health and illness in the contemporary healthcare environment will be presented.

Prerequisite: SOC105 or Equivalent

HCM470 3 CREDITS
HEALTH CARE MARKETING
Due to the implementation of the Affordable Care Act, healthcare organizations are faced with a change in how they attract and retain clients. Examples of strategies employed by healthcare marketers include social media, healthcare globalization, and consumer engagement.

Prerequisite: HCM200

HCM901 3 CREDITS
HEALTH CARE CAPSTONE SEMINAR
The Health Care Capstone Seminar will present basic health research methodologies to permit the student to explore a related research question in further depth utilizing descriptive and inferential statistical analyses. Students will present an original research project in written and oral formats.

Prerequisite: Must be taken during last semester of study

HCM950 3 CREDITS
HEALTH CARE MANAGEMENT PRACTICUM
The student will be provided with a minimum of 135 hours of structured work experience in a health care organization, un-
nder the direct supervision of a preceptor-employee. Students will be presented with the opportunity to apply skills and subject-matter expertise in an urban healthcare environment.

Prerequisite: Open only to Health Care Management students in their final semester.

HIT100 3 CREDITS
U.S. HEALTH CARE DELIVERY SYSTEM
This course provides a comprehensive overview of the nature, history, structure, function, and financing of the United States health care system. It is designed to develop an appreciation for the complexity of and the relationships among providers, payers, and patients in the context of social, economic, political, and ethical considerations.

HIT110 3 CREDITS
HEALTH INFORMATION: DATA CONTENT AND STRUCTURE
This course provides an introduction to health information theory supplemented with hands-on simulation and projects. Topics to be covered include, but are not limited to the content, uses and format of the health record; the method of storage, retrieval and retention of health information; the preparation and uses of indexes and registers, documentation requirements; and the role of health information in reimbursement, quality improvement, and other important functions.

HIT120 3 CREDITS
LEGAL AND ETHICAL ASPECTS OF HEALTH INFORMATION
This course provides a review of the legal and ethical aspects applicable to health information. The first part of the course focuses on the health record as a legal document; legal principles; patient rights/advocacy issues; definition and application of professional ethics; release of information and confidentiality of health information. The remainder of the course will cover discussion of social, legal and privacy issues and the application of computer ethics to information technology. In addition, this course will cover the HIPAA legislation for healthcare professionals and will deal with other ethical issues in bioinformatics.

HIT135 3 CREDITS
HEALTH INFORMATION STATISTICS AND ANALYSIS
This course reviews descriptive and vital statistics, reporting requirements, definitions and formulas for computing hospital and public health statistics. It will include the management of health information in relation to data collection, analysis, and presentation. Topics will include the collection, analysis and display of data for quality assurance, utilization review, risk management and reimbursement. Prerequisite: MAT105 or MAT110

HIT200 3 CREDITS
INTRODUCTION TO HEALTH INFORMATION TECHNOLOGY
This course provides a comprehensive introduction to key concepts related to today’s healthcare technology, including records processing in the EHR and hybrid environments, digital storage concerns, information systems implementation, and security issues, including HITECH’s impact on HIPAA regulations. It covers electronic health records, collecting healthcare data, coding and compliance.

HIT215 3 CREDITS
QUALITY ASSESSMENT AND PERFORMANCE IMPROVEMENT
This course introduces the student to the issues involved in the management of quality and performance improvement in the health care setting. The components of quality, performance improvement, and the regulatory requirements for this function are investigated, as well. Student will learn skills in data analysis, performance improvement tools, and data presentation. The functions of risk management, utilization management, and case management will also be explored.

HIT225 3 CREDITS
HEALTH INFORMATION ORGANIZATION AND SUPERVISION
This course introduces general principles of management and organization as applied to health information settings. Material covered includes budget development and control, personnel, recruitment and retention, performance appraisal, and progressive discipline. Office design, productivity monitoring, work simplification, job analysis and job descriptions, and quality management topics are also discussed. Prerequisite: HIT100

HIT230 3 CREDITS
PATHOPHYSIOLOGY
This course introduces the students to the fundamentals of the disturbances in the normal physiologic mechanisms that are associated with disease and to the pathogenesis of specific diseases system by system.

ISA110 3 CREDITS
IMAGING SECTIONAL ANATOMY
The Imaging Sectional Anatomy course will introduce the student to the concepts and applications necessary to develop an understanding of anatomy in three dimensions that is essential for success in a career in any of the imaging modalities. Students will learn to observe a transverse, sagittal, or coronal section of the body and mentally reconstruct the three-dimensional relationships of that area. Conversely, given a gross dissection of a region, students will learn to visualize the appearance and relationships in the planar sec-
The course focuses on the relationships of organs and parts of the body within regions rather than on systems and the identification of systems.

**Prerequisite or Corequisite: BIO204**

**HIT900 3 CREDITS HEALTH INFORMATION TECHNOLOGY EXTERNSHIP**

This course helps the student gain practical experience in the discipline, enhance skills, and integrate knowledge. The emphasis is on practical work experience for which the student has already acquired the necessary theoretical knowledge and basic skills. Students will receive a minimum of 135 hours of practical training and experience in approved affiliated sites: medical records or business offices of hospitals and physicians. *Must be taken in the final semester.*

**Prerequisite: CDV100**

**LAW115 3 CREDITS LEGAL AND ETHICAL ISSUES FOR THE PHARMACY TECHNICIANS**

This course presents the material dealing with pharmacy laws, regulations and ethics aimed specifically at the pharmacy technician. Students will learn the many laws and regulations that pharmacy technicians must understand in order to practice in a legal and ethical manner. Students will be presented with an overview of the United States’ legal system and review the development of current laws and the major laws affecting present-day pharmacy practice. Drug control laws and ethical issues most applicable to the pharmacy technician will also be covered.

**Prerequisite: MED105**

**MED105 3 CREDITS MEDICAL TERMINOLOGY**

This course is designed to provide in-depth knowledge and understanding of the medical language used by health care professionals including roots, prefixes, suffixes, and word meanings. An overview of basic terms used throughout the health field, including diseases, diagnostic procedures and treatments are also discussed.

**MED115 3 CREDITS LABORATORY TECHNIQUES I**

This course introduces aspects of the clinical laboratory sciences such as laboratory organization, professional ethics, basic laboratory equipment use, safety, quality assurance, and specimen collection. OSHA and CLIA regulations are stressed and applied to student’s performing basic laboratory skills such as blood collection, urinalysis, and microbiologic testing.

**Prerequisite: MED200 3 CREDITS CLINICAL OFFICE PROCEDURES**

This course introduces the student to the basic skills that are performed by the medical assistant in the medical office. This course places emphasis on patient-centered assessment, examination, intervention and treatment as directed by a physician. It includes vital signs, collection and documentation of patient information, asepsis, minor surgical procedures, positioning and draping and assisting during an examination. Consideration is also given to ECG techniques such as equipment operation and basic interpretation.

**Prerequisites: BIO105, MED105**

**MED205 @ 3 CREDITS PHARMACOLOGY FOR ALLIED HEALTH PROFESSIONALS**

The course is a basic introduction to the principles of pharmacology. Topics include classes of drugs by body systems as well as antivirals, antibiotics, vaccines and immunizations, and chemotherapy agents. Basic drug concepts and nomenclature required in the allied health professions such as preparations and route of administration, dose calculations, side effects, and abbreviations will be stressed.

**MED215 3 CREDITS LABORATORY TECHNIQUES II**

This course continues the teaching and practice of proper laboratory equipment use, biological sample collection and testing techniques. OSHA and CLIA regulations are stressed and applied to performing basic laboratory skills such as blood collection, chemistry and hematology testing.

**Prerequisite: MED115**

**MED220 3 CREDITS MEDICAL EMERGENCIES FOR HEALTH PROVIDERS**

This course combines BLS (Basic Life Support) with basic first aid skills. General first aid principles, medical emergencies, injury emergencies and environmental emergencies are covered. Successful completion of course requirements by the American Heart Association includes meeting the requirements for BLS Certification.

**Prerequisite: MED105 or BIO115**

**MED905 3 CREDITS MEDICAL ASSISTING EXTERNSHIP**

This course provides the student with general training and experiences in the workplace. Students will be placed in an ambulatory health care setting, where they will perform both administrative and clinical competencies. Administrative competencies may include claims processing, filing,
appointment scheduling, telephone screening and bookkeeping functions. Clinical competencies may include specimen collection, diagnostic testing, and patient care. Transdisciplinary competencies will be integrated in both clinical and administrative areas. These include communication, legal concepts, patient instruction, and operational functions. Must be taken in the final semester.

Formerly: MED900-4 credits.
Prerequisite: CDV100 and completion of HIPAA and BLS Certification
Prerequisite or corequisite: level 200 courses.

**MST100 3 CREDITS**
**FUNDAMENTALS OF MASSAGE THERAPY**

This course examines the fundamental skills of massage therapy theory. Students will learn about the history of massage, SOAP charting, indications and contraindications, the effects of massage on the body, pain mechanisms, hygiene, and safety. Students will be introduced to basic massage manipulations and techniques and their effects. The course will introduce the student to the laws of the state of Florida regarding massage therapy practice as referenced in Florida Statute(s) 456 (Health Professions and Occupations (General provisions); 480 (Massage Practice Act), Statute 120 (Administrative Procedures Act, and the Florida administrative code #64B7 (Board of Massage Therapy).

**MST110 3 CREDITS**
**MYOLOGY FOR MASSAGE THERAPY**

Myology for Massage Therapy teaches the student the characteristics of muscle tissue and its histological classification into skeletal, cardiac, and smooth types. Also considered are the connective tissue components of skeletal muscle, the nerve and blood supply, the microscopic anatomy of a skeletal muscle fiber, contraction and relaxation of skeletal muscle fibers and muscle metabolism. Students will learn to physically locate, palpate and demonstrate the actions of the major muscle groups, related bones and bony landmarks, as well as other related additional structures on a diagram, skeleton and classmates.

**MST120 3 CREDITS**
**NEUROLOGY FOR MASSAGE THERAPY**

This course covers the significant structures, divisions and functions of nervous tissue, the spinal cord, spinal nerves and the brain and cranial nerves. Areas of discussion will include how the central, peripheral and autonomic divisions of the nervous system work to maintain homeostasis, as well as its role in sensation, perception, kinesthetic awareness and the integrating functions of the cerebellum, smell, taste, sight, and hearing.

**MST130 3 CREDITS**
**SWEDISH MASSAGE THERAPY I**

This course will focus on developing a firm foundation in Western, or what is most commonly referred to as “Swedish” style massage. The history of Western massage, its basic techniques, benefits and contraindications for their use will be discussed. Proper use of oils, massage tables, draping and bolstering methods will be introduced. High emphasis will be placed in the practicum on modeling proper body mechanics necessary to execute techniques efficiently and safely.

**MST200 3 CREDITS**
**PALPATION AND KINESIOLOGY FOR MASSAGE THERAPY**

This course introduces students to the skeletal and muscular systems. They learn the basic names and landmarks of the bones and joints as well as the origins, insertions and actions of the major muscles of the body. Students also learn how to demonstrate muscle locations and how to palpate and shorten each of the muscles studied. Students will learn to consider their clients’ biomechanical histories and apply their understanding of human motion to serve their clients’ soft tissue conditions. Some commonly seen pathologies with kinesiological origins are covered with respect to their soft tissue assessment.

Prerequisite: MST100.

**MST220 3 CREDITS**
**SHIATSU MASSAGE**

Shiatsu massage provides the specific foundation, context and technical hands-on skills for basic Shiatsu practice. During this course the basic philosophy, specific channels and points, as well as the principles of assessment, patterns of imbalance and organ dysfunction are reviewed as it relates to the practice of Shiatsu massage. Basic point palpation and location will also be practiced to help students develop the sensitivity and skills necessary for effective Shiatsu treatment. The course also provides instruction in specific stretches, transitions and various treatment protocols.

Prerequisites: MST100 and BIO145.

**MST230 3 CREDITS**
**SWEDISH MASSAGE THERAPY II**

This course will expand on the material and skill learned in Swedish Massage I. Advance deep tissue and stretching techniques will be explored as well as working with clients in side-lying position and seated in a chair. Students will learn approaches for using massage in pre-and post-event sport situations, along with cramp relief techniques and heat and cold application. Also introduced will be basic assessment and treatment documentation skills necessary for focused therapeutic massage work.

Prerequisites: MST100 and MST130.

**MST240 3 CREDITS**
**DEEP TISSUE AND NEUROMUSCULAR THERAPY**

The Deep Tissue and Neuromuscular Therapy course teaches students the general principles of Deep Tissue Massage thera-
apy, including how to read the body, refine one’s touch, work deeply without causing pain, and apply a variety of advanced strokes.

**Prerequisite:** MST100.

### MST250 3 CREDITS
**SPORTS MASSAGE THERAPY**

During this course the student will learn and practice massage techniques and procedures involved in conducting effective sports massage sessions. Medications and massage, specialized massage techniques, joint movements, stretching, remedial and rehabilitation applications will also be taught. Also included will be instruction in pre-, inter- and post event massage, as well as learning to use sports massage in a myriad of facilities.

**Prerequisite:** MST100.

### PHM150 3 CREDITS
**PROFESSIONAL ASPECTS OF PHARMACY TECHNOLOGY**

This course focuses on the clinical points of pharmacy technology. Students will begin the course with a review of pharmacology that includes over the counter and alternative medications. Course content includes principles of drug action, dosage forms, substance abuse and misuse, and drug administration. Other topics include the distributive process of drugs, various systems of drug distribution and control, and drug delivery systems.

**Prerequisite:** MED105

### PHM200 3 CREDITS
**DRUG CLASSIFICATION**

This course introduces students to the major groups of medications according to the effect they have on body systems. Throughout the course, students learn about medications affecting body systems such as the gastrointestinal, cardiovascular, muscular-skeletal, nervous and reproductive systems. Course material will also cover indications, contraindications, adverse reactions and side effects, and routes of administration of such medications.

**Prerequisite:** MED105

### PHM210 3 CREDITS
**PHARMACEUTICAL DOSAGE CALCULATIONS**

This course introduces the student to the metric and apothecary systems of measurement and calculations. Students will receive a math review necessary for pharmaceutical calculations. Other topics to be covered in this course include dilution and concentration of medications, intravenous solutions calculations, and pediatric and adult dosages based on body weight.

**Prerequisite:** MAT105
An introduction to legal terminology, concepts and principles as well as the elements of ethical behavior, will be discussed. The student will examine a variety of ethical issues and dilemmas found in clinical practice. The impact of human diversity as it influences the role of the radiographer in patient education is identified. Students will learn vital signs, transfer techniques, care of medical equipment, and sterile and aseptic technique. In addition, the current TJC (The Joint Commission) Core Measure activities and HCAHPS (Hospital Care Quality Information from the Consumer Perspective) will be discussed. Students will master the basic concepts of pharmacology. The theory and practice of basic venipuncture techniques and the administration of diagnostic contrast agents are also practiced and mastered. The appropriate delivery of patient care during these procedures and emergency treatment for contrast reactions is also emphasized.

RTP110 3 CREDITS
PATIENT CARE, VENIPUNCTURE, AND INFECTION CONTROL

RTP110 is designed to provide the basic concepts of patient care, including consideration for the physical and psychological needs of the patient and family. Routine and emergency patient care procedures are described, as well as infection control procedures using standard precautions. The role of the radiographer in patient education is identified. Students will learn vital signs, transfer techniques, care of medical equipment, and sterile and aseptic technique. In addition, the current TJC (The Joint Commission) Core Measure activities and HCAHPS (Hospital Care Quality Information from the Consumer Perspective) will be discussed. Students will master the basic concepts of pharmacology. The theory and practice of basic venipuncture techniques and the administration of diagnostic contrast agents are also practiced and mastered. The appropriate delivery of patient care during these procedures and emergency treatment for contrast reactions is also emphasized.

RTP120 3 CREDITS
RADIATION PROTECTION AND BIOLOGY

The principles of radiation protection are provided to include; the legal and ethical responsibilities of the radiographer for patients, employees and the public. Students will learn the effects of radiation on the human cell and tissue including short and long term effects, managing radiation doses, radiation quantities and units of measurement, and equipment design for safety. Also, incorporated are radiation health and safety requirements of federal and state regulatory agencies and health care organizations.

RTP130 3 CREDITS
RADIOGRAPHIC PROCEDURES I

Students will master practical experience in positioning patients, exercising independent judgment, creativity, and problem solving in the clinical laboratory. Students will learn the synopsis of radiation protection and exposure as it relates to radiographic procedures. Pathology relating to radiographic procedures is covered. Students work in teams, role-playing patient and technologist. Emphasis will be placed on the upper and lower extremities, chest, bony thorax, and abdominal cavity.

RTP140 3 CREDITS
IMAGING EQUIPMENT I

RTP140 focuses on the practical fundamentals of radiographic imaging and exposure. The course will focus on the practical application of theoretic information for immediate use and provides the knowledge to effectively solve problems therefore consistently producing quality radiographs in the clinical setting. Students will gain the foundational
knowledge of this complex topic that must be mastered to be competent radiographers. Topics included in this first of two courses on the subject are the discovery of x-rays and the history, x-rays as energy, x-ray characteristics, the x-ray beam, image formation, radiographic qualities, film-screen imaging, and reinforces the relationship between image formation and radiation protection.

**Prerequisite:** PHY105

**RTP150**  3 CREDITS

**DIGITAL ACQUISITION & DISPLAY I**

In RTP150 students will learn how to create images with the x-ray beam in a digital format that is then processed by a computer for viewing on a display monitor. The differences and similarities of Computerized Radiography and Digital Radiography will be discussed as well as the advantages and disadvantages of Digital Radiography over film-screen exposure and processing.

**Prerequisite:** PHY105

**RTP200**  3 CREDITS

**RADIOGRAPHIC PROCEDURES II**

Students will master practical experience in positioning patients, exercising independent judgment, creativity, and problem solving in the clinical laboratory. Students will learn the synopsis of radiation protection and exposure as it relates to radiographic procedures. Pathology relating to radiographic procedures is covered. Students work in teams, role-playing patient and technologist. Emphasis will be placed on the cervical spine, thoracic spine, lumbar spine, pelvis/hip, sacrum/ coccyx, cranium, facial bones and sinuses, GI and urinary systems, fluoroscopy, interventional, trauma and surgical procedures.

**Prerequisite:** All courses in semesters 1, 2, and 3

**RTP210**  3 CREDITS

**IMAGING EQUIPMENT II**

RTP210 continues on to focus on the practical fundamentals of radiographic imaging and exposure that was introduced in RTP 140. The course will focus on the practical application of theoretic information for immediate use and provides the knowledge to effectively solve problems therefore consistently producing quality radiographs in the clinical setting. Students will continue to gain and build upon the foundational knowledge of this complex topic that must be mastered to be competent radiographers. Topics included in this second of two courses on the subject are the primary factors, secondary factors, patient factors, scatter control, fluoroscopy, image evaluation and quality control.

**RTP220**  3 CREDITS

**DIGITAL ACQUISITION & DISPLAY II**

In RTP220 students will build on information learned in RTP150 and how to create images with the x-ray beam in a digital format that is then processed by a computer for viewing on a display monitor. Students will gain an introductory level of knowledge of Computed Tomography (CT). Topics covered include digital characteristics, receptors, processing, artifacts, displays, DICOM, and HL7.

**RTP900**  3 CREDITS

**CLINICAL PRACTICUM I**

The externship course, RTP 900, is 240 hours off-campus. This portion of the Radiologic Technologist Professional Program is meant to provide each student with the opportunity to apply theoretical and technical knowledge in the actual work environment, and by direct contact with patients. The student will be placed in a location, or multiple locations, in which to complete their 240 hours of externship. In this first of three clinical practicums, students will be required to prove competency in the clinical setting on a minimum of ten (10) of the procedures they have successfully learned in the classroom and lab up to this point.

**Prerequisite:** All 1st and 2nd semester courses

**RTP910**  3 CREDITS

**CLINICAL PRACTICUM II**

The externship course, RTP910, is 240 hours off-campus. This portion of the Radiologic Technologist Professional Program is meant to provide each student with the opportunity to apply theoretical and technical knowledge in the actual work environment, and by direct contact with patients. The student will be placed in a location, or multiple locations, in which to complete their 240 hours of externship. In this second of three clinical practicums, students will be required to prove competency in the clinical setting on a minimum of fifteen (15) of the ARRT-required procedures they have successfully learned in the classroom and lab up to this point.

**Prerequisite:** All 1st, 2nd, and 3rd semester courses

**RTP920**  3 CREDITS

**CAPSTONE SEMINAR**

This course is structured to comprise a review of everything students have learned to date in the radiography core courses thereby preparing them to pass a certification board exam, or state licensure exam and transition into employment in the profession. Students will review the content of the core courses as they are presented on a certification examination, by subject matter. The categories are: Radiation Protection, Equipment Operation and Quality Control, Image Acquisition and Evaluation, Imaging Procedures, and Patient Care and Education. The course also consists of multiple practice (mock) examinations with goals designed to increase as the course progresses, systematically improving student skills. Students are expected to complete the board exam application in this course.

**Prerequisite:** All semester 1-4 courses
RTP930  
CLINICAL PRACTICUM III  
6 CREDITS  
The externship course, RTP930, is 360 hours off-campus. This portion of the Radiologic Technologist Professional Program is meant to provide each student with the opportunity to apply theoretical and technical knowledge in the actual work environment, and by direct contact with patients. The student will be placed in a location, or multiple locations, in which to complete their 360 hours of externship. In this first of three clinical practicums, students will be required to prove competency in the clinical setting on a minimum of twenty-one (21) of the procedures they have successfully learned in the classroom and lab up to this point. Once all required competencies are successfully achieved, students will be allowed the opportunity to request a specialty rotation of their choice to complete their hours.

Prerequisite: All 1st, 2nd, 3rd, and 4th semester courses

DIVISION OF LEGAL STUDIES

CRJ101  
AMERICAN CRIMINAL JUSTICE SYSTEM  
3 CREDITS  
This course provides the student with a thorough knowledge of the criminal justice system. It presents the many diverse views that are contained within the criminal justice and characterizes its interdisciplinary nature.

CRJ105  
INTRODUCTION TO CRIMINOLOGY  
3 CREDITS  
This course introduces the student to Criminology, a dynamic field which is constantly changing with the release of major research studies, Supreme Court rulings, and governmental policies. It also offers thorough descriptions and explanations of criminal behavior.

CRJ115  
INTRODUCTION TO LAW ENFORCEMENT  
3 CREDITS  
This course presents an overview of the field of law enforcement and the numerous complexities within it. It also instills an appreciation for those who “serve and protect” our society and an understanding of this exciting and challenging profession.

CRJ120  
CRIMINAL LAW & PROCEDURES  
3 CREDITS  
This course is organized according to the central theme of balancing conflicting interests. The law of criminal procedure balances the interest in obtaining the correct result in particular cases against the interest in upholding a fair process in all cases. In this course, the ends are the correct result in the case at hand; the means is the process by which the result is obtained. This course recognizes the importance of obtaining the correct result—namely, the ends of both freeing the innocent and convicting the guilty. It also promotes the value of enforcing the law according to fair procedures.

CRJ150  
INTRODUCTION TO CORRECTIONS  
3 CREDITS  
This course is an overview of the field of corrections. It deals with how corrections in the United States function. The course touches on areas like jails, prisons, inmates, probation and parole, and community-based corrections. In addition, the course discusses the administration portion of the corrections, the correctional work world and careers, and inmates’ rights and litigation.

Prerequisite: CRJ101

CRJ190  
INTRODUCTION TO SECURITY  
3 CREDITS  
This course provides basic information that would serve as an overview of the total scope of private security. It incorporates the major findings and recommendations of the report of the Task Force on Private Security with other current security publications and research, including the Hallcrest Report I and II and the Rand Report.

CRJ200  
CURRENT ISSUES IN CRIMINAL JUSTICE  
3 CREDITS  
This course provides students with an overview of current issues in the administration of criminal justice. “Administration” encompasses criminal justice policies implemented by the police, courts, and correctional agencies (i.e., jails, prisons, and parole/probation departments). Time permitting, the course will also focus attention on some of the law enforcement agencies that have come to the forefront of the public eye since the September 11th terrorist attacks – namely the FBI and CIA. Finally, the course focuses on the intended and unintended consequences of policies implemented by these entities, as well as debates, controversies, and trends in the administration of criminal justice. This course may not be taken before the second semester.

CRJ205  
POLICE & COMMUNITY  
3 CREDITS  
This course gives a general overview of policing in our society so that the student can understand why and how policing is performed. It also shows the jobs available in policing and how to go about getting them, what skills are needed, and what you will do if and when you get the job. Students will have a flavor of policing. It is designed to make the student aware of who the police are, what they do, and how they do it, while also sensitizing them to the complexities and ambiguities of modern policing.

Prerequisites: CRJ120
**CRJ210**

**3 CREDITS**

**DIVERSITY AND CRIMINAL JUSTICE**

This course critically examines race, gender, and other diversity issues within the U.S. criminal justice system. The topic of emphasis is the importance of diversity issues in the development, organization and operation of the criminal justice system.

**CRJ215**

**3 CREDITS**

**ETHICAL ISSUES IN CRIMINAL JUSTICE**

This course discusses the ethical issues such as capital punishment and official corruption. Deadly force, discretion and deception by practitioners are critically examined. Identification and analysis of ethical issues in the field of criminal justice are discussed in detail with specific references to current events. This course may not be taken before the second semester.

**CRJ220**

**3 CREDITS**

**CRIMINAL LAW**

This course provides an examination of the structure, function, and principles of criminal law including the basic elements of crime. This course also specifically defines and explores various types of substantive criminal law including crimes against persons, property, public order, and the state. In addition, the course identifies and explains various defenses in criminal law.

**Prerequisite:** CRJ101

**CRJ230**

**3 CREDITS**

**CRIMINAL PROCEDURE I**

This course provides a thorough study of criminal procedure law through opinions of Supreme Court of the United States. The course provides a detailed study of Fourth Amendment jurisprudence, focusing on the laws involving searches and seizures, as well as the procedural process and rights of a criminal defendant from arrest and arraignment to conviction and post-conviction relief.

**Prerequisite:** CRJ101

**CRJ305**

**3 CREDITS**

**INTRODUCTION TO THE AMERICAN COURTS SYSTEM**

This course provides an introduction to the American judicial processes including the roles and functions of the courts and courtroom actors within the criminal justice system. Included in this course is an analysis of judicial structures, federally and at the state level, the various types of judicial selection methods, and the various roles a judge presumes within the criminal justice system.

**Prerequisite:** CRJ101

**CRJ310**

**3 CREDITS**

**CRIMINAL JUSTICE ADMINISTRATION**

This course examines the role of courts in determining social policy as it relates to criminal justice and fundamental rights of persons. The structure of the federal system will be explored and how the courts interact with coordinate branches of government. The role of judges and courtroom actors will be examined in both the civil and criminal trial contexts; the appellate process will also be surveyed.

**Prerequisite:** CRJ101

**CRJ315**

**3 CREDITS**

**LAW OF EVIDENCE**

This course examines the basic concepts of criminal evidence applied in the criminal justice environment, with specific focus on the impact of these rules on law enforcement professionals. Building on criminal procedure courses, this course offers specific insight into the description of the trial process, types of evidence and rules relating to admissibility, privileges, judicial notice, and qualification of witnesses.

**Prerequisite:** CRJ101

**CRJ320**

**3 CREDITS**

**VICTIMOLOGY**

The course examines the role of victims in crimes, their treatment in the criminal justice system, victim assistance programs, and victim compensation. This course also provides an examination into the role of victims in the criminal justice system, their decision to report crimes and assist prosecutors in their own case. Special focus is given to rights of victims of crime within the system, particularly as they relate to sexual offenses and domestic violence.

**Prerequisite:** CRJ101

**CRJ330**

**3 CREDITS**

**CRIMINAL PROCEDURE II**

This course builds upon Criminal Procedure I and goes into greater detail regarding the laws, cases, and rights of criminal procedure as they relate to law enforcement, prosecutors, and defendants. Greater emphasis will be put on the Fourth, Fifth, and Sixth Amendments to the United States Constitution.

**Prerequisite:** CRJ101, CRJ230
### CRJ350 3 CREDITS
**FUNDAMENTALS IN CRIMINAL INVESTIGATIONS**

This course provides an introduction into the fundamentals of criminal investigations including the identification, collection, preservation, and presentation of physical evidence from crime scenes. Students will examine the legal rules gathering of evidence as well as the ethical and legal obligations of the investigator.

*Prerequisite: CRJ101*

### CRJ405 3 CREDITS
**WHITE COLLAR CRIME**

This course provides an overview on major issues in the study of white collar crime. Theoretical causes of white collar crime will be explored, as well as typologies of offenders and victims. There will be a special focus on methods and tools used by law enforcement and prosecutors to investigate and prosecute various offenders including use of the Organized Crime Act and RICO.

*Prerequisite: CRJ101*

### CRJ410 3 CREDITS
**ORGANIZED CRIME**

This course provides an examination of the origins, structure, and configuration of organized criminal groups, both domestic and abroad. The course also examines strategies and tools used by law enforcement to investigate and prosecute these groups under federal and international law. This course surveys the historical development of organized crime in the United States and their relations to other organizations internationally, focusing on Southern Europe, Latin America, Eastern Europe, and Asia.

*Prerequisite: CRJ101*

### CRJ415 3 CREDITS
**CRIME & MENTAL ILLNESS**

This course provides an examination between the relationship between various forms of mental illness and crime. Emphasis will be placed on the various causes and symptoms of mental illnesses as they relate to the types of deviance that are associated with mental illness.

*Prerequisite: CRJ101*

### CRJ420 3 CREDITS
**FORENSICS**

This course provides an examination of the scientific disciplines within the field of forensic science and how they relate to the legal system. The proper techniques associated with various fields will be examined and analyzed in scientific and legal contexts. In addition to the scientific exploration, the legalistic and social questions associated with the disciplines will also be examined. Fields examined include DNA-evidence, blood splatter, ballistics, fingerprints, hair analysis, and forensic anthropology.

*Prerequisite: CRJ101: It is recommended that this course be taken with or after CRJ350 & CRJ415.*

### CRJ425 3 CREDITS
**CRIME & THE MASS MEDIA**

This course provides an examination of the increasing role of the media in both reporting crime and shaping it. The role of the “fourth branch of government” within the criminal justice system will be explored as well as the interplay between contemporary media – including social media – and the actors within the criminal justice system. Research on the impact of media on the perception of justice and the American criminal justice system will be examined.

*Prerequisite: CRJ101*

### CRJ440 3 CREDITS
**SEMINAR IN LAW ENFORCEMENT**

This course provides an examination into the ethical issues that law enforcement professionals are faced with as part of their duties and responsibilities. In addition to identifying and describing law enforcement codes of ethics, students will gain a practical understanding of the various types and causes of police misconduct.

*Prerequisite: CRJ101*

### CRJ441 3 CREDITS
**FAMOUS CRIMINAL TRIALS**

This course presents a detailed examination of selected famous American crimes and trials. Students will discuss famous, or infamous, trials from the last few hundred years and compare the procedures and circumstances with the modern day criminal justice system.

*Prerequisite: CRJ101*

### CRJ450 3 CREDITS
**COMPARATIVE CRIMINAL JUSTICE SYSTEMS**

This course discusses international perspectives in criminal justice policy and procedures. There is an analysis of other countries’ culture and process systems – including law enforcement, courts, and corrections, compared to the United States. The International Criminal Court will also be examined.

*Prerequisite: CRJ101*

### CRJ460 3 CREDITS
**JUVENILE LAW**

This course provides an overview of the law and legal systems as they affect children. Current statutory and case law will be examined to determine the rights of minors in the criminal justice system and in the civil system as it relates to abuse and neglect cases.

*Prerequisite: CRJ101*
CRJ470 3 CREDITS
WOMEN & CRIME
This course provides an examination of the relationship among females, committing crime, and working within the criminal justice system. Historical and current issues facing women’s and girl’s victimization and offending will be examined, as well as the cultural bias that often occurs when discussing feminism in a predominantly male-setting. Structural sexism, racism, and classism, as they relate to the criminal justice system will also be examined.

Prerequisite: CRJ101

CRJ475 3 CREDITS
CAPITAL PUNISHMENT
This course provides an overview of the laws regarding capital punishment in the United States, otherwise known as “The Death Penalty.” The history of the usage of capital punishment will be examined as well as how the eligibility and usage of capital punishment has changed through the modern era including death-eligible crimes and methods of execution. Supreme Court of the United States cases will be specifically briefed and examined to understand the constitutionality of the punishment.

Prerequisite: CRJ101

CRJ900 3 CREDITS
EXTERNSHIP IN CRIMINAL JUSTICE
The criminal justice externship is designed to give students practical experience in the field, prior to graduation. The externship program often serves as a gateway to a future career in the criminal justice field. Students are expected to work with an agency (police, probation, correction, social services, and security agencies) over the course of the externship. Students must maintain a daily journal of their activities, which are to be transcribed into a weekly log. This is to be submitted weekly along with time sheets signed by their supervisor. Students must also submit the necessary evaluations, a summary paper describing their experiences at the end of the externship, and attend established meetings with the externship coordinator. This course is an experiential learning activity where students work at variety of criminal justice agencies for academic credits. Externship locations will include government agencies, police departments, federal and state law enforcement, private security firms, judicial clerkships, legal offices and legal research concerns. Externs must complete a self-evaluation, perform a series of exercises and assignments, author a log diary and a paper outlining the externship experience, work the required 135 hours, and present an acceptable recommendation from the externship supervisor upon completion of the experience. Must be taken in the final semester.

Prerequisite: CDV100

CRJ901 3 CREDITS
CRIMINAL JUSTICE CAPSTONE SEMINAR
The purpose of the Capstone Course is for students to demonstrate that they have successfully mastered skills during studies in the Criminal Justice Program. In this course, students will create an original research project that synthesizes criminal justice theories, quantitative and qualitative methodologies and apply to an issue in the criminal justice field. Open only to students in their last semester.

Prerequisite: LIB150 Research Methods in Criminal Justice

LAW101 3 CREDITS
INTRODUCTION TO PARALEGAL STUDIES
This course introduces students to the paralegal profession and examines the major roles and responsibilities that the paralegal plays in our legal system and in law office administration. This course conveys the education skills required to be a successful paralegal. The several stages of the civil litigation process will be discussed, as well as interview and investigative techniques relevant to the paralegal profession. Discussions on the role ethics plays in paralegal practice are also offered.

Prerequisite: LAW101

LAW105 3 CREDITS
LEGAL RESEARCH AND WRITING I
This course allows students to identify legal principles and authorities used by paralegals including: constitutions, statutes, administrative law, and court rulings. Further, students will be able to properly utilize these sources in legal research and analysis. This course also facilitates students to utilize secondary sources, such as encyclopedias, treatises, law reports, digests, and periodicals, as sources in legal research and analysis. Students will refine their writing skills in creating and preparing legal documents including learning how to execute proper legal citation and utilize computer/on-line resources for legal research.

Prerequisite: LAW101

LAW125 3 CREDITS
FAMILY LAW
This course allows students to understand the legal definition and aspects of marriage, annulment, ante nuptial agreements, separation, and divorce proceedings. This course offers students an explanation of the components of child custody, visitation, support, paternity, child protection, and adoption. Students also learn the terminology and legal aspects of property division and distribution. Students will also learn legal terminology and legal aspects involving crimes and civil torts related to family law, including domestic violence, and family court proceedings.

Prerequisite: LAW101
LAW205  3 CREDITS
LEGAL RESEARCH AND WRITING II
This course is an intensive writing course that enables students to demonstrate abilities to conduct legal analysis and to conduct case law analysis and counter analysis. With this course, students will understand the fundamentals of effective legal writing processes, and are expected to draft proper memoranda of law and correspondences.

Prerequisite: LAW105

LAW210  3 CREDITS
CONTRACTS
This course enables students to determine and describe those applicable laws that govern legal disputes. This course offers students the four phases of contract formation. Also, this course allows students to draft a mock contract and articulate the various aspects of contract enforceability. Students will also study the Uniform Commercial Code Article 2.

Prerequisite: LAW101

LAW215  3 CREDITS
TORTS AND INSURANCE LAW
This course enables students to explore the elements of various torts, and delve into areas that involve negligence, special negligence cases, and defenses to negligence. In this course, students learn about the aspects of the various intentional torts, as well as the various tort defenses.

Prerequisite: LAW101

LAW220  3 CREDITS
CIVIL LITIGATION
This course presents students with an understanding of paralegal responsibilities regarding litigation. Students learn the various steps necessary to effectively initiate litigation. Specifically, students will gain knowledge in areas of discovery, including: depositions, interviews, requests for documents, and other methods used to obtain evidence. Also, students will acquire knowledge about the trial processes associated with civil litigation.

Prerequisite: LAW101

LAW230  3 CREDITS
BANKRUPTCY LAW
This course enables students understand the basics of bankruptcy law. This course allows students to identify and describe the key players in the bankruptcy process. Also, this course specifically explores the aspects of filing different Chapters of Bankruptcy (7, 11, 12, and 13).

Prerequisite: LAW101

LAW235  3 CREDITS
SEMINAR IN PARALEGAL STUDIES
This course enables students to grasp a general understanding of the legal marketplace, and identify key players of the legal team and describe their roles and responsibilities. Students also will acquire an understanding of how personal computer applications in the law office—such as word processing; spreadsheets; database management—and be able to apply these skills to the paralegal profession. Students also acquire the administrative skills required to ensure smooth operations of their legal facilities.

Prerequisite: LAW101

LAW240  3 CREDITS
IMMIGRATION LAW
This course informs students of immigration law and policy, and delves into the processes of nonimmigrant visas, the aspects of relative-based and immigrant-based immigrants, the grounds for inadmissibility and removal, and the aspects of refugee and asylum designations. This class also presents the benefits and obligations of American citizenship.

Prerequisite: LAW101

LAW245  3 CREDITS
WILLS, TRUSTS, AND ESTATES
This course offers students’ knowledge of the various steps associated with planning an estate. This course presents the various types of wills and what they contain, and offers details relating to trusts and specialized trusts and their requirements and termination. Also, students will be instructed on how to draft common documents that involve estate planning, wills, trusts, and estates.

Prerequisite: LAW101

LAW250  3 CREDITS
REAL ESTATE LAW
This course educates students on the many aspects associated with Real Property Law. In this course, students learn the requirements and applications of real estate contracts and deeds, the requirements of concurrent ownership, the specifics of encumbrances, easements, and licenses, and the legal aspects of real estate finance. Important legal aspects related to real estate closings, condominiums and cooperatives, lease agreements, the preparation and administration of surveys and land descriptions are also explored.

Prerequisite: LAW101

LAW250  3 CREDITS
EXTERNALSHIP IN PARALEGAL STUDIES
This course is designed to allow Paralegal Studies students to receive practical experiences in a bona fide law office setting, where they may demonstrate their ability to apply academic knowledge to practical work experiences and, thus, become better prepared for work as paralegals. Also, this course enables students to construct effective résumés and cover letters for paralegal work, and become prepared for the job interview.
LIB150 3 CREDITS
APPLIED RESEARCH METHODS IN CRIMINAL JUSTICE
This course is an advanced course in Research Methods in Criminal Justice. Building on the Research Methods (LIB100) course, the student is presented with discipline specific concepts and problems encountered in criminal justice investigation, including types of data and measurement, sampling, probability, and research design. This course will emphasize the importance and limitations of theory and methodology in criminal justice research as well as the purposes of applied research, program evaluation, policy analysis, and research ethics.
Prerequisite: LIB100

SOC150 3 CREDITS
CHILD WELFARE / CHILD ABUSE PREVENTION
This course will examine the child welfare system and its historical development. Students will gain an understanding of the basic child welfare policies, programs and practices related to child and family functioning. A survey of supplement, supportive and substitute services is provided. Students will also understand the different roles of the child welfare social worker. The issues of poverty, oppression, race and ethnicity, and their impact on children and families will also be explored.

DIVISION OF NURSING

BSN300 4 CREDITS
PATHOPHYSIOLOGY
This online course provides an examination of complex physiologic responses and clinical sequelae in major body systems in relation to pathologic processes. This course presents the structure and normal function of all physiological systems in adults and children. The resulting content provides the framework for nursing care for patients with disease entities through the comparison with the normal functioning. Emphasis is placed upon physiologic compensation and defense responses.
Prerequisite: N/A

BSN310 4 CREDITS
HOLISTIC NURSING
This course examines the concepts of caring in nursing—caring for self, others, and the environment. It also addresses mind/body/spirit connectedness. Content includes personal, family, and community paradigmatic shifts, environment, culture, communication, and energy systems within the context of social and political responsibility. Emphasis is placed on the synergy of the body, mind and spirit that is essential to consider when providing nursing care to individuals throughout the lifespan and communities. By looking at the holistic nature of persons, nurses can develop comprehensive therapeutic strategies. By exploring diverse psychosocial, spiritual, sexual, and cultural dimensions of persons, nurses can tailor their interventions to meet the needs of clients seeking mental and physical health.
Prerequisite: BSN300

BSN330 4 CREDITS
HEALTH ASSESSMENT
This course provides the post licensure nurse with the tools to perform a comprehensive health assessment on clients across the lifespan. This course builds on the nurses’ prior physical assessment skills by focusing on theoretical and clinical knowledge required to complete health assessments across the lifespan.
Prerequisite: BSN300, BSN310

BSN350 4 CREDITS
HEALTH PROMOTION AND EDUCATION
This course introduces the student to the discipline and profession of health promotion and education. The course will examine the concepts of health and wellness, the determinants of health behavior, national health status, the history of health education and health promotion. Emphasis is on health education as an important foundation for care.
Prerequisite: BSN300, BSN310, BSN330

BSN370 4 CREDITS
HEALTH AND AGING
This course allows students to integrate and apply their knowledge and experiences in adult health to the specialized care of an older adult. Course content focuses on the phenomena of healthy aging. The course emphasizes health promotion and illness prevention for older adults including identification of disease risk factors associated with aging and reasons why the elderly are not able to remain in their homes. The older adult is viewed as a healthy and productive individual in their community who are willing to share their lifetime knowledge, value system, and cultural beliefs to younger generations.
Prerequisite: BSN300, BSN310, BSN330, BSN350

BSN390 4 CREDITS
PHARMACOTHERAPEUTICS
The student is introduced to pharmacotherapeutic concepts as they are applied to nursing practice. Basic pharmacological concepts, including pharmacokinetics, pharmacodynamics, as well as the principal classification of drugs in clinical use today are discussed according to physiologic and psychologic concepts. The roles of the nurse in the safe, effective administration of medications are emphasized. A great vari-
A variety of interactive and experiential activities will be utilized in the classroom to enable the student to apply pharmacological theory to clinical situations.

**Prerequisite:** BSN300, BSN310, BSN330, BSN350, BSN370

**BSN410 4 CREDITS**

**INFORMATICS FOR THE PROFESSIONAL NURSE**

This course provides the student with the necessary background to use informatics to provide patient care and improve care delivery processes for groups of patients. Students will explore the use of Electronic Health Records, the Internet and other information systems to gather information for patient/staff education and provide care to patients. Legal and ethical issues of privacy, confidentiality, security, and safety in relation to informatics will also be discussed.

**Prerequisite:** BSN300, BSN310, BSN330, BSN350, BSN370, BSN390

**BSN420 4 CREDITS**

**NURSING THEORY**

This course provides an introduction to theory and reasoning in nursing. Students will be introduced to several different theoretical frameworks in nursing and to the contributions of selected nurse theorists. Students will begin to articulate and refine their own philosophy of nursing and to evaluate its impact on their own practice. Emphasis is on developing an understanding of nursing theory and how it is used in practice.

**Prerequisite:** BSN300, BSN310, BSN330, BSN350, BSN370, BSN390, BSN410

**BSN440 4 CREDITS**

**RESEARCH AND EVIDENCED BASED PRACTICE**

This course introduces nursing students to the fundamentals and principles of the research process and their application in nursing. The importance of searching relevant literature, understanding research methods, reviewing research, understanding, and evaluating research findings related to the practice of nursing is emphasized.

**Prerequisite:** BSN300, BSN310, BSN330, BSN350, BSN370, BSN390, BSN410, BSN420

**BSN450 4 CREDITS**

**HEALTH POLICY AND LEGAL ASPECTS OF NURSING**

This course provides students with an overarching framework to influence policies in the workplace, government, professional organizations, and the community. Students will study the broad themes of advocacy and political philosophy; policies in the US health care system, including the Patient Protection and Affordable Care Act of 2010; health disparities; science, policies and politics; advance practice issues; work place polices including collective bargaining; the legal system and governmental functioning: nursing organizations and political action; and activism in community and professional issues and apply this information in selected health care situations.

**Prerequisite:** BSN300, BSN310, BSN330, BSN350, BSN370, BSN390, BSN410, BSN420, BSN440

**BSN460 4 CREDITS**

**COMMUNITY HEALTH NURSING**

The course introduces the student to community health nursing through the lens of various conceptual frameworks to deliver care in community settings. Roles for nurses in a wide range of community settings, such as local, state, and national public health departments, home health and hospice, schools, and occupational health will be explored. Care of vulnerable populations will be emphasized.

**Prerequisite:** BSN300, BSN310, BSN330, BSN350, BSN370, BSN390, BSN410, BSN420, BSN440, BSN450

**BSN485 4 CREDITS**

**NURSING LEADERSHIP AND MANAGEMENT**

This course examines managerial and leadership concepts, issues, roles, and functions as applied to the role of the professional nurse in various healthcare settings.

**Prerequisite:** BSN300, BSN310, BSN330, BSN350, BSN370, BSN390, BSN410, BSN420, BSN440, BSN450, BSN460
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### FLORIDA CAMPUS

#### SUMMER 2020

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<tr>
<th>Date</th>
<th>Month</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>May</td>
<td>Wed</td>
<td>Summer Semester Classes Begin. Late Registration Begins.</td>
</tr>
<tr>
<td>23-25</td>
<td>May</td>
<td>Sat-Mon</td>
<td>Add/Drop Period Begins (Add/Drop Fees Apply).</td>
</tr>
<tr>
<td>2</td>
<td>June</td>
<td>Tue</td>
<td>Memorial Day. Classes Suspended.</td>
</tr>
<tr>
<td>3-5</td>
<td>July</td>
<td>Fri-Sun</td>
<td>Late Registration Ends, Add/Drop Period Ends.</td>
</tr>
<tr>
<td>17</td>
<td>August</td>
<td>Mon</td>
<td>Independence Day. Classes Suspended.</td>
</tr>
<tr>
<td>24-28</td>
<td>August</td>
<td>Mon-Fri</td>
<td>ORCS – Open Registration for Continuing Students</td>
</tr>
<tr>
<td>1</td>
<td>September</td>
<td>Tue</td>
<td>Review And Final Exam Week (All Projects/Assignments Due).</td>
</tr>
<tr>
<td>2-3</td>
<td>September</td>
<td>Wed-Thu</td>
<td>2 Days For Rescheduling All Missed Or Cancelled Classes.</td>
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</table>

#### FALL 2020

<table>
<thead>
<tr>
<th>Date</th>
<th>Month</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>September</td>
<td>Thu</td>
<td>Fall Semester Classes Begin. Late Registration Begins.</td>
</tr>
<tr>
<td>25</td>
<td>September</td>
<td>Fri</td>
<td>Add/Drop Period Begins (Add/Drop Fees Apply).</td>
</tr>
<tr>
<td>12</td>
<td>October</td>
<td>Mon</td>
<td>Late Registration Ends, Add/Drop Period Ends.</td>
</tr>
<tr>
<td>26-29</td>
<td>November</td>
<td>Thu-Sun</td>
<td>Columbus Day. Classes Suspended.</td>
</tr>
<tr>
<td>7</td>
<td>December</td>
<td>Mon</td>
<td>ORCS – Open Registration for Continuing Students</td>
</tr>
<tr>
<td>14-18</td>
<td>December</td>
<td>Mon-Fri</td>
<td>Review And Final Exam Week (All Projects/Assignments Due).</td>
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<td>23</td>
<td>December</td>
<td>Wed</td>
<td>Last Day Of Classes.</td>
</tr>
<tr>
<td>28-29</td>
<td>December</td>
<td>Mon-Tue</td>
<td>2 Days For Rescheduling All Missed Or Cancelled Classes.</td>
</tr>
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#### SPRING 2021

<table>
<thead>
<tr>
<th>Date</th>
<th>Month</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>January</td>
<td>Tue</td>
<td>Spring Semester Classes Begin. Late Registration Begins.</td>
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<tr>
<td>18</td>
<td>January</td>
<td>Mon</td>
<td>Add/Drop Period Begins (Add/Drop Fees Apply).</td>
</tr>
<tr>
<td>15</td>
<td>February</td>
<td>Mon</td>
<td>Late Registration Ends, Add/Drop Period Ends.</td>
</tr>
<tr>
<td>2</td>
<td>April</td>
<td>Fri</td>
<td>Presidents’ Day. Classes Suspended.</td>
</tr>
<tr>
<td>4</td>
<td>April</td>
<td>Sun</td>
<td>Good Friday. Classes Suspended</td>
</tr>
<tr>
<td>12</td>
<td>April</td>
<td>Mon</td>
<td>Easter Sunday. Classes Suspended</td>
</tr>
<tr>
<td>19-23</td>
<td>April</td>
<td>Mon-Fri</td>
<td>ORCS – Open Registration for Continuing Students</td>
</tr>
<tr>
<td>26</td>
<td>April</td>
<td>Mon</td>
<td>Review And Final Exam Week (All Projects/Assignments Due).</td>
</tr>
<tr>
<td>27-28</td>
<td>April</td>
<td>Tue-Wed</td>
<td>Last Day Of Classes.</td>
</tr>
<tr>
<td>2</td>
<td>April</td>
<td>Mon</td>
<td>2 Days For Rescheduling All Missed Or Cancelled Classes.</td>
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#### SUMMER 2021

<table>
<thead>
<tr>
<th>Date</th>
<th>Month</th>
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</thead>
<tbody>
<tr>
<td>19</td>
<td>May</td>
<td>Wed</td>
<td>Summer Semester Classes Begin. Late Registration Begins.</td>
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<tr>
<td>29-31</td>
<td>May</td>
<td>Sat-Mon</td>
<td>Add/Drop Period Begins (Add/Drop Fees Apply).</td>
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<tr>
<td>1</td>
<td>June</td>
<td>Tue</td>
<td>Memorial Day. Classes Suspended.</td>
</tr>
<tr>
<td>3-5</td>
<td>July</td>
<td>Sat-Mon</td>
<td>Late Registration Ends, Add/Drop Period Ends.</td>
</tr>
<tr>
<td>9</td>
<td>August</td>
<td>Mon</td>
<td>Independence Day. Classes Suspended.</td>
</tr>
<tr>
<td>23-27</td>
<td>August</td>
<td>Mon-Fri</td>
<td>ORCS – Open Registration for Continuing Students</td>
</tr>
<tr>
<td>31</td>
<td>August</td>
<td>Tue</td>
<td>Review And Final Exam Week (All Projects/Assignments Due).</td>
</tr>
<tr>
<td>1-2</td>
<td>September</td>
<td>Wed-Thu</td>
<td>Last Day Of Classes.</td>
</tr>
<tr>
<td>2</td>
<td>September</td>
<td>Mon-Tue</td>
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### FALL 2021

<table>
<thead>
<tr>
<th>Date</th>
<th>Month</th>
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<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>September</td>
<td>Thu</td>
<td>Fall Semester Classes Begin. Late Registration Begins. Add/Drop Period Begins (Add/Drop Fees Apply).</td>
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<tr>
<td>22</td>
<td>September</td>
<td>Wed</td>
<td>Late Registration Ends, Add/Drop Period Ends.</td>
</tr>
<tr>
<td>11</td>
<td>October</td>
<td>Mon</td>
<td>Columbus Day. Classes Suspended.</td>
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<tr>
<td>25-28</td>
<td>November</td>
<td>Thu-Sun</td>
<td>Thanksgiving Weekend. Classes Suspended.</td>
</tr>
<tr>
<td>6</td>
<td>December</td>
<td>Mon</td>
<td>ORCS – Open Registration for Continuing Students</td>
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<tr>
<td>13-17</td>
<td>December</td>
<td>Mon-Fri</td>
<td>Review And Final Exam Week (All Projects/Assignments Due).</td>
</tr>
<tr>
<td>22</td>
<td>December</td>
<td>Wed</td>
<td>Last Day Of Classes.</td>
</tr>
<tr>
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<td>December</td>
<td>Thu</td>
<td>1 Day For Rescheduling All Missed Or Cancelled Classes.</td>
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### SPRING 2022

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<tr>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>11</td>
<td>January</td>
<td>Tue</td>
<td>Spring Semester Classes Begin. Late Registration Begins. Add/Drop Period Begins (Add/Drop Fees Apply).</td>
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<tr>
<td>24</td>
<td>January</td>
<td>Mon</td>
<td>Late Registration Ends, Add/Drop Period Ends.</td>
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<tr>
<td>21</td>
<td>February</td>
<td>Mon</td>
<td>Presidents’ Day. Classes Suspended.</td>
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<tr>
<td>11</td>
<td>April</td>
<td>Mon</td>
<td>ORCS – Open Registration for Continuing Students</td>
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<tr>
<td>15</td>
<td>April</td>
<td>Fri</td>
<td>Good Friday. Classes Suspended</td>
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<td>17</td>
<td>April</td>
<td>Sun</td>
<td>Easter Sunday. Classes Suspended.</td>
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<td>18-22</td>
<td>April</td>
<td>Mon-Fri</td>
<td>Review And Final Exam Week (All Projects/Assignments Due).</td>
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<td>25</td>
<td>April</td>
<td>Mon</td>
<td>Last Day Of Classes.</td>
</tr>
<tr>
<td>26-27</td>
<td>April</td>
<td>Tue-Wed</td>
<td>2 Days For Rescheduling All Missed Or Cancelled Classes.</td>
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### SUMMER 2022

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<th>Date</th>
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<tbody>
<tr>
<td>18</td>
<td>May</td>
<td>Wed</td>
<td>Summer Semester Classes Begin. Late Registration Begins. Add/Drop Period Begins (Add/Drop Fees Apply).</td>
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<tr>
<td>28-30</td>
<td>May</td>
<td>Sat-Mon</td>
<td>Memorial Day. Classes Suspended.</td>
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<tr>
<td>31</td>
<td>May</td>
<td>Tue</td>
<td>Late Registration Ends, Add/Drop Period Ends.</td>
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<tr>
<td>8</td>
<td>August</td>
<td>Mon</td>
<td>ORCS – Open Registration for Continuing Students</td>
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<td>22-26</td>
<td>August</td>
<td>Mon-Fri</td>
<td>Review And Final Exam Week (All Projects/Assignments Due).</td>
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<td>30</td>
<td>August</td>
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<td>Last Day Of Classes.</td>
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<td>31-1</td>
<td>Aug-Sept</td>
<td>Wed-Thu</td>
<td>2 Days For Rescheduling All Missed Or Cancelled Classes.</td>
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### FALL 2022

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<th>Date</th>
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<tbody>
<tr>
<td>8</td>
<td>September</td>
<td>Thu</td>
<td>Fall Semester Classes Begin. Late Registration Begins. Add/Drop Period Begins (Add/Drop Fees Apply).</td>
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<tr>
<td>21</td>
<td>September</td>
<td>Wed</td>
<td>Late Registration Ends, Add/Drop Period Ends.</td>
</tr>
<tr>
<td>10</td>
<td>October</td>
<td>Mon</td>
<td>Columbus Day. Classes Suspended.</td>
</tr>
<tr>
<td>24-27</td>
<td>November</td>
<td>Thu-Sun</td>
<td>Thanksgiving Weekend. Classes Suspended.</td>
</tr>
<tr>
<td>5</td>
<td>December</td>
<td>Mon</td>
<td>ORCS – Open Registration for Continuing Students</td>
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<tr>
<td>12-16</td>
<td>December</td>
<td>Mon-Fri</td>
<td>Review And Final Exam Week (All Projects/Assignments Due).</td>
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<td>December</td>
<td>Wed</td>
<td>Last Day Of Classes.</td>
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<td>22-23</td>
<td>December</td>
<td>Thu-Fri</td>
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### ACADEMIC CALENDAR FOR FULLY ONLINE PROGRAM

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<th>Date</th>
<th>Month</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/June</td>
<td>Thursday</td>
<td>Summer Semester Classes Begin. Late Registration Begins. Add/Drop Period Begins (Add/Drop Fees Apply).</td>
<td></td>
</tr>
<tr>
<td>24/June</td>
<td>Wednesday</td>
<td>Late Registration Ends. Add/Drop Period Ends. (subject to changes)</td>
<td></td>
</tr>
<tr>
<td>26/June</td>
<td>Friday</td>
<td>Late Registration Ends. Add/Drop Period Ends For Weekend Schedule</td>
<td></td>
</tr>
<tr>
<td>3-7/September</td>
<td>Sat-Sun</td>
<td>Independence Day. Classes Suspended.</td>
<td></td>
</tr>
<tr>
<td>8/September</td>
<td>Monday</td>
<td>ORCS – Open Registration for Continuing Students</td>
<td></td>
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<tr>
<td>14-20/September</td>
<td>Mon-Sun</td>
<td>Review And Final Exam Week (All Projects/Assignments Due).</td>
<td></td>
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<tr>
<td>23/September</td>
<td>Wednesday</td>
<td>Last Day Of Classes.</td>
<td></td>
</tr>
<tr>
<td>24-25/September</td>
<td>Thu-Fri</td>
<td>2 Days For Rescheduling All Missed Or Cancelled Classes.</td>
<td></td>
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</tbody>
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#### FALL 2020

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<tr>
<th>Date</th>
<th>Month</th>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td>5/October</td>
<td>Mon</td>
<td>Fall Semester Classes Begin. Late Registration Begins. Add/Drop Period Begins (Add/Drop Fees Apply).</td>
<td></td>
</tr>
<tr>
<td>12/October</td>
<td>Mon</td>
<td>Columbus Day. Classes suspended.</td>
<td></td>
</tr>
<tr>
<td>18/October</td>
<td>Sun</td>
<td>Late Registration Ends. Add/Drop Period Ends. (subject to changes)</td>
<td></td>
</tr>
<tr>
<td>23/October</td>
<td>Fri</td>
<td>Late Registration Ends. Add/Drop Period Ends For Weekend Schedule.</td>
<td></td>
</tr>
<tr>
<td>26-29/November</td>
<td>Thu-Sun</td>
<td>Thanksgiving Weekend. Classes Suspended.</td>
<td></td>
</tr>
<tr>
<td>21/December</td>
<td>Mon</td>
<td>Winter Break Begins. Classes Suspended.</td>
<td></td>
</tr>
<tr>
<td>11/January, 2021</td>
<td>Mon</td>
<td>ORCS – Open Registration for Continuing Students</td>
<td></td>
</tr>
<tr>
<td>18/January</td>
<td>Mon</td>
<td>Martin Luther King Day. Classes Suspended. School Closed.</td>
<td></td>
</tr>
<tr>
<td>25-31/January</td>
<td>Mon-Sun</td>
<td>Review And Final Exam Week (All Projects/Assignments Due)</td>
<td></td>
</tr>
<tr>
<td>31/January</td>
<td>Sun</td>
<td>Last Day Of Classes.</td>
<td></td>
</tr>
<tr>
<td>1-2/February</td>
<td>Mon-Tue</td>
<td>2 Days For Rescheduling All Missed Or Cancelled Classes.</td>
<td></td>
</tr>
</tbody>
</table>

#### SPRING 2021

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</tr>
</thead>
<tbody>
<tr>
<td>11/February</td>
<td>Thu</td>
<td>Spring Semester Classes Begin. Late Registration Begins. Add/Drop Period Begins (Add/Drop Fees Apply).</td>
<td></td>
</tr>
<tr>
<td>15/February</td>
<td>Mon</td>
<td>President Day. Classes Suspended.</td>
<td></td>
</tr>
<tr>
<td>24/February</td>
<td>Wed</td>
<td>Late Registration Ends. Add/Drop Period Ends. (subject to changes)</td>
<td></td>
</tr>
<tr>
<td>26/February</td>
<td>Fri</td>
<td>No Late Registration for Nursing Students.</td>
<td></td>
</tr>
<tr>
<td>2/April</td>
<td>Fri</td>
<td>Good Friday. Classes Suspended.</td>
<td></td>
</tr>
<tr>
<td>4/April</td>
<td>Sun</td>
<td>Easter Sunday. Classes Suspended.</td>
<td></td>
</tr>
<tr>
<td>10/May</td>
<td>Mon</td>
<td>ORCS – Open Registration for Continuing Students</td>
<td></td>
</tr>
<tr>
<td>17-21/May</td>
<td>Mon-Sun</td>
<td>Review And Final Exam Week (All Projects/Assignments Due)</td>
<td></td>
</tr>
<tr>
<td>26/May</td>
<td>Wed</td>
<td>Last Day Of Classes.</td>
<td></td>
</tr>
<tr>
<td>27-28/May</td>
<td>Thu-Fri</td>
<td>2 Days For Rescheduling All Missed Or Cancelled Classes.</td>
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<tbody>
<tr>
<td>7/June</td>
<td>Mon</td>
<td>Summer Semester Classes Begin. Late Registration Begins. Add/Drop Period Begins (Add/Drop Fees Apply).</td>
<td></td>
</tr>
<tr>
<td>20/June</td>
<td>Sun</td>
<td>Late Registration Ends. Add/Drop Period Ends. (subject to changes)</td>
<td></td>
</tr>
<tr>
<td>25/June</td>
<td>Fri</td>
<td>Late Registration Ends. Add/Drop Period Ends For Weekend Schedule</td>
<td></td>
</tr>
<tr>
<td>30/August</td>
<td>Mon</td>
<td>ORCS – Open Registration for Continuing Students</td>
<td></td>
</tr>
<tr>
<td>4-6/September</td>
<td>Sat-Mon</td>
<td>Labor Day. Classes Suspended.</td>
<td></td>
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<tr>
<td>13-19/September</td>
<td>Mon-Sun</td>
<td>Review And Final Exam Week (All Projects/Assignments Due).</td>
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<tr>
<td>19/September</td>
<td>Sunday</td>
<td>Last Day Of Classes.</td>
<td></td>
</tr>
<tr>
<td>20-21/September</td>
<td>Mon-Tue</td>
<td>2 Days For Rescheduling All Missed Or Cancelled Classes.</td>
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</tbody>
</table>
## ACADEMIC CALENDAR FOR FULLY ONLINE PROGRAM

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<thead>
<tr>
<th>Date</th>
<th>Day</th>
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</tr>
</thead>
<tbody>
<tr>
<td>4 October</td>
<td>Mon</td>
<td>Fall Semester Classes Begin. Late Registration Begins. Add/Drop Period Begins (Add/Drop Fees Apply). Columbus Day. Classes suspended.</td>
</tr>
<tr>
<td>11 October</td>
<td>Mon</td>
<td>Late Registration Ends. Add/Drop Period Ends. (subject to changes)</td>
</tr>
<tr>
<td>17 October</td>
<td>Sun</td>
<td>Late Registration Ends, Add/Drop Period Ends For Weekend Schedule.</td>
</tr>
<tr>
<td>22 October</td>
<td>Fri</td>
<td>Thanksgiving Weekend. Classes Suspended</td>
</tr>
<tr>
<td>25-28 November</td>
<td>Thu-Sun</td>
<td>Add/Drop Period Begins (Add/Drop Fees Apply).</td>
</tr>
<tr>
<td>20 December</td>
<td>Mon</td>
<td>Winter Break Begins. Classes Suspended.</td>
</tr>
<tr>
<td>3 January, 2022</td>
<td>Mon</td>
<td>ORCS – Open Registration for Continuing Students.</td>
</tr>
<tr>
<td>10 January 2022</td>
<td>Mon</td>
<td>Martin Luther King Day. Classes Suspended. School Closed.</td>
</tr>
<tr>
<td>24-30 January</td>
<td>Mon-Sun</td>
<td>Review And Final Exam Week (All Projects/Assignments Due)</td>
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<tr>
<td>30 January</td>
<td>Sun</td>
<td>Last Day Of Classes.</td>
</tr>
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<td>31-1 Jan-Febr</td>
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<td>Mon</td>
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<td>Wed</td>
<td>No Late Registration for Nursing Students.</td>
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<td>Fri</td>
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<td>Fri</td>
<td>Good Friday. Classes Suspended.</td>
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<tr>
<td>17 April</td>
<td>Sun</td>
<td>Easter Sunday. Classes Suspended.</td>
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<tr>
<td>9 May</td>
<td>Mon</td>
<td>ORCS – Open Registration for Continuing Students</td>
</tr>
<tr>
<td>16-22 May</td>
<td>Mon-Sun</td>
<td>Review And Final Exam Week (All Projects/Assignments Due)</td>
</tr>
<tr>
<td>25 May</td>
<td>Wed</td>
<td>Last Day Of Classes.</td>
</tr>
<tr>
<td>26-27 May</td>
<td>Thu-Fri</td>
<td>2 Days For Rescheduling All Missed Or Cancelled Classes.</td>
</tr>
</tbody>
</table>

### SUMMER 2022

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 June</td>
<td>Mon</td>
<td>Summer Semester Classes Begin. Late Registration Begins. Add/Drop Period Begins (Add/Drop Fees Apply).</td>
</tr>
<tr>
<td>19 June</td>
<td>Sun</td>
<td>Late Registration Ends. Add/Drop Period Ends. (subject to changes)</td>
</tr>
<tr>
<td>24 June</td>
<td>Fri</td>
<td>Late Registration Ends, Add/Drop Period Ends For Weekend Schedule</td>
</tr>
<tr>
<td>29 August</td>
<td>Mon</td>
<td>ORCS – Open Registration for Continuing Students</td>
</tr>
<tr>
<td>12-18 September</td>
<td>Mon-Sun</td>
<td>Review And Final Exam Week (All Projects/Assignments Due).</td>
</tr>
<tr>
<td>18 September</td>
<td>Sunday</td>
<td>Last Day Of Classes.</td>
</tr>
<tr>
<td>19-20 September</td>
<td>Mon-Tue</td>
<td>2 Days For Rescheduling All Missed Or Cancelled Classes.</td>
</tr>
</tbody>
</table>

### FALL 2022

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 October</td>
<td>Mon</td>
<td>Fall Semester Classes Begin. Late Registration Begins. Add/Drop Period Begins (Add/Drop Fees Apply). Columbus Day. Classes suspended.</td>
</tr>
<tr>
<td>10 October</td>
<td>Mon</td>
<td>Late Registration Ends. Add/Drop Period Ends. (subject to changes)</td>
</tr>
<tr>
<td>16 October</td>
<td>Sun</td>
<td>Late Registration Ends, Add/Drop Period Ends For Weekend Schedule.</td>
</tr>
<tr>
<td>24-27 November</td>
<td>Thu-Sun</td>
<td>Thanksgiving Weekend. Classes Suspended</td>
</tr>
<tr>
<td>19 December</td>
<td>Mon</td>
<td>Winter Break Begins. Classes Suspended.</td>
</tr>
<tr>
<td>9 January 2023</td>
<td>Mon</td>
<td>ORCS – Open Registration for Continuing Students</td>
</tr>
<tr>
<td>16 January</td>
<td>Mon</td>
<td>Martin Luther King Day. Classes Suspended. School Closed.</td>
</tr>
<tr>
<td>23-29 January</td>
<td>Mon-Sun</td>
<td>Review And Final Exam Week (All Projects/Assignments Due)</td>
</tr>
<tr>
<td>29 January</td>
<td>Sun</td>
<td>Last Day Of Classes.</td>
</tr>
<tr>
<td>30-31 January</td>
<td>Mon-Tue</td>
<td>2 Days For Rescheduling All Missed Or Cancelled Classes.</td>
</tr>
</tbody>
</table>
### SATISFACTORY ACADEMIC PROGRESS TABLE FOR CREDIT-BEARING COURSES

<table>
<thead>
<tr>
<th>SEMESTER(S)</th>
<th>GRADE POINT AVERAGE</th>
<th>MINIMUM % ACHIEVED</th>
<th>F.A. WARNING ALLOWED*</th>
</tr>
</thead>
<tbody>
<tr>
<td>RN to BSN Degree Program in Nursing (138 Credits)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2.75</td>
<td>50%</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>2.75</td>
<td>60%</td>
<td>Yes</td>
</tr>
<tr>
<td>3</td>
<td>2.75</td>
<td>67%</td>
<td>No</td>
</tr>
<tr>
<td>Required for Graduation</td>
<td>2.75</td>
<td>67%</td>
<td></td>
</tr>
<tr>
<td>Non-Nursing Bachelor Degree Program (120–130 Credits)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.5</td>
<td>50%</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>1.6</td>
<td>50%</td>
<td>Yes</td>
</tr>
<tr>
<td>3</td>
<td>1.7</td>
<td>50%</td>
<td>Yes</td>
</tr>
<tr>
<td>4</td>
<td>1.8</td>
<td>60%</td>
<td>Yes</td>
</tr>
<tr>
<td>5</td>
<td>1.9</td>
<td>60%</td>
<td>Yes</td>
</tr>
<tr>
<td>6</td>
<td>2.0</td>
<td>60%</td>
<td>Yes</td>
</tr>
<tr>
<td>7</td>
<td>2.0</td>
<td>67%</td>
<td>No</td>
</tr>
<tr>
<td>Required for Graduation</td>
<td>2.0</td>
<td>67%</td>
<td></td>
</tr>
<tr>
<td>Non-Nursing Associate Degree Program (60 – 68 Credits)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>0.50</td>
<td>35%</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>1.00</td>
<td>50%</td>
<td>Yes</td>
</tr>
<tr>
<td>3</td>
<td>1.30</td>
<td>50%</td>
<td>Yes</td>
</tr>
<tr>
<td>4</td>
<td>1.50</td>
<td>60%</td>
<td>Yes</td>
</tr>
<tr>
<td>5</td>
<td>1.70</td>
<td>60%</td>
<td>Yes</td>
</tr>
<tr>
<td>6</td>
<td>1.90</td>
<td>67%</td>
<td>No</td>
</tr>
<tr>
<td>7</td>
<td>2.00</td>
<td>67%</td>
<td>No</td>
</tr>
<tr>
<td>Required For Graduation</td>
<td>2.00</td>
<td>67%</td>
<td>No</td>
</tr>
<tr>
<td>Associate Degree Program in Nursing (68 Credits)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2.75</td>
<td>50%</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>2.75</td>
<td>60%</td>
<td>Yes</td>
</tr>
<tr>
<td>3</td>
<td>2.75</td>
<td>67%</td>
<td>No</td>
</tr>
<tr>
<td>Required for Graduation</td>
<td>2.75</td>
<td>67%</td>
<td></td>
</tr>
<tr>
<td>Diploma Program (30 – 34 Credits)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.25</td>
<td>50%</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>1.50</td>
<td>60%</td>
<td>Yes</td>
</tr>
<tr>
<td>3</td>
<td>2.00</td>
<td>67%</td>
<td>No</td>
</tr>
<tr>
<td>4</td>
<td>2.00</td>
<td>67%</td>
<td>No</td>
</tr>
<tr>
<td>Required For Graduation</td>
<td>2.00</td>
<td>67%</td>
<td>No</td>
</tr>
</tbody>
</table>

*Note: Students are not allowed two consecutive semesters on F.A. Warning
### Satisfactory Academic Progress for ESL and Remedial Courses

<table>
<thead>
<tr>
<th>ESL Courses</th>
<th>If the Student Fails the Course and Receives “U”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level A</strong></td>
<td>If a student received a grade of “U” in three or more courses, he/she is put on academic warning for the subsequent semester and will repeat only these courses. If a student received a grade of “U” once again, the student is placed on academic probation and will repeat only these courses. The student must also prepare and adhere to an academic plan for the duration of the semester during probation. A student must pass all failed courses to regain SAP. Otherwise, she/he will be dismissed. If a student failed two courses or less, he/she can take the other courses in the next level while repeating the failed ones.</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
</tr>
<tr>
<td>Oral Communication</td>
<td></td>
</tr>
<tr>
<td>Integrated Language Application Skills</td>
<td></td>
</tr>
<tr>
<td><strong>Level B</strong></td>
<td>If a student received a grade of “U” in three or more courses, he/she is put on academic warning for the subsequent semester and will repeat only these courses. If a student received a grade of “U” once again, the student is placed on academic probation and will repeat only these courses. The student must also prepare and adhere to an academic plan for the duration of the semester during probation. A student must pass all failed courses to regain SAP. Otherwise, she/he will be dismissed. If a student failed two courses or less, he/she can take the other courses in the next level while repeating the failed ones.</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
</tr>
<tr>
<td>Oral Communication</td>
<td></td>
</tr>
<tr>
<td>Integrated Language Application Skills</td>
<td></td>
</tr>
<tr>
<td><strong>Level C</strong></td>
<td>If a student received a grade of “U” in three or more courses, he/she is put on academic warning for the subsequent semester and will repeat only these courses. If a student received a grade of “U” once again, the student is placed on academic probation and will repeat only these courses. The student must also prepare and adhere to an academic plan for the duration of the semester during probation. A student must pass all failed courses to regain SAP. Otherwise, she/he will be dismissed. If a student failed two courses or less, he/she can take the other courses in the next level while repeating the failed ones.</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Oral Communication</td>
<td></td>
</tr>
<tr>
<td>Integrated Language Application Skills</td>
<td></td>
</tr>
<tr>
<td><strong>Level D</strong></td>
<td>If a student receives a failing grade (“U” in non-credit bearing courses and “F” in credit-bearing courses) in 60% of the courses in a term where students take a combination of non-credit and credit-bearing courses, the student is placed on warning in the subsequent semester. Subsequent failure in 60% of the courses in the next semester will result in the student is placed on probation and must adhere to academic plan. Subsequent failure in 60% of the courses will result in dismissal.</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Oral Communication</td>
<td></td>
</tr>
<tr>
<td><strong>Level E</strong></td>
<td>If a student receives a failing grade (“U” in non-credit bearing courses and “F” in credit-bearing courses) in 60% of the courses in a term where students take a combination of non-credit and credit-bearing courses, the student is placed on warning in the subsequent semester. Subsequent failure in 60% of the courses in the next semester will result in the student is placed on probation and must adhere to academic plan. Subsequent failure in 60% of the courses will result in dismissal.</td>
</tr>
<tr>
<td>Advanced ESL Workshop</td>
<td></td>
</tr>
<tr>
<td>College Writing Skills</td>
<td>If a student receives a failing grade (“U” in non-credit bearing courses and “F” in credit-bearing courses) in 60% of the courses in a term where students take a combination of non-credit and credit-bearing courses, the student is placed on warning in the subsequent semester. Subsequent failure in 60% of the courses in the next semester will result in the student is placed on probation and must adhere to academic plan. Subsequent failure in 60% of the courses will result in dismissal.</td>
</tr>
</tbody>
</table>
## ESL Courses

<table>
<thead>
<tr>
<th>Course Name</th>
<th>IF THE STUDENT FAILS THE COURSE AND RECEIVES “U”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College Reading Skills</strong></td>
<td>If a student receives a failing grade (“U” in non-credit bearing courses and “F” in credit-bearing courses) in 60% of the courses in a term where students take a combination of non-credit and credit-bearing courses, the student is placed on warning in the subsequent semester. Subsequent failure in 60% of the courses in the next semester will result in the student is placed on probation and must adhere to academic plan. Subsequent failure in 60% of the courses will result in dismissal.</td>
</tr>
<tr>
<td><strong>Math Skills Level I</strong></td>
<td>If a student receives a failing grade (“U” in non-credit bearing courses and “F” in credit-bearing courses) in 60% of the courses in a term where students take a combination of non-credit and credit-bearing courses, the student is placed on warning in the subsequent semester. Subsequent failure in 60% of the courses in the next semester will result in the student is placed on probation and must adhere to academic plan. Subsequent failure in 60% of the courses will result in dismissal.</td>
</tr>
<tr>
<td><strong>Math Skills Level II</strong></td>
<td>If a student receives a failing grade (“U” in non-credit bearing courses and “F” in credit-bearing courses) in 60% of the courses in a term where students take a combination of non-credit and credit-bearing courses, the student is placed on warning in the subsequent semester. Subsequent failure in 60% of the courses in the next semester will result in the student is placed on probation and must adhere to academic plan. Subsequent failure in 60% of the courses will result in dismissal.</td>
</tr>
</tbody>
</table>

### Language Training for International Students

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>IF THE STUDENT FAILS THE COURSE AND RECEIVES “U”</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESLA01</td>
<td>Reading Skills – Level A</td>
<td>If a student received a grade of “U” in three or more courses, he/she is put on academic warning for the subsequent semester and will repeat only these courses. If a student received a grade of “U” once again, the student is placed on academic probation and will repeat only these courses. The student must also prepare and adhere to an academic plan for the duration of the semester during probation. A student must pass all failed courses to regain SAP. Otherwise, she/he will be dismissed.</td>
</tr>
<tr>
<td>ESLA02</td>
<td>Writing Skills – Level A</td>
<td>If a student failed two courses or less, he/she can take the other courses in the next level while repeating the failed ones.</td>
</tr>
<tr>
<td>ESLA03</td>
<td>Oral Communication Skills – Level A</td>
<td>International students are required to maintain 80% attendance in all courses.</td>
</tr>
<tr>
<td>ESLA04</td>
<td>Elocution Workshop 1</td>
<td></td>
</tr>
<tr>
<td>ESLA05</td>
<td>Grammar Skills – Level A II</td>
<td></td>
</tr>
<tr>
<td>ESLA06</td>
<td>Integrated Language Application Skills – Level A</td>
<td></td>
</tr>
</tbody>
</table>

### 2nd Semester LEVEL B

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>IF THE STUDENT FAILS THE COURSE AND RECEIVES “U”</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESLB01</td>
<td>Reading Skills – Level B</td>
<td>If a student received a grade of “U” in three or more courses, he/she is put on academic warning for the subsequent semester and will repeat only these courses. If a student received a grade of “U” once again, the student is placed on academic probation and will repeat only these courses. The student must also prepare and adhere to an academic plan for the duration of the semester during probation. A student must pass all failed courses to regain SAP. Otherwise, she/he will be dismissed.</td>
</tr>
<tr>
<td>ESLB02</td>
<td>Writing Skills – Level B</td>
<td>If a student failed two courses or less, he/she can take the other courses in the next level while repeating the failed ones.</td>
</tr>
<tr>
<td>ESLB03</td>
<td>Oral Communication Skills – Level B</td>
<td>International students are required to maintain 80% attendance in all courses.</td>
</tr>
<tr>
<td>ESLB04</td>
<td>Elocution Workshop 2</td>
<td></td>
</tr>
<tr>
<td>ESLB05</td>
<td>Grammar Skills – Level B</td>
<td></td>
</tr>
<tr>
<td>ESLB06</td>
<td>Integrated Language Application Skills – Level B</td>
<td></td>
</tr>
</tbody>
</table>
# Language Training for International Students

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>If the Student Fails the Course and Receives “U”</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESLC01</td>
<td>Reading Skills – Level C</td>
<td>If a student received a grade of “U” in three or more courses, he/she is put on academic warning for the subsequent semester and will repeat only these courses. If a student received a grade of “U” once again, the student is placed on academic probation and will repeat only these courses. The student must also prepare and adhere to an academic plan for the duration of the semester during probation. A student must pass all failed courses to regain SAP. Otherwise, she/he will be dismissed. If a student failed two courses or less, he/she can take the other courses in the next level while repeating the failed ones. International students are required to maintain 80% attendance in all courses.</td>
</tr>
<tr>
<td>ESLC02</td>
<td>Writing Skills – Level C</td>
<td></td>
</tr>
<tr>
<td>ESLC03</td>
<td>Oral Communication Skills – Level C</td>
<td></td>
</tr>
<tr>
<td>ESLC04</td>
<td>Elocution Workshop 3</td>
<td></td>
</tr>
<tr>
<td>ESLC05</td>
<td>Introduction to American Literature</td>
<td></td>
</tr>
<tr>
<td>ESLC06</td>
<td>Integrated Language Application Skills – Level C</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>If the Student Fails the Course and Receives “U”</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESLD01</td>
<td>Reading Skills – Level D</td>
<td>If a student received a grade of “U” in three or more courses, he/she is put on academic warning for the subsequent semester and will repeat only these courses. If a student received a grade of “U” once again, the student is placed on academic probation and will repeat only these courses. The student must also prepare and adhere to an academic plan for the duration of the semester during probation. A student must pass all failed courses to regain SAP. Otherwise, she/he will be dismissed. If a student failed two courses or less, he/she can take the other courses in the next level while repeating the failed ones. International students are required to maintain 80% attendance in all courses.</td>
</tr>
<tr>
<td>ESLD02</td>
<td>Writing Skills – Level D</td>
<td></td>
</tr>
<tr>
<td>ESLD03</td>
<td>Oral Communication Skills – Level D</td>
<td></td>
</tr>
<tr>
<td>ESLD05</td>
<td>Language and Culture</td>
<td></td>
</tr>
<tr>
<td>ESLD06</td>
<td>Integrated Language Applications – Level D</td>
<td></td>
</tr>
<tr>
<td>ESLDE02</td>
<td>Advanced ESL Writing Workshop</td>
<td></td>
</tr>
<tr>
<td>ESLDE05</td>
<td>Business English Preparation – Advanced Listening</td>
<td></td>
</tr>
</tbody>
</table>

## Term Sequence/Cumulative Attempted Credits Range

<table>
<thead>
<tr>
<th>Term Sequence/Cumulative Attempted Credits Range</th>
<th>Grade Point Average</th>
<th>Minimum % Achieved</th>
<th>SAP Not Met (in a Row)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.50</td>
<td>35%</td>
<td>First Time</td>
</tr>
<tr>
<td>1-15</td>
<td></td>
<td></td>
<td>F.A. Warning</td>
</tr>
<tr>
<td>2</td>
<td>1.00</td>
<td>50%</td>
<td>Second Time</td>
</tr>
<tr>
<td>16-30</td>
<td></td>
<td></td>
<td>F.A. Warning</td>
</tr>
<tr>
<td>3</td>
<td>1.30</td>
<td>50%</td>
<td>Third Time</td>
</tr>
<tr>
<td>31-45</td>
<td></td>
<td></td>
<td>F.A. Warning</td>
</tr>
<tr>
<td>4</td>
<td>1.50</td>
<td>60%</td>
<td>Fourth Time</td>
</tr>
<tr>
<td>46-60</td>
<td></td>
<td></td>
<td>F.A. Warning</td>
</tr>
<tr>
<td>5</td>
<td>1.70</td>
<td>60%</td>
<td>Enrollment Dismissal</td>
</tr>
<tr>
<td>61-75</td>
<td></td>
<td></td>
<td>F.A. Warning</td>
</tr>
<tr>
<td>6</td>
<td>1.90</td>
<td>67%</td>
<td>Enrollment Dismissal</td>
</tr>
<tr>
<td>76-90</td>
<td></td>
<td></td>
<td>F.A. Probation</td>
</tr>
<tr>
<td>7</td>
<td>2.00</td>
<td>67%</td>
<td>Enrollment Dismissal</td>
</tr>
<tr>
<td>over 90</td>
<td></td>
<td></td>
<td>F.A. Probation</td>
</tr>
<tr>
<td>Required for Graduation</td>
<td>2.00</td>
<td>67%</td>
<td>Enrollment Dismissal</td>
</tr>
</tbody>
</table>

A student must pass all failed courses to regain SAP. Otherwise, she/he will be dismissed.
### APPENDIX B: TABLE OF PLACEMENT TEST SCORES AND CORRESPONDING REMEDIAL COURSES

**Effective Date July 2020**

FOR NON-NATIVE SPEAKERS OF ENGLISH:

Students whose native language is not English and who did not successfully complete an English Composition or equivalent course from a regionally accredited institution in the U.S., are required to take a placement test to determine the necessary level of ESL remediation. The program in English as a Second Language at ASA College offers up to six levels of ESL. The ESL component is extensive and covers all necessary skill areas: reading, writing (including grammar), pronunciation and dictation, communication (listening and oral skills). The following table illustrates current cut-off scores for Accuplacer/ESL tests:

<table>
<thead>
<tr>
<th>Level</th>
<th>Score Range</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL Level A</td>
<td>Between 125 and 275</td>
<td>(Students do not take any credit bearing courses)</td>
</tr>
<tr>
<td>ESL Level B</td>
<td>Between 276 and 325</td>
<td>(Students do not take any credit bearing courses)</td>
</tr>
<tr>
<td>ESL Level C</td>
<td>Between 326 and 375</td>
<td>(Students do not take any credit bearing courses)</td>
</tr>
<tr>
<td>ESL Level D</td>
<td>Between 376 and 425</td>
<td>(Students are allowed to take credit-bearing courses (up to 9 credits))</td>
</tr>
<tr>
<td>ESL Level E</td>
<td>Between 426 and 475</td>
<td>(Offered as a part of Language Enrichment courses to Non-Immigrant Visa Students only)</td>
</tr>
</tbody>
</table>

THE FINAL LEVEL OF ESL IS DETERMINED BASED ON THE CUMULATIVE SCORE OF ALL ESL TESTS AS FOLLOWS:

FOR NATIVE SPEAKERS OF ENGLISH

**English: Accuplacer**

<table>
<thead>
<tr>
<th>Test</th>
<th>Score Range</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>200-236</td>
<td>Students are required to take Remedial English courses before taking college level English courses</td>
</tr>
<tr>
<td>Writing</td>
<td>200-236</td>
<td></td>
</tr>
</tbody>
</table>

**Mathematics: Accuplacer**

<table>
<thead>
<tr>
<th>Test</th>
<th>Score Range</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arithmetic</td>
<td>200-236</td>
<td>Students are required to take Math Skills I and Math Skills II before taking College Math</td>
</tr>
<tr>
<td>237-257</td>
<td>Students are required to take Math Skills II before taking College Math</td>
<td></td>
</tr>
<tr>
<td>258 and above</td>
<td>No Remedial Math courses are required</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Equivalent Scores on Wonderlic™ is a minimum of 200 and 210 for Verbal and Quantitative sections, respectively.

REQUIRED MINIMUM PASSING SCORES FOR ATB CAREER PATHWAYS PROGRAM ELIGIBILITY

<table>
<thead>
<tr>
<th>Test</th>
<th>Score</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCUPLACER</td>
<td>CELSA (Combined English Language Skills Assessment)</td>
<td></td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>233</td>
<td>Form 1</td>
</tr>
<tr>
<td>Sentence Skills</td>
<td>235</td>
<td>Form 2</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>230</td>
<td></td>
</tr>
</tbody>
</table>
### COMPUTER SKILLS PLACEMENT (CSP)

**Effective Date Fall 2020**

**THIS TEST CONSISTS OF SEVEN KNOWLEDGE AREAS (MODULES):**

<table>
<thead>
<tr>
<th>Module</th>
<th>Knowledge Area</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Basic Concepts</td>
<td>1-10 (10)</td>
</tr>
<tr>
<td>2</td>
<td>File Management</td>
<td>11-20 (10)</td>
</tr>
<tr>
<td>3</td>
<td>Word Processing</td>
<td>21-28 (18)</td>
</tr>
<tr>
<td>4</td>
<td>Spreadsheets</td>
<td>29-38 (10)</td>
</tr>
<tr>
<td>5</td>
<td>Databases</td>
<td>39-48 (10)</td>
</tr>
<tr>
<td>6</td>
<td>Presentations</td>
<td>49-58 (10)</td>
</tr>
<tr>
<td>7</td>
<td>Information and Communications</td>
<td>59-70 (12)</td>
</tr>
</tbody>
</table>

*Module 5 (Database Skills) are excluded from the test result.*

**PROPOSED ACADEMIC ADVISING (WITHOUT DATABASES SKILLS):**

<table>
<thead>
<tr>
<th>Score</th>
<th>Interpreting the Score</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 47</td>
<td>Need for educational remediation</td>
<td>CIS010</td>
</tr>
<tr>
<td>47 - 64</td>
<td>Sufficient knowledge area skills</td>
<td>CIS100</td>
</tr>
<tr>
<td>&gt; 64</td>
<td>Well-developed knowledge area skills</td>
<td>Exempt from CIS100</td>
</tr>
</tbody>
</table>
ASA College welcomes students from a wide variety of backgrounds and learning experiences. Many students come to our institution with a firm grounding in a particular discipline. We recognize their prior learning by accepting a full range of College-Level Examination Program® (CLEP®) exams, which measure mastery of college-level, introductory course content. Students who achieve required credit-granting scores on these exams can earn the credits and course exemptions listed below. ASA may grant up to 49% of any program for transfer credits which includes successful performance on CLEP® examinations. Visit the Registrar’s Offices for more information or the Testing Offices or call to register for an examination.

<table>
<thead>
<tr>
<th>CLEP EXAMINATION</th>
<th>CREDIT-GRANTING SCORE</th>
<th>CREDIT HOURS_GRANTED</th>
<th>EQUIVALENT COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Composition and Literature</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Literature</td>
<td>50</td>
<td>3 hours</td>
<td>LIT200 - American Lit.</td>
</tr>
<tr>
<td>College Composition</td>
<td>50</td>
<td>6 hours</td>
<td>ENG105 - Comp. I</td>
</tr>
<tr>
<td>College Composition Modular</td>
<td>50</td>
<td>3 hours</td>
<td>ENG205 - Comp. II</td>
</tr>
<tr>
<td><strong>History and Social Sciences</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History of the United States I: Early Colonization to 1877</td>
<td>50</td>
<td>3 hours</td>
<td>HIS101 - American Hist. I</td>
</tr>
<tr>
<td>History of the United States II: 1865 to the Present</td>
<td>50</td>
<td>3 hours</td>
<td>HIS201 - American Hist. II</td>
</tr>
<tr>
<td>Introductory Psychology</td>
<td>50</td>
<td>3 hours</td>
<td>PSY105 - General Psychology</td>
</tr>
<tr>
<td>Introductory Sociology</td>
<td>50</td>
<td>3 hours</td>
<td>SOC105 - General Sociology</td>
</tr>
<tr>
<td>Principles of Microeconomics</td>
<td>50</td>
<td>3 hours</td>
<td>BUS150 - Principles of Microeconomics</td>
</tr>
<tr>
<td>Western Civilization I: Ancient Near East to 1648</td>
<td>50</td>
<td>3 hours</td>
<td>HIS200 - World History I</td>
</tr>
<tr>
<td>Western Civilization II: 1648 to the Present</td>
<td>50</td>
<td>3 hours</td>
<td>HIS210 - World History II</td>
</tr>
<tr>
<td><strong>Science and Mathematics</strong></td>
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</tr>
<tr>
<td>Biology</td>
<td>50</td>
<td>6 hours</td>
<td>BIO120 - Human Biology</td>
</tr>
<tr>
<td>College Algebra</td>
<td>50</td>
<td>3 hours</td>
<td>MAT110 - College Algebra</td>
</tr>
<tr>
<td>College Mathematics</td>
<td>50</td>
<td>6 hours</td>
<td>MAT105 - College Math</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>50</td>
<td>6 hours</td>
<td>SCI101 - Integrated Sciences</td>
</tr>
<tr>
<td><strong>Business</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Accounting</td>
<td>50</td>
<td>3 hours</td>
<td>ACC101 - Principles of Accounting I</td>
</tr>
<tr>
<td>Information Systems</td>
<td>50</td>
<td>3 hours</td>
<td>CIS100 - Computer Concepts and Applications</td>
</tr>
<tr>
<td>Introductory Business Law</td>
<td>50</td>
<td>3 hours</td>
<td>BUS175 - Business Law</td>
</tr>
<tr>
<td>Principles of Management</td>
<td>50</td>
<td>3 hours</td>
<td>BUS215 - Business Management</td>
</tr>
<tr>
<td>Principles of Marketing</td>
<td>50</td>
<td>3 hours</td>
<td>BUS200 - Principles of Marketing</td>
</tr>
<tr>
<td><strong>Languages</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish Language: Level 1</td>
<td>50</td>
<td>3 hours</td>
<td>SPA105 - Spanish I</td>
</tr>
<tr>
<td>Spanish Language: Level 2</td>
<td>50</td>
<td>3 hours</td>
<td>SPA205 - Spanish II</td>
</tr>
</tbody>
</table>
GREETING FROM THE PROVOST OF ASA COLLEGE

Dear Student:

As Chief Academic Officer of ASA College, I welcome you to ASA College! Whether you are an applicant, a prospective student researching your educational options, a returning student or a graduate, I hope that ASA's website will provide you with a lot of exciting and valuable information about our college.

ASA College was founded in 1985 in Brooklyn, New York with the mission of preparing professionals to fulfill key positions in the job market. And till today, the programs at ASA College are designed to prepare you professionally and to create within you a habit for learning that will be with you throughout your life. Many of ASA's students are first generation college students who go on to achieve great success academically and professionally. In fact, you may even encounter former ASA graduates as faculty members who have gone on to attain higher degrees and have returned to "give back" to the College that started them up the ladder of success.

ASA College has some unique characteristics that help students achieve success. Programs that prepare you for many recognized industry-certifications/licensure examinations and exciting professions The option of taking a full course load in the summer semester thereby completing programs in a shorter timeframe (if no remediation is required) Credentialed and qualified faculty who are dedicated and caring and put their students' success above everything else Externships in the field of study that provide you with real-life, hands-on experience and often, employment opportunities Career placement assistance from the start of each program including getting part-time jobs in or outside the college during the program of study Unlimited free tutoring at your convenience, face-to-face and online, if needed A robust system of student support services that ensures academic success Many co- and extra-curricular activities including athletic teams to enrich your college experience Free auditing of any class in your program Intensive preparation for certification/licensure exam at the end of your program of study

ASA College programs and component courses are constantly reviewed and upgraded to fulfill the demands of the job market. Graduates of ASA's programs can return to ASA to update their skills free-of-charge if necessary without any time limits. Education is an investment in not only your future but the future of all our families, our communities and our country.

Together, let us do great things!

Non scholae, sed vitae discimus! We learn not for school but for life!

Good luck!

From the Desk of Dr. Shanthi Konkoth, Provost
HIALEAH CAMPUS:
530 West 49th Street
Hialeah, FL 33012
(786) 279-2643

miami.asa.edu