Mission Statement
It is the mission of Taylor College to assist all students in obtaining the knowledge, skills and work habits needed to succeed in both the public and private sectors. Our programs provide students with specialized training in career fields that offers employment opportunities. By recognizing that every student possesses his or her own unique aptitudes we assist the student in developing those aptitudes to a level of employability.

Vision
It is the vision of Taylor College to be the College of choice within our servicing area.
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About Taylor College

History
Established in 1999, Professional Health Training Academy offered educational training in healthcare to residence in Central Florida. In 2005, the institution understanding the importance of offering quality education to the community, undertook the extensive process of earning accreditation. In 2006, the institution was granted accreditation from the Council on Occupational Education.

The institution experience significant growth in 2008; changing its name to Taylor College to accurately reflect the mission and programs offered to the community. That same year, classes were offered at the newly establishment Belleview Campus. In 2010, Taylor College expanded the educational opportunities available to students by offering Associate Degree programs and classes through distance learning.

Facility Description
Taylor College’s campus is located in Belleview Florida on 5 acres with 10,600 square feet of learning and working space including five classrooms, two skills laboratories, administrative and faculty offices, library, computer lab and student and employee lounges.

Institutional laboratory, library and equipment
The college has a library and computer lab on campus for student and faculty use. There are two skills laboratories with hospital beds, medical, rehab equipment and supplies sufficient for training in the programs offered by the College.

Statement of Ownership
Taylor College is a private institution incorporated under the laws of the State of Florida.
Introduction from the President
“Welcome to Taylor College. Located in the heart of Florida, Taylor College has established itself as an educational institution. As you take the first steps toward your educational goals I want you to know that the staff and faculty here at Taylor College are dedicated to your success. As you walk through our campus halls know that you are continuing a tradition of learning and self-exploration more than 10 years in the making.

To many students attending college is a dream come true, not only for them, but for their families. During your time here at Taylor College make friendships that last a lifetime, learn everything possible and never give up.

I invite you to explore Taylor College. Whether you’re a prospective student, community leader or one of our alumni, Taylor College is your resource for a lifetime of learning. You are always welcomed here at Taylor College.”

Diana Hammond
President
General Information

Accreditation, Licensure and Memberships
Taylor College is accredited by the Council on Occupational Education. Additional information regarding the College can be obtained by contacting the Council at 7840 Roswell Road, Building 300, Suite 325 Atlanta, GA 30350 or call 770-396-3898.

Effective November 9, 2011, Taylor College has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703-706-3245; email: accreditation@apta.org). Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates that the program may matriculate students in technical/professional courses and that the program is progressing toward accreditation. Candidate for Accreditation is not an accreditation status nor does it assure eventual accreditation.

Taylor College is licensed by the Commission for Independent Education, Department of Education. Additional information regarding the College can be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414 Tallahassee, FL 32399-0400, toll-free telephone number (888) 224-6684.

The Professional Nursing, Licensed Practical Nurse to Associate Degree Nurse Bridge and Practical Nursing programs offered by Taylor College are approved by the Florida Board of Nursing.

Taylor College has been approved for Veteran’s training by the Florida Department of Veterans’ Affairs, Bureau of State Approving Agency for Veterans’ Training. Taylor College is a Servicemembers Opportunity College.

Admission’s Office
The Admission’s Office is responsible for assisting students during their enrollment process. Students should communicate with the Admission’s Office during the enrollment process including completing and submitting admission requirements and their enrollment status.

Bursar’s Office
The Bursar’s Office is responsible for posting tuition and fees to a student’s account, creating overpayment checks for students, calculating refunds and setting up payment schedules. Students should communicate with the Bursar’s Office if they have questions regarding any charges to their account or overpayment checks.

Financial Aid Office
The Financial Aid Office is responsible for determining a student’s eligibility, processing and awarding of financial aid. Students should communicate with the Financial Aid Office if they have questions regarding their financial aid.

Registrar’s Office
The Registrar’s Office is responsible for maintaining student records including grades, attendance, transcripts and other documentation related to the student’s education. Students should communicate with the Registrar’s Office if they have questions regarding their attendance or student records.

Anti-Hazing Policy
It shall be the policy of the college to strictly prohibit any action or situation which may recklessly or intentionally endanger the mental, physical health or safety of its students for the purpose of initiation or admission into or affiliation with any organization operating under the sanction of the college. This policy applies to any student or other person who may be associated with any student organization. Violation of this policy may result in disciplinary action including but not limited to suspension and/or termination from the institution or employment. The institution’s President shall be responsible for the administration of this policy.

Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act
Taylor College provides prospective and enrolled students as well as employees with its current Statistical Report for Campus Crime and a Campus Crime and Safety Handbook. Employees, students and guests can find information about the college’s crime and safety statistics and drug and alcohol policies and procedures. This information can be viewed on the college’s website www.taylorcollege.edu/campus-safety/.
Attendance Policy
Regular, punctual attendance is the responsibility of every student who enrolls at Taylor College. The College is committed to enforcing the attendance policy in an effort to assist students in achieving their educational objectives. Documentation of student absences will begin the first day. When a student has a legitimate reason for being absent, the instructor has the option of permitting the student to make up work missed and may require an explanation for absence. The College reserves the right to evaluate individual cases of non-attendance. Students are graded on the basis of intellectual effort and performance. Class participation is a significant measure of performance, and non-attendance can adversely affect a student’s grade. Students are expected to adhere to specific attendance guidelines based on their program of enrollment.

Community Service
Community involvement is a strong belief at the College. Students are required to participate in community service activities during their enrollment in order to participate in the graduation ceremony. Students are expected to adhere to specific community service hours based on their program of enrollment.

Consumer Content
For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at, taylorcollege.edu/consumercontent.

Dress Code Policy
Professional dress and appearance create the first impression upon which an employer evaluates a candidate and, therefore, professional dress and appearance are expected at the College. Students are expected to adhere to specific dress code requirements based on their program of enrollment.

Drug and Alcohol Policy
Taylor College complies with and embraces the policies contained in the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendment of 1989 (including Section 22, Drug-Free Schools and Campuses). Unlawful possession, use, or distribution of alcohol or illegal drugs while on school premises or a part of its off-campus activities is prohibited.

In compliance with the Drug-Free Schools and Communities Act Amendment of 1989, Taylor College prohibits the unlawful possession, use, or distribution of illicit drugs and alcohol by all students. No student shall be on college premises or a part of its off-campus activities while intoxicated, impaired, or under the influence of illegal drugs or alcohol. A drug test may be ordered for causes, e.g., behavior suggestive of substance abuse, or an unexplained deterioration in a student’s academic performance. Students may be required to comply with random or scheduled substance testing at a cost which may be deferred to the student. If the individual refuses to consent to such testing, refuses to execute all forms of consent and release of liability as are usually and reasonably attendant to such examination, refuses to authorize release of the test results to Taylor College, test results establish a violation of the College’s Drug and Alcohol Policy or otherwise violation of this policy will result in dismissal from the College.

The College will impose sanctions for violation of this policy that are consistent with state and Federal laws and may include up to dismissal from the College. The College may also report alleged violations to local law enforcement authorities for investigation and prosecution as appropriate.

Student Smoking Policy
Taylor College is a smoke-free environment. Smoking and nicotine products are not permitted by staff, faculty or students on campus grounds, this includes clinical sites. The intent of this policy is to reduce risk to students, employees, and guest of the College of second-hand smoke and fire. When staff, faculty or students are smoking, they must do so off campus.

Inclement Weather
Class/ Clinical make-up dates will be made on a case-by-case basis.

Sexual Harassment Policy
Taylor College will not allow any form of sexual harassment or any such conduct that has the purpose or effect of interfering with an individual’s work performance or a students learning; creating an intimidating, hostile, or offensive work or training environment which include comments, gestures, etc. Such conduct, when experienced or observed, should be reported immediately to a school official or a college Vice President. A Sexual Harassment Form must be filled-out. After the form has been filled-out, an investigation will occur as confidential as possible. Adverse actions will not be taken against a student or employee who reports or participates in the investigation of a violation of this policy.
Arbitration Clause
As stated on the Taylor College Application for Admissions, it is agreed that, in the event the parties to the enrollment agreement are unable to amicably resolve any dispute, claim or controversy arising out of or relating to the agreement, or if a claim is made by either against the other or any agent or affiliate of the other, the dispute, claim or controversy shall be resolved by binding arbitration administered by JAMS. If this chosen forum or method of arbitration is unavailable, or for any reason cannot be followed, a court having jurisdiction hereunder may appoint one or more arbitrators or an umpire pursuant to section 682.04, F.S. Each party shall have the right to be represented by an attorney at any arbitration proceeding. The expenses and fees of the arbitrator(s) incurred in the conduct of the arbitration shall be split evenly between the parties to the arbitration. However, if Taylor College prevails in the arbitration proceeding, Taylor College will be entitled to any reasonable attorney’s fees incurred in the defense of the student claim. The venue for any proceeding relating to arbitration of claims shall be in Marion County, where the institution is located. This agreement cannot be modified, except in writing by the parties.

Availability of Catalog
The Student Catalog is available to all students, prospective students and other members of the interested public via the College website.

Leave of Absence (LOA)
There is no provision for a Leave of Absence. A student who cannot continue must withdraw and re-apply to the program.

Termination from Program
Students may be dismissed from the College for any of the following reasons:
- Violation of program policies.
- Failure to maintain satisfactory academic progress.
- Failure to meet your financial obligations to the College.
- Violation of the Student Code of Conduct.
- Failure to compile with staff/faculty directives.
- NO children or visitors are allowed during classroom or clinical/externship time.
- Cell phones are not permitted in classroom or in clinical, leave them in your vehicle; if it disrupts the class/clinical or you are talking on the phone, you will be sent home for the day and marked absent.

Student Code of Conduct
Any act or behavior on the part of the student that does or could damage, tends to impair, interfere with, or otherwise interfere, disturb or obstruct the orderly conduct, processes, functions, and/or interests of the College is expressly prohibited. In addition, if a student violates any federal or state laws while enrolled at the College, this is grounds for immediate dismissal. Such acts or behaviors may include, but are not limited to the following:

- Consumption of alcoholic beverages on campus or at a College function
- Illegal use, possession or sale of illegal drugs, narcotics or other controlled substances
- Acts of dishonesty, including but not limited to the following:
  - Cheating, plagiarism, or other forms of academic dishonesty
  - Interference with the teaching and learning process
  - Furnishing false information to any College official, faculty member, or any entity of the College
  - Forgery, alteration, or misuse of any College document, record or instrument of identification
- The use of indecent or abusive language on campus or at a College function
- Gambling on campus or at a College function
- Hazing on campus or at a College function
- Falsification of any record associated with the College
- Unauthorized use of the College name
- Lewd or indecent behavior
- Violence against any member or guest of the College
- Theft, vandalism or willful destruction of College property or of the property of members or students of the College
- Interference with the freedom of movement of any member or guest of the College
- Obstruction of the normal process and activities of the College
- Deliberate interference with the rights of others
- Sexual harassment, bullying, battery or assault
• Accessing, altering or deleting College computer files/systems
• Stalking (to repeatedly follow another person so as to put that person in fear for his/her safety)
• Violation of the College’s Computer Usage policies
• Trespassing
• Bomb Threats
• Unauthorized possession, duplication or use of keys to any College premises or unauthorized entry to or use of College premises or properties.

Health Occupations programs
Acts which constitute grounds for denial of a license or disciplinary action as listed in s. 464.018, F.S., or s. 456.072(2), F.S., as well as violations of federal or state law, or local ordinances which directly relate to the practice of nursing or to the ability to practice nursing. Repeated or cumulative acts which are not offenses listed in ss. 464.018 or 456.072(2), may still constitute grounds for disciplinary sanctions. Disciplinary sanctions may also be imposed by the College for any other offense reasonably deemed to be contrary to the best interest of the College and which directly relates to the practice of nursing, the ability to practice nursing or the viability of the College’s nursing program.

Use of Social Media
The College welcomes the responsible use of social media technologies to support engaged and transformative learning and to reach out effectively to our broader community. Our rich and diverse use of social media also allows us to share, in a public way, the many qualities and strengths of our academic institution. From that perspective, the College intentionally uses social media to advance the institution and build relationships with important constituencies like prospective and current students, donors and alumni. Through these venues we can communicate important information and engage others in areas of mutual interest.

The College also recognizes the open nature of social media which is often used for both personal and professional purposes. Social media can also create a sense of role ambiguity. It may not always be clear when one is speaking on behalf of the College, sharing facts, or sharing personal/professional opinions. Social networks are often not the best forums for raising grievances that might be better addressed in other venues or handled privately.

The following policy is designed to help our employees and students navigate through this ambiguity and clarify certain responsibilities when posting material online. It is important to remember that we are all subject to the same laws, professional expectations, and guidelines when interacting online as we would in-person with fellow students, and staff of the College.

• Do not post confidential or proprietary information about the College, its students, employees, or alumni. All persons must follow the applicable federal requirements such as FERPA and HIPAA. Students and staff must adhere to all applicable institutional and legal privacy, confidentiality and property policies and laws.
• Postings which are potentially slanderous, libelous or defame the integrity, character, and conduct of other students attending the College are prohibited. Postings which include profanity, racist, sexist, or derogatory remarks, content that incites hate or disrespect for other students, will be considered detrimental to the interest of the College. Such postings can have the affect of demeaning students who are in the process of being successful in their educational goals and therefore such postings, even if posted on websites, blogs or other social media outside the College will not be tolerated and can be grounds for disciplinary action, including termination.
• Similarly, postings which are potentially slanderous, libelous or defame the College, its staff or faculty, impugning the quality of education or the operation of the College are prohibited. Postings which include profanity, racist, sexist, or derogatory remarks, content that incites hate or encourages unethical or illegal activities, comments on litigation involving the College, spam and off-topic remarks, will be considered detrimental to the interest of the College. Such postings can have the affect of minimizing the goals of the College in meeting the needs of its students. Postings placed on websites, blogs or other social media outside the College will not be tolerated and can be grounds for disciplinary action, including termination.
• No user may establish social networking sites that use the College logo or other intellectual properties such as photography, video, artwork, and publications copyrighted to the College without authorization from the College. It is a violation of social networking site policies to represent an institution without authorization.
• Students should consider their particular audience, message and group goals and have a strategy for keeping information on their social media sites up-to-date and accurate.
• Take care not to post private information concerning others such as an e-mail from a fellow student or contact information. Please exercise good “netiquette.” Social networks are in the public realm and are not appropriate venues for the discussion or dissemination of private matters.

Sanctions
Listed below are the sanctions that can be placed against a student who is found in violation of the Student Code of Conduct. Students may receive additional sanctions at the discretion of the Program Director.

• **Warning:** A notice in writing that additional violations of the College’s rules may result in more severe disciplinary action.
• **Suspensions:** Students can be suspended from access to the College and its educational activities, for a period of one or more days.
• **Restitution:** Student shall reimburse the College for damage to or misappropriation of College property.
• **Filing a report:** Filing a police report with local law enforcement.
• **Dismissal:** Students may be dismissed from their current enrolled courses and program.

Parking
Since Taylor College is primarily a commuter’s college, parking and traffic regulations must be maintained for the protection of employees, students and guests. Students must park in authorized parking spaces. Students must not park in areas designated for the handicapped (unless possessing the appropriate licensure), on sidewalks or in “no parking” areas. Violators are subject to having their vehicle towed without prior warning or formal notification. Students can also be charged a fine for any violations.
Academic Information

Honors Distinction
Students who achieve a 3.75 or above Cumulative Grade Point Average (CGPA) at the end of the last semester of enrollment will be awarded “Cum Laude” status on their degree. Those students who achieve a 3.92 Cumulative Grade Point Average (CGPA) at the end of the last semester of enrollment will receive the distinction as a “Member of the Alpha Beta Kappa National Honor Society”. These students will receive recognition from the Alpha Beta Kappa National Honor Society. Students receiving honors distinction will be awarded during their graduation ceremony.

Grading Scale
The grading policy will be given to students at the beginning of each class which will include one of the following grading scales. At the end of the semester a final grade will be assigned and recorded as part of the student’s permanent record.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
<th>Grade Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 – 90</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>89 – 80</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>79 – 70</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>69 – 60</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>59 – Below</td>
<td>0.0</td>
</tr>
<tr>
<td>IP</td>
<td>In-Progres</td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn</td>
<td>N/A</td>
</tr>
</tbody>
</table>

The Professional Nursing, LPN-ADN Bridge and Physical Therapist Assistant programs will use the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
<th>Grade Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 – 92</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>91 – 83</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>82 – 75</td>
<td>2.0</td>
</tr>
<tr>
<td>F</td>
<td>74 – Below</td>
<td>0.0</td>
</tr>
</tbody>
</table>

The Practical Nursing program will use the following scales, depending upon start date:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
<th>Grade Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 – 92</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>91 – 83</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>82 – 75</td>
<td>2.0</td>
</tr>
<tr>
<td>F</td>
<td>74 – Below</td>
<td>0.0</td>
</tr>
</tbody>
</table>

OR

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
<th>Grade Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 – 94</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>93 – 87</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>86 - 80</td>
<td>2.0</td>
</tr>
<tr>
<td>F</td>
<td>79– Below</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Withdraw from Program
A student who is enrolled into a program and wishing to withdraw from the program must meet with a school official to discuss the matter, submit a letter of intent to withdraw, and complete an exit interview. This process must be done if the student may want to re-enter again into Taylor College. This request must be typed.

Family Educational Rights and Privacy Act
Taylor College complies with the Family Educational Rights and Privacy Act of the 1974 Buckley Amendment, Public Law 93-380, Section 438. The President reserves the right to allow any instructor associated with the training program to review student records.
**College Email Account**
Upon enrollment students are given a college issued email account. Students are required to use this email in a manner that is appropriate to the role of a student and a responsible member of society. The college reserves the right to deny access or delete any college issued email at any time and without cause. Additional information can be found at the Learning Resources section in this catalog.

**Directory Information**
The Family Educational Rights and Privacy Act has specifically identified certain information called directory information that may be disclosed without student consent. Students have the right to prevent disclosure of Directory Information; these requests must be provided in writing by completing the *Non-Disclosure of Directory Information* form and returned to the Registrar Office.

The following information can be released unless the student has submitted a request for non-disclosure:
Name, Telephone Number, Email Address, Student Photo, Dates of Attendance, Degrees Earned (with dates), Academic Honors and Awards, Major Field of Study, Expected Date of Graduation, Previous Schools Attended, Enrollment Status (class level), and Currently Enrolled (yes or no)

**Transcripts**
Transcripts will be provided when a student has paid all of their financial obligations to the College. Students must complete the *Official Transcript Request Form* and pay the required fee of $5.00 for each transcript being produced. Students have the option of having Transcripts mailed or picked-up.

A fee of $5.00 is charged for each transcript. This fee is charged to all students requesting an official transcript. The college reserves the right to withhold official transcripts from students under certain circumstances such as having an outstanding financial obligation to the college.

The following are items that a student is able to receive if requested on the Transcript Request form is a copy of their official transcripts and other forms: admission requirements, admission test scores, and student’s personal information, example: social security card, diploma, shot record.

**NOTE:** Transcript can only be mailed or pick-up. Faxing transcripts are prohibited.

**Transferring-In Credits**
A student who has earned credits and wish to have these credits transferred into Taylor College or have credits from a program transferred to another program within Taylor College must meet the criteria below. Taylor College reserves the right to accept or deny transferring of credit.

- Students requesting transfer of credits must complete and submit the *Application for Transfer of Credit* form and submit to the Registrar’s office for review at least 60 calendar days prior to the start of the program and must have their official transcripts into the Registrar’s Office by this deadline. An *Application for Transfer of Credit* submitted after the 60 calendar day deadline or no Official Transcripts having been received will result in rejection of transfer of credit.
- Transferring of credits must have been earned from an accredited institution.
- No more than 75% of any program may be transferred into Taylor College.
- Any student holding a minimum of an Associate in Arts degree from an accredited institution fulfills the general education requirements. The general education coursework will be transferred as a block.
- Students must have received a minimum of a "C" in the course in order for it to be transferred.
- Single transferring credits must have been earned within 6 years from the start date of the program at Taylor College.
- For credits earned more than 6 years from the start date of the program at Taylor College, a score of 50 (equivalent to a “C” grade) on an appropriate *CLEP exam* may be used.
  - A credit by examination may be taken only once for each course.
  - If a student has already attempted the course, as indicated by a posted W/D or “F” grade, no test out attempt will be allowed.
- Taylor College recognizes the following college equivalencies:
  - Advanced Placement (AP) examinations administered by The College Board. A score of 3 or higher is required. Applicable to General Education coursework only.
○ College-Level Examination Program (CLEP) examinations administered by The College Board. A score of 50 or higher is required. Applicable to General Education coursework only.
○ Advanced International Certificate of Education (AICE) examinations administered by Cambridge University. A score of A-E is required. Applicable to General Education coursework only.
○ International Baccalaureate (IB) Applicable to General Education coursework only.
○ College credit for military service may be awarded upon review of a military transcript.

- Credits requesting to be transferred in must at least be equal to those offered at Taylor College.
- The course is not a remedial course.
- The course was not taken to satisfy freshman admission requirements.
- Transcripts will be thoroughly evaluated by both the Program Director of the particular program you are enrolling as well as the Vice President of Academic Affairs.
- Students will receive notification regarding courses, which transferred, and the courses they will replace.
- Courses accepted for transfer credit will be noted on the Official Transcript from Taylor College.

Appeal Process for Transferring of Credits
- The student must complete an appeal form. The following supplemental information must be attached with the appeal form and submitted 30 days before the start of the program.
  ○ Course syllabus
  ○ Course objectives
  ○ Course description
  ○ Course textbooks and required materials
  ○ Other relevant information
- The information for appeals will be reviewed by the Vice President of Academic Affairs along with an appropriate faculty member.
- The student will receive in writing the outcome and all decisions will be final.

Transfer Credits to Another Institution
A student who wishes to transfer credits earned from Taylor College to another institution is advised to consult with receiving institution on the credits that will be accepted towards the student’s education at another institution. Acceptance of transferring of credits is always based upon the receiving institution regardless of program, State or accreditation status.

Guidelines for Readmission and Transferring into another Program
A student who wishes to apply for readmission or transfer to another program within Taylor College must meet the guidelines listed below. Students wishing to transfer previously earned credits should refer to the Transfer of Credit policy.

(Excerpt from Admission Policy)
A candidate for acceptance into a program at Taylor College will be reviewed and evaluated in a fair and unbiased manner. Taylor College will not refuse a qualified applicant on the base of age, race, gender, disabilities, or national origin. Taylor College reserves the right to deny admission to applicants for any reason which is deemed to the best interest of the Institution.

The following guidelines are required for readmission and transferring into another program within Taylor College:
- Have completed an exit interview from prior enrolled program.
- Reapply meeting current admission requirements.
- All outstanding fees must be paid prior to starting class.
- Interview with Program Director or Vice President of Academic Affairs.
- Space Available.

Copyright Procedures for Students
As an institution of higher learning, Taylor College is dedicated to providing quality educational programs and services to its students through the formation, discovery, and dissemination of knowledge. Taylor College recognizes that the copyright holder has exclusive rights to their copyrighted works but that the use of copyrighted materials is sometimes necessary to further enhance the learning, research, and scholarship activities of its students.

All Taylor College students are expected to have a basic understanding of copyrighted law and to adhere to all laws regarding Copyright, Fair Use, and Digital Millennium Copyright Act, and to act in good faith when using copyrighted
materials to support their educational and research activities. Copyrighted materials include text, music, videos, games, movies, and software.

To assist the students, Taylor College faculty and staff will provide information about academic honesty, Copyright, Plagiarism, Fair Use, and the Digital Millennium Copyright Act:
- Information on academic honesty and plagiarism is in the Student Code of Conduct
- Copyright information is posted in the College’s Library and computer lab

Violation of Policy
Students who fail to comply with the copyright law and willfully infringe it may face fines, and civil or criminal penalties from the U.S. courts as well as disciplinary action from Taylor College.

Copyright
The owner of a copyright has the exclusive right to do and/or authorize others to do such things as:
- Make copies
- Distribute the work
- Display the work
- Perform the work publicly
- Create derivative works (other works based on the original work)

Graduation Requirements
Students should make themselves aware of the graduation requirements; certain programs may have additional requirements.
- Completion of program curriculum
- Achieve a Cumulative Grade Point Average (CPGA) of 2.0
- Fulfill all financial obligations to the college

Clinical Sites
Students enrolled into programs that require clinical experience will be required to travel to the clinical site. Clinical locations will vary and some may be a significant distance from the College campus. Students must have reliable transportation to and from the clinical sites.

Complaints – Outside Due Process
It is the intent of the program to ensure that institutional policies, procedures, and practices protect the rights and privileges of persons not associated with the education program. Persons not associated with the program such as representatives of clinical sites, employers of graduates, and the public may contact the President with a complaint. The following procedures have been established for consideration of complaints that fall outside due process:

Procedure:
Initial screening of the complaint:
1. Any inquiry about filing a complaint about the program will be recorded as it is received.
2. If such inquiries are received by other faculty or staff members, they will be referred to the President.
3. Informal resolution of the complaint will be attempted.

Formal complaint:
1. If informal resolution is unsuccessful, the complainant will be requested to provide a written and signed description of the complaint.
2. Within 2 weeks of receiving the complaint, the President will acknowledge receiving the complaint, and provide the complainant with the anticipated time-line for review of the complaint.
3. The President will investigate the complaint, and review relevant documents and materials related to the complaint.
4. Changes in policies and procedures will be considered, as indicated.
5. The President will inform the complainant of the results of consideration of the complaint, including any action or response taken.
6. Record of the complaint about the program, including the nature of the complaint and the disposition of the complaint, will be maintained by the President.
7. If satisfactory resolution of complaints that fall outside of due process is not achieved, then the complainant may seek resolution through the Institutional Advisory Committee. (continued)
Veteran Services

Standards of Academic Progress for VA Students
Students receiving VA educational benefits must make at least a “C” for each course and must maintain a minimum cumulative grade point average (CGPA) of 2.0. The College does not have a probationary period.

A VA student who fails to achieve a grade of “C” or a CGPA of 2.0 will result in VA educational benefits being terminated and the student being withdrawn from the College.

VA students terminated from VA educational benefits due to unsatisfactory progress may be recertified when the student has successfully achieved a 2.0 grade point average. (Refer to Eligibility Guidelines for re-admission.)

Veteran’s Credit for Previous Education or Training
Students must report all education and training. The school will evaluate and grant credit, if appropriate, with the training time shortened, the tuition reduced proportionately, and the VA and student notified.
Distance Learning

It is important to understand what online classes are and what they are not. Online classes are not easy substitutes for on-campus classes. In fact, students find online classes as rigorous and demanding as on-campus classes. Students are expected to attend their virtual classrooms a specific numbers of times per week. All attendance is monitored. Times are flexible and dictated by students’ personal schedules; nonetheless, their presence is required and recorded and counts towards final grades.

Student Orientation to Online Users
All new/returning students must attend a New Student Orientation which typically lasts for 2 hours. During orientation students meeting with faculty and administration to review the program’s expectations, media resources, financial aid, accounting, student services, class schedules, online platform and user capability, program handbook and other relevant material to their program and the College.

Online Platform
Online courses are offered on a BlackBoard platform; students will have the ability communicate with the course Instructor and other classmates, post discussions, response to questions, take exams, view grades and course progress, submit assignments, view PowerPoints and videos, download course content including course syllabus and other course material.

Log-In
Students will be logging into the system using their username and password. A student must create their username and password during class or orientation. The Instructor will give the student an access code that will allow them to access the course and course materials including course syllabus, course assignments, due dates and other relevant course information.

Class Meetings
Students will be required to attend 3 class meetings for each online class. Students have to attend the first day of class, during mid-terms and to take their final exam. Additional class meetings may be added at the discretion of the Instructor.

Communication and Interaction
Students are able to communicate with their Instructor and classmates by using the online posting. Students can start new discussions or comment on other student’s discussions. Students can also communicate individually with another student or Instructor by logging into the course. Students will also receive the Instructors email address and can communicate by email. Other interactions can include online lectures, e-mail, document sharing, and interactive synchronized chats (audio/visual). Traditional methods of communication are also available, including phone, fax and office visits.

Grading
Students will be required to complete assignments for online classes. Assignments can be turned in through their online course by uploaded it onto the online drop box; this will allow the Instructor to review and grade the assignment. Grades will be posted to the student’s account and can be seen online by the student.

Student Services
Students services are provided in three convenient ways: telephone, electronically or in person. Adequate personnel are available to meet student service needs. Distance learning students receive the same services as on-campus students. Additional information can be found at Student Services section in this catalog.

Learning Resources
Distance learners have access to the Taylor College library and online databases. Additional information can be found at the Learning Resources section in this catalog.
Student Services and Resources

Academic Advising
A student can get advising from the Vice President of Academic Affairs for information about programs and the College.

Financial Aid Advising
Students can receive financial aid advisement concerning the different aid programs that are participated in by the college. Advisement includes aid programs, award amounts, scholarship information and payment schedule options that may be available to students. Financial aid advisement is given only by those appropriately trained in the rules, regulations and policies referring to Title IV funding.

Tutoring
Students have access to tutoring sessions. Tutors include instructors, lecturers, program graduates or those with exceptional knowledge. Tutoring schedules are available from the course instructor to inform those that are interested in attending.

Job Placement
Students who complete the program can receive job placement services through the college. The Placement Coordinator will assist those students in finding suitable job placement*, if desired.

Grievance
We are committed to treating all students fairly. This policy allows the student to seek resolution to a conflict with their program, classmate, or instructor. The student must try to resolve the issue as soon as possible. Students have 14 days after dismissal from program to file a grievance, or 14 days for any other issue. If you are unable to resolve on your own, the following steps must be taken:

1. Discuss the issue with the course Instructor.
2. The course Instructor can discuss the issue with the Program Director.
3. If the student is not satisfied with the resolution, the student can request in writing a meeting with the Vice President of Academic Affairs.
4. If the student is not satisfied with the resolution, the student can request the grievance in writing and submit to the President. After the written grievance has been submitted, the President will schedule a meeting with the Grievance Committee (comprised of two Advisory Board members and the President).
5. Recommendations from the Grievance Committee will be submitted to the Vice President of Academic Affairs.
6. The Vice President of Operations will inform the student of the results of the Grievance Committee.
7. All steps must be followed and documented and then the student may refer their grievance if unresolved to the following addresses:

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

   Council on Occupational Education
   7840 Roswell Road, Building 300, Suite 325
   Atlanta, Georgia 30350
   (770) 396-3898

   Commission on Accreditation in Physical Therapy Education
   1111 North Fairfax Street
   Alexandria, Virginia 22314
   (703) 706-3245

* While job assistance and job placement are offered, assistance, placement and/or employment cannot be guaranteed.
Students with Disabilities
It is the student’s responsibility to inform the Registrar Office if they have a verifiable and documented disability which may require reasonable accommodations determined by the college. Students should notify the Registrar Office by submitting disability documentations at the beginning of the course.

Personal Challenges
Including academic challenges that face students they also have to handle personal challenges as well. Students can get information about daycare providers, abuse/abuse prevention, drug and alcohol addiction/ prevention, family counselors, and where to find local libraries.

Physical Therapy Assistant Club
The purpose of the Taylor College Physical Therapy Assistant Club (TCPTAC) is to encourage members through professional and social activities. To education the community regarding physical therapy, and promote Taylor College’s PTA program. To enable TCPTAC members to pursue continuing education, and defray costs among members associate with, but not limited to; continuing education, APTA/FPTA meetings, PTA advocacy, graduation expenses, or any other financial needs voted on by its members. For PTA students who are interested in becoming a member of the Taylor College Physical Therapist Assistant Club, please contact the Program Director.
Learning Resources

Library
The Taylor College library is located on-campus; students have access to textbooks and periodicals. The college library provides a pleasant learning environment including physical collections of materials, study space and relaxation space.

College E-mail Accounts
Students are assigned a college email address upon enrollment into the College. Students are required to use this email in a manner that is appropriate to the role of a student and a responsible member of society. Students have access to web versions of Microsoft Word, Excel, PowerPoint, Outlook and OneNote. Students will have online storage to hold school related documents, pictures and the ability to set-up groups. Live chats or instant messaging between students and/or faculty members is available to enhance the communication and collaboration among the college community.

Computer Lab
Students have access to computers and printers in the Computer lab. Students are able to conduct research on the internet, use Microsoft Office products. Students can use the computers to access the library’s online databases.

Online Databases
Students can access journal articles, documents, books, encyclopedias, newspapers, magazines, video and audio files by searching the library’s array of 60 online databases. These resources are available 24 hours a day seven days a week from any computer on the campus or any computer with Internet access. An introductory video is available on the Taylor College’s Library page, www.taylorcollege.edu/library. Students have access to a comprehensive online database including the following:

InfoTrac Databases
Academic OneFile
Agriculture Collection
Business and Company Resource Center with PROMT and Newsletters
Business Index
Business Economics and Theory Collection
Communications and Mass Media Collection
Computer Database
Criminal Justice Collection
Culinary Arts Collection
Custom Newspapers
Environmental Studies and Policy Collection
Expanded Academic ASAP
Fine Arts and Music Collection
Gale Virtual Reference Library
Gardening, Landscape and Horticulture Collection
General Business File ASAP
Health Reference Center Academic
Health and Wellness Resource Center and Alternative Health Module
Home Improvement Collection
Hospitality, Tourism and Leisure Collection
Informe! (English)
InfoTrac One File
LegalTrac
Literature Resources from Gale
Newsletters ASAP
Newsstand
Nursing and Allied Health Collection
Opposing Viewpoints in Context
Opposing Viewpoints Resource Center
Popular Magazines
Psychology Collection
Student Resource in Context
**ProQuest Databases**
- ABI/INFORM Complete
- ABI/INFORM Dateline
- ABI/INFORM Global
- ABI/INFORM Trade & Industry
- Health & Medical Complete
- Nursing & Allied Health
- ProQuest Psychology Journals
- ProQuest Research Library
- ProQuest Research Library Business
- ProQuest Nursing & Allied Health Source
- ProQuest Research Library Health and Medical
- ProQuest Research Library History
- ProQuest Research Library Literature & Language
- ProQuest Research Library Science and Technology
- ProQuest Research Library Social Sciences
- ProQuest Research Library The Arts

**EBSCO Databases**
- European Views of the Americas: 1493-1750
- GreenFile
- Library, Information Sciences & Technology Abstracts
- Teacher Reference Center

**Individual Databases**
- Credo Reference
- eLibrary
- Bowker
- Bowker’s Books in Print
- RCLweb
- Directory of Open Access Journals
- Internet Public Library
- PubMed
### 2012 – 2013 Academic Calendar

#### Fall Semester 2012

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>09/03/2012</td>
<td>Labor Day – No School</td>
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<tr>
<td>09/10/2012</td>
<td>Start of Semester</td>
</tr>
<tr>
<td>12/21/2012</td>
<td>End of Semester</td>
</tr>
<tr>
<td>12/24/2012 – 01/04/2013</td>
<td>Winter Break – No School</td>
</tr>
</tbody>
</table>

#### Spring Semester 2013

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>01/07/2013</td>
<td>Start of Semester</td>
</tr>
<tr>
<td>01/21/2013</td>
<td>Birthday of Martin Luther King, Jr. – No School</td>
</tr>
<tr>
<td>03/25/2013 – 03/29/2013</td>
<td>Spring Break – No School</td>
</tr>
<tr>
<td>04/26/2013</td>
<td>End of Semester</td>
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#### Summer Semester 2013

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>05/13/2013</td>
<td>Start of Semester</td>
</tr>
<tr>
<td>05/27/2013</td>
<td>Memorial Day – No School</td>
</tr>
<tr>
<td>07/04/2013</td>
<td>Independence Day – No School</td>
</tr>
<tr>
<td>08/23/2013</td>
<td>End of Semester</td>
</tr>
</tbody>
</table>

#### Holidays and Breaks

School will not be held on the following holidays: New Year’s Day, Martin Luther King Jr. Day, Spring Break, Memorial Day, Independence Day, Labor Day, Thanksgiving, and Winter Break. Additional holidays may be observed or added to this list at the discretion of the President.
Admission Requirements

Non-Discrimination policy
A candidate for acceptance into a program at Taylor College will be reviewed and evaluated in a fair and unbiased manner. Taylor College will not refuse a qualified applicant on the basis of age, race, gender, disabilities, or national origin. Taylor College reserves the right to deny admission to applicants for any reason which is deemed to the best interest of the Institution.

Information Sessions
Taylor College offers information sessions about specific programs on-campus a continuous basis through the year. Sessions generally take 1 hour, student receiving information about the admission requirements, transferring-in credits, costs, deadlines and special requirements will be given out at the sessions.

Guidelines for Readmission and Transferring into another Program
A student who wishes to apply for readmission or transfer to another program within Taylor College must meet the guidelines listed below. Students wishing to transfer previously earned credits should refer to the Transfer of Credit policy. The following guidelines are required for readmission and transferring into another program within Taylor College:

- Have completed an exit interview from prior enrolled program
- Reapply meeting current admission requirements
- All outstanding fees must be paid prior to starting class.
- Space Available

Servicemember’s Opportunity College
Taylor College is part of the Servicemember’s Opportunity College; members of the military are able to apply to have military experience count towards the required credits within a program. (See Transferring-In Credits policy)

State Licensure
Any person wishing to apply to a program that has been arrested or convicted of any offense other than a minor traffic violation should refer to the Florida Statues, Chapter 464 regarding licensure.

Student Immunization
Students, as part of the admission requirements are required to submit documentation showing that the student’s immunizations are up-to-date. Required immunizations include: Tuberculosis, Hepatitis B, Measles/Mumps/Rubella, Tetanus/Diphtheria and Varicella.
Associate Degree Programs

Professional Nursing
- Application
- At least 18 years old
- High school diploma or GED equivalent
- 2 letters of professional reference from an employer, supervisor or instructor.
  - Must be typed and include reference’s name, address and telephone number.
- Submit a typed essay on ‘How you became interested in the Nursing profession and what qualities do you possess that will contribute to the profession.’
  - Essay must be typed using correct spelling and grammar. It must be a minimum of one page with one inch margins, double-spaced, and use a 12 font size.
- Complete the TEAS Test with minimum scores in each subject:
  - Reading – 60%
  - Math – 60%
  - Science – 55%
  - English – 60%
- Current Health Care Provider CPR certification (BLS-CPR).
- Successfully pass a Level II Background check to determine if you are eligible for licensure.
- Complete and Submit the Immunization Health History form.

Licensed Practical Nurse to Associate Degree Nurse Bridge
- Application
- At least 18 years old
- High school diploma or GED equivalent
- Submit Official Transcripts from Practical Nurse education
- Submit a letter of recommendation from a nursing supervisor and/or employer.
  - Must be typed and include reference’s name, address and telephone number.
- Active license to practice as a Licensed Practical Nurse.
- Achieved a minimum score of 67% on the NLN Critical Thinking in Clinical Nursing Practice-PN Test (OTACH1384501P).
- Complete the TEAS Test with a minimum score of 60%.
- Current Health Care Provider CPR certification (BLS-CPR).
- Successfully pass a Level II Background check to determine if you are eligible for licensure.
- Complete and Submit the Immunization Health History form.

Physical Therapist Assistant
- Application
- At least 18 years old
- High school diploma or GED equivalent
- 3 letters of recommendation (one personal/non-relative, one past employer, one professional).
  - Must be typed and include reference’s name, address and telephone number.
- Complete the TEAS Test with a minimum scores in each subject:
  - Reading – 60%
  - Math – 60%
  - Science – 55%
  - English – 60%
- Successfully pass a Level II Background check to determine if you are eligible for licensure.
- Complete and Submit the Immunization Health History form.
Practical Nursing

- Application
- At least 18 years old
- High school diploma or GED equivalent
- 3 letters of professional reference
  - Must be typed and include reference’s name, address and telephone number.
- Submit a typed essay on ‘Why do you want to be a Practical Nurse.’
  - Essay must be typed using correct spelling and grammar. It must be a minimum of one page with one inch margins, double-spaced, and use a 12 font size.
- TABE test (level 9/10), with a minimum score of 11.0 in each category
  - Math
  - Reading
  - Language
  - Spelling
- (HESI) Admissions Assessment Exam, with the minimum scores in each section:
  - Math – 75%
  - Reading Comprehension – 70%
  - Vocabulary and General Knowledge – 75%
  - Grammar – 80%
- Successfully pass a Level II Background check to determine if you are eligible for licensure.
- Complete and Submit the Immunization Health History form.
Programs of Study

Professional Nursing
72 Credit Hours
Associate of Science Degree

Program Description
The Professional Nursing program is designed to provide the knowledge, clinical skills, nursing values and experience necessary for an entry-level professional nursing position. Upon successful completion of the program, the graduate will be eligible to apply to take the National Council Licensure Examination for Registered Nurses (in accordance with the regulations set forth in the Nurse Practice Act, Chapter 464.008 and 464.018) to become licensed as a Registered Nurse.

Standard Program Length
5 Semesters

Enrollment Status
Full-Time

Course Number and Name | Credits
---|---
**General Education Course**
ENC 1101 English Composition | 3
MFG 1107 Math for Liberal Arts | 3
PSY 1012 Psychology | 3
AMH 2010 American History | 3
DEP 2004 Lifespan Development | 3

**Total Credits** | **15**

**Program Core Courses**
BSC 1085C Human Anatomy and Physiology I | 4
BSC 1086C Human Anatomy and Physiology II | 4
HUN 2201 Human Nutrition | 3
MCB 2011C Introduction to Microbiology | 4
NUR 1020C Fundamentals of Nursing | 7
NUR 1141 Pharmacology Principles in Nursing | 3
NUR 1121C Adult Nursing I | 9
NUR 2711C Adult Health Nursing II | 10
NUR 2460C Maternal-Child Nursing | 8
NUR 2801C Nursing Leadership and Management | 5

**Total Credits** | **57**

**Total Program Credits** | **72**
Licensed Practical Nurse to Associate Degree Nurse Bridge
63 Credit Hours
Associate of Science Degree

Program Description
The purpose of the program is to provide the Licensed Practical Nurse with the additional knowledge, clinical skills, nursing values and experience necessary for an entry-level professional nursing position. Graduates of this program are qualified to apply to take the NCLEX-RN to become licensed as a Registered Nurse.

Standard Program Length
4 Semesters

Enrollment Status
Full-Time

Course Number and Name | Credits
--- | ---
**General Education Course** | 
ENC 1101 English Composition | 3
MFG 1107 Math for Liberal Arts | 3
PSY 1012 Psychology | 3
AMH 2010 American History | 3
DEP 2004 Lifespan Development | 3

Total Credits 15

**Program Core Courses**
BSC 1085C Human Anatomy and Physiology I | 4
BSC 1086C Human Anatomy and Physiology II | 4
HUN 2201 Human Nutrition | 3
MCB 2011C Introduction to Microbiology | 4
NUR 1005C Transition to Professional Nursing | 2
NUR 1204C LPN – ADN Transition: Adult Health Nursing I | 9
NUR 2711C Adult Health Nursing II | 10
NUR 2412C LPN – ADN Transition: Maternal-Child Nursing | 7
NUR 2801C Nursing Leadership and Management | 5

Total Credits 48

Total Program Credits 63
Physical Therapist Assistant
72 Credit Hours
Associate of Science Degree

Program Description
The Physical Therapist Assistant (PTA) Program at Taylor College will train students to acquire the knowledge, clinical competency, and integrity to positively impact their patients and their profession. The 72 credits curriculum includes general education and technical physical therapist assistant courses as well as practical clinical experience. Upon successfully completing the requirements, the students will earn an Associate of Science degree. Physical Therapist Assistants function as members of the health care team providing patient care under the direction and supervision of a licensed Physical Therapist. They provide treatment to patients with various diagnoses to relieve pain and/or improve function. PTAs work in a variety of settings including hospitals, private practices, rehabilitation centers, school systems, sports teams, home health agencies, skilled nursing facilities, and other qualified facilities.

Standard Program Length
5 Semesters

Enrollment Status
Full-Time

<table>
<thead>
<tr>
<th>Course Number and Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education</strong></td>
<td></td>
</tr>
<tr>
<td>ENC 1101 English Composition</td>
<td>3</td>
</tr>
<tr>
<td>MFG 1107 Math for Liberal Arts</td>
<td>3</td>
</tr>
<tr>
<td>PSY 1012 Psychology</td>
<td>3</td>
</tr>
<tr>
<td>HUM 2472 Ethics</td>
<td>3</td>
</tr>
<tr>
<td>DEP 2004 Lifespan Development</td>
<td>3</td>
</tr>
<tr>
<td><strong>Foundation Courses</strong></td>
<td></td>
</tr>
<tr>
<td>BSC 1085C Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BSC 1086C Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td><strong>Program Core Courses</strong></td>
<td></td>
</tr>
<tr>
<td>PTA 1200 Introduction to Physical Therapy</td>
<td>2</td>
</tr>
<tr>
<td>PTA 1201 Introduction to Physical Therapy Lab</td>
<td>1</td>
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<tr>
<td>PTA 1210 Anatomy and Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>PTA 1211 Anatomy and Kinesiology Lab</td>
<td>1</td>
</tr>
<tr>
<td>PTA 1220 Fundamentals of Treatment I</td>
<td>2</td>
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<tr>
<td>PTA 1221 Fundamentals of Treatment I Lab</td>
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<tr>
<td>PTA 1300 Pathophysiology</td>
<td>2</td>
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<tr>
<td>PTA 1310 Therapeutic Modalities</td>
<td>2</td>
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<tr>
<td>PTA 1311 Therapeutic Modalities Lab</td>
<td>1</td>
</tr>
<tr>
<td>PTA 1320 Fundamentals of Treatment II</td>
<td>4</td>
</tr>
<tr>
<td>PTA 1321 Fundamentals of Treatment II Lab</td>
<td>2</td>
</tr>
<tr>
<td>PTA 1350 Physical Therapy Clinical Education I</td>
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<tr>
<td>PTA 1400 Pharmacology</td>
<td>2</td>
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<tr>
<td>PTA 1410 Concepts in Physical Therapy I</td>
<td>2</td>
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<tr>
<td>PTA 1411 Concepts in Physical Therapy I Lab</td>
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<tr>
<td>PTA 1420 Fundamentals of Treatment III</td>
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<td>PTA 1421 Fundamentals of Treatment III Lab</td>
<td>1</td>
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<tr>
<td>PTA 1450 Physical Therapy Clinical Education II</td>
<td>4</td>
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<tr>
<td>PTA 1510 Concepts in Physical Therapy II</td>
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<td>PTA 1511 Concepts in Physical Therapy II Lab</td>
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<tr>
<td>PTA 1550 Physical Therapy Clinical Education III</td>
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<tr>
<td><strong>Total Credits</strong></td>
<td>57</td>
</tr>
<tr>
<td><strong>Total Program Credits</strong></td>
<td>72</td>
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</table>

Note
Effective November 9, 2011, Taylor College has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703-706-3245; email: accreditation@apta.org). Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates that the program may matriculate students in technical/professional courses and that the program is progressing toward accreditation. Candidate for Accreditation is not an accreditation status nor does it assure eventual accreditation.
**Practical Nursing**
58 Credit Hours
Diploma program

**Program Description**
The Practical Nursing Program is designed to prepare the student for entry-level employment as a Licensed Practical Nurse by providing the theoretical knowledge and clinical competence to obtain licensure. The entire program is delivered over three 15 week semesters.

This program has received approval from the Florida Board of Nursing and graduates of this program are eligible to apply to take the National Council Licensure Examination for Practical Nurses (NCLEX-PN). Licensure is required for employment as a Licensed Practical Nurse.

**Standard Length of Program**
3 Semesters

**Enrollment Status**
Full-Time

<table>
<thead>
<tr>
<th>Course Number and Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PN1101 Fundamentals of Nursing and Health</td>
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<tr>
<td>PN1103 Anatomy and Physiology</td>
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<td>PN1104 Nutrition</td>
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<td>PN1105 Nursing Skills</td>
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<td>PN1107 Pharmacology</td>
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</tr>
<tr>
<td>PN1108 Growth and Development</td>
<td>4</td>
</tr>
<tr>
<td>PN1109 Medical Surgical Nursing I</td>
<td>15</td>
</tr>
<tr>
<td>PN1110 Medical Surgical Nursing II</td>
<td>13</td>
</tr>
<tr>
<td>PN1111 Vocational Adjustment</td>
<td>1</td>
</tr>
<tr>
<td>PN1112 Maternal Child</td>
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</tr>
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</table>

**Total Program Credits** 58

HIV/ AIDS and HIPPA are included in the curriculum
## Tuition and Fees

### Professional Nursing

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
<th>Type</th>
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</thead>
<tbody>
<tr>
<td>Registration Fee</td>
<td>$50.00</td>
<td>Non-Refundable</td>
</tr>
<tr>
<td>Books</td>
<td>$2,450.00</td>
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</tr>
<tr>
<td>Liability Insurance</td>
<td>$75.00</td>
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</tr>
<tr>
<td>Comprehensive Exit Exam</td>
<td>$50.00</td>
<td>Non-Refundable</td>
</tr>
<tr>
<td>Laboratory Fees</td>
<td>$245.00</td>
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</tr>
<tr>
<td>Technology Usage Fee</td>
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<td>Tuition</td>
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<tr>
<td>Graduation Fee</td>
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<tr>
<td><strong>Total</strong></td>
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### Licensed Practical Nurse to Associate Degree Nurse Bridge

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<thead>
<tr>
<th>Item</th>
<th>Cost</th>
<th>Type</th>
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<td>Registration Fee</td>
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<tr>
<td>Books</td>
<td>$2,150.00</td>
<td>Non-Refundable</td>
</tr>
<tr>
<td>Liability Insurance</td>
<td>$75.00</td>
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</tr>
<tr>
<td>Comprehensive Exit Exam</td>
<td>$50.00</td>
<td>Non-Refundable</td>
</tr>
<tr>
<td>Laboratory Fees</td>
<td>$210.00</td>
<td>Non-Refundable</td>
</tr>
<tr>
<td>Technology Usage Fee</td>
<td>$50.00</td>
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</tr>
<tr>
<td>Tuition</td>
<td>$27,075.00</td>
<td></td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$100.00</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$29,760.00</td>
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</table>

### Physical Therapist Assistant

<table>
<thead>
<tr>
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<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration Fee</td>
<td>$50.00</td>
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</tr>
<tr>
<td>Books</td>
<td>$2,150.00</td>
<td>Non-Refundable</td>
</tr>
<tr>
<td>Liability Insurance</td>
<td>$75.00</td>
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</tr>
<tr>
<td>Laboratory Supplies</td>
<td>$350.00</td>
<td>Non-Refundable</td>
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<tr>
<td>Technology Usage Fee</td>
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<tr>
<td>Tuition</td>
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<tr>
<td>Graduation Fee</td>
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<tr>
<td><strong>Total</strong></td>
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</table>

### Practical Nursing

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Registration Fee</td>
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</tr>
<tr>
<td>Books</td>
<td>$730.00</td>
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</tr>
<tr>
<td>Liability Insurance</td>
<td>$50.00</td>
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<tr>
<td>Comprehensive Exit Exam</td>
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<tr>
<td>Technology Usage Fee</td>
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<td>Laboratory Supplies</td>
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<tr>
<td>Tuition</td>
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<tr>
<td>Graduation Fee</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td>$20,225.00</td>
<td></td>
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</tbody>
</table>

### Cost per Credit / Clock Hour

- Credit Hour – General Education: $285.00
- Credit Hour – Foundation/Core Course: $475.00
- Credit Hour – Practical Nursing program: $330.00

### Charges and Fees (all charges and fees are non-refundable)

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Return Check Charge</td>
<td>$50.00</td>
</tr>
<tr>
<td>Transcript Request</td>
<td>$5.00</td>
</tr>
<tr>
<td>Library Fines</td>
<td>Replacement Cost</td>
</tr>
</tbody>
</table>

* Licensing fees may be required for certain programs; these costs are determined by independent regulatory agencies.
Cancellation and Refund Policy
Refunds will be made according to Taylor College’s Cancellation and Refund policy for those students who cancel and/or are terminated for any reason. All cancelation requests must be submitted in writing and delivered in person or mailed by certified mail. A full refund will be made for those applicants not accepted by the College or who cancel within three (3) business days after signing the Student Enrollment Agreement. Students who cancel after 3 business days of signing the Student Enrollment Agreement will adhere to the following:
   1. Refunds, when due, must be made without requiring a request from the student.
   2. Refunds, when due shall be made within 30 days (1) of the last day of attendance if written notification of withdrawal has been provided to the institution by the student, or (2) from the date the institution terminates the student or determines withdrawal by the student.
   3. Retention of tuition and fees collected in advance for a student who does not commence class shall not exceed $150.

Calculation for tuition charged for the entire program
   1. Cancellation or withdrawal after attendance has begun, but prior to 40% completion of the program, will result in a Pro Rata refund of tuition.
   2. Cancellation after completing 40% of the program will result in no refund.

Calculation for tuition charged for semester or payment period
   1. Cancellation or withdrawal after attendance has begun, but prior to 20% completion of the program, will result in a Pro Rata refund of tuition.
   2. Cancellation after completing 20% of the program will result in no refund.

Non-credits Courses, Testing or Continuing Education
No refund will be given for continuing education, professional development, non-credit courses, or entrance testing.
Financial Aid

The primary purpose of financial aid is to help students who otherwise might not be able to attend a post-secondary institution meet the cost of higher education. The basic responsibility for financing the student’s education lies with the student and their family.

Grants may be awarded if you are determined to have financial need based on the Free Application for Federal Student Aid (FAFSA). The application can be completed by going to the following website: www.FAFSA.ed.gov.

Federal Pell Grant Program
Type of Award:
This aid is need-based and students must qualify as determined by the Department of Education in order to receive aid.

Amount per Year:
$ 555.00 – $ 5,550.00

Application:
FAFSA

The William D. Ford Federal Direct Loan Program
Application:
Students who want to use any of the Direct Loans listed below must complete FAFSA and a Master Promissory Note.

Subsidized Stafford Loan
Type of Award:
This loan is long-term and has a variable interest rate with a maximum rate of 8.25%. The federal government will pay for the interest while you are enrolled in an eligible school and during your six month grace period.

Amount per Year:
1st Year - $ 3,500.00
2nd Year - $ 4,500.00
3rd Year - $ 5,500.00

Unsubsidized Stafford Loan
Type of Award:
This is a need-based loan. This loan is long-term and has a variable interest rate with a maximum rate of 8.25%. Principle and interest may be deferred until after the student leaves college.

Amount per Year:
1st and 2nd Year - $ 6,000.00
3rd Year and Higher - $ 7,000.00

Parent Loan for Undergraduate Students (PLUS)
Type of Award:
This is a loan taken by parents of dependent students. This loan is long-term and has a variable interest rate with a maximum rate of 7.90%. Repayment of the loan begins after the loan has been fully disbursed.

Amount per Year:
Up to the college’s cost of attendance.
Grace Period
A grace period occurs after a student leaves college or attends less than half-time and lasts for typically six months. After the grace period has been completed the principle and interest payments for the student loan(s) are required to be paid on a monthly basis.

Return of Title IV Funding (R2T4)
The date that Taylor College makes the determination that a student withdrew is identified through faculty input, student’s verbal or written notification to the Program Director or Program Coordinator. Attendance is taken at the institution. In the event of any unofficial or official withdrawals, R2T4 calculations and the Return of Title IV funds must be done within 45 days from the date of determination of such withdrawal. The date of determination must occur within 14 days from the last day of attendance. All enrolled students are notified through Taylor College’s Student Catalog about the withdrawal process and the student’s rights and responsibilities including how a student reports the intent to withdraw and how the student begins the withdrawal process.

Include Verification
During the Financial Aid process, students are selected at random by the Department of Education for verification. This process is to determine if the FAFSA was completed with the correct information. The Financial Aid Office will notify selected students of the required documentation they must provide to the College. Financial Aid will not be awarded until verification has been finalized and any correct are made, if needed.

General Title IV Student Eligibility Requirements
- Be enrolled as a regular student in an eligible program
- Not be enrolled simultaneously in two postsecondary schools without a consortium or contractual agreement.
- Meet one of the following academic criteria:
  - Have a high school diploma or its recognized equivalent (e.g., a GED)
  - Be enrolled in an eligible institution and sign an enrollment agreement
  - Be home schooled:
    - Obtain a secondary school completion credential for home schooling provided by the student’s home state, if one is offered
    - Have completed a secondary school education in a home school setting that qualifies as an exemption from compulsory attendance requirements under state law
- Have a valid Social Security Number with the Social Security Administration
- Be a U.S. citizen or eligible non-citizen
- Be registered with Selective Service, if required by law, with the Selective Service Administration for all male students who were born after December 31, 1959.
- Sign a Statement of Educational Purpose, which certifies that he or she will use federal student financial aid only to pay educational costs
- Not be in default on a Title IV loan or, if in default, have made satisfactory repayment arrangements
- Not owe a refund (overpayment) on any Title IV grants, or state grant previously received from any postsecondary institution.
- Make satisfactory academic progress toward the completion of the degree or certificate as required by the institution, state agencies and the Department of Education.
- Complete a FAFSA (Free Application for Federal Student Aid) and have a valid ISIR (Institutional Student Information Record).

All transfer students must submit an official transcript from former schools. No less than 75% of the course work may be done in Taylor College.
**College Scholarships**
Taylor College offers scholarship opportunities to students. Scholarship availability, requirements and amounts may vary. Information can be found at [www.taylorcollege.edu/finaid/scholarships/](http://www.taylorcollege.edu/finaid/scholarships/).

**Outside Scholarships**
Many organizations offer scholarships to college students who meet their standard requirements. The Financial Aid Office has information about where you can find free internet scholarship search services. If you belong to any social, civic, ethnic, religious, professional or service groups you could contact them regarding any available scholarships that they offer. Also, employers sometimes provide educational assistance plans for employees.

**Employer Assistance**
Students should check with their employers to see if Employer Assistance is available. Students need to communicate with the Bursar’s Office if they are planning on using Employer Assistance to pay for their educational costs.

**Florida Pre-Paid College Plan**
Students who plan on using their Florida Pre-Paid College Plan need to provide the Bursar’s Office with a copy of a current FPP Student Identification Card. Then the student must contact Florida Pre-Paid and fill out a transfer form to have them send Taylor College a Third-Party Billing Notice (preferred unrestricted).

**Veterans Benefits**
Taylor College programs are approved by the Florida Department of Veteran’s Affairs for training. Students who are eligible for educational assistance from the federal Department of Veteran’s Affairs may be used towards their education. The educational assistance includes various chapters covered by the following VA programs:
- The Post-9/11 GI Bill
- Montgomery GI Bill - Active Duty (MGIB-AD)
- Montgomery GI Bill - Selected Reserve (MGIB-SR)
- Reserve Educational Assistance Program (REAP)
- Veterans Educational Assistance Program (VEAP)
- Survivors’ and Dependents’ Educational Assistance Program (DEA)

Students with questions about their education assistance and eligibility should visit the VA’s website for free education and vocational counseling services available to service members and veterans at [www.gibill.va.gov/benefits/index.html](http://www.gibill.va.gov/benefits/index.html).

**Vocational Rehabilitation Assistance**
Taylor College is approved by the State of Florida as a vendor to provide educational training for persons approved for Vocational Rehabilitation Educational Assistance. Individuals with handicaps or disabilities can find more information and assistance concerning Vocational Rehabilitation Benefits at this web site, [www.rehabworks.org/](http://www.rehabworks.org/).

**Workforce Assistance Procedures**
Workforce assistance may be available to students depending upon funding and the student meeting eligibility requirements. Students should contact their local workforce office to obtain more information.
Satisfactory Academic Progress (SAP)

Process Overview & Responsibilities
To be eligible for Title IV aid, a student must maintain satisfactory academic progress (SAP) as per section 668.16(e) of HEA 1965. Taylor College has developed policies to determine the academic standards that students are expected to meet and then a means and schedule of measuring the achievement of those quantitative and qualitative standards. SAP standards are established by the Program Director. The relevant SAP policies are summarized below. All students must maintain Satisfactory Academic Progress according to the following standards in order to continue enrollment. Satisfactory Academic Progress will be evaluated at the following time periods depending on the program enrolled in.

Semester Credit programs:
- End of each Semester

Clock Hour programs:
- End of each course

Same As or Stricter Than
The SAP policy for Title IV students at Taylor College is the same as the school’s standards for students enrolled in the same educational programs who are not receiving Title IV aid. The Title IV SAP policy is the same as the school’s academic policy.

The Financial Aid Office reviews the Title IV SAP policy to ensure that it meets all federal requirements. The Program Director notifies the Financial Aid Office if the school changes its academic policies.

Quantitative Measure of Satisfactory Academic Progress
The Financial Aid Office in coordination with the Program Director monitors quantitative progress. The quantitative SAP is reviewed manually and a copy of the latest transcript is maintained in the college’s computer system.

The following is for Quantitative measurement for Semester Credit programs:
- Duration of no longer than 150 percent of the length of the program

The following is for Quantitative measurement for Clock Hour programs:
- Required to complete the program within 100 percent of the length of the program

Qualitative Measure of Satisfactory Academic Progress
A Cumulative Grade Point Average (CGPA) equal to or greater than 2.0 is required for graduation. In addition, at the end of the first academic year, students must have a CGPA equal or greater than 2.0 to be making satisfactory academic progress. Grades from credits transferred into the college will be used in the calculation of the Cumulative Grade Point Average.

If a student’s CGPA falls below a 2.0 the student is placed on Financial Aid WARNING during the subsequent academic year. After counseling, the student signs an agreement to the conditions of the Financial Aid WARNING period. During the Financial Aid WARNING period, eligibility for financial aid continues. The following will not be considered as credits successfully completed: W and I. A student who does not meet the 2.0 CGPA at the end of the Financial Aid WARNING period will be terminated from the college.

Withdrawal Date
If a student does not continue with class, the withdrawal date will be determined after the student exceeds the number of allowed absences (refer to Student Attendance and Tardiness Policy). However, if a student is in communication with the institution via any means of communication to inform that the student will no longer be attending, that date of communication will be considered the date of determination for the student. A student must contact the Program Director or Registrar’s Office to give any notification of official withdrawal. If a student wishes to enroll into the program in the future, the student must complete the withdrawal process outlined in the “Official Withdraw from Program with Consideration for Future Reenrollment Policy”.

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A student, who chooses to transfer from one program to another, will have only the grades and credits that apply to the new program will be applied to the student’s Cumulative Grade Point Average (CGPA). Students who withdraw from the college and later re-enter in the same program will continue at the same satisfactory progress and evaluation points in effect at the time of withdrawal. A student who withdraws from a clock hour program and then re-enters the same program will not have the same satisfactory progress information from the prior program.

**Treatment of Title IV Funds When a Student Withdraws from School**

The Financial Aid Office at Taylor College is responsible to calculate the percentage of earned Title IV Funds received or pending to be received and to return the unearned funds for a student who withdrew, was terminated or failed to return from an approved leave of absence.

Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

\[
\text{Percentage of aid earned} = \frac{\text{the number of scheduled hours in the payment period completed up to the student’s last date of attendance as per the school’s attendance records}}{\text{divided by the total clock hours in the payment period}}.
\]

If this percentage is greater than 60%, the student earns 100% of the disbursed Title IV funds or aid that could have been disbursed. If this percentage is less than 60%, then the percentage earned is equal to the calculated value.

Funds are returned to the appropriate federal program based on the percent of unearned aid using the following formula:

\[
\text{Aid to be returned} = (100\% \text{ minus the percent earned}) \times \text{amount of aid disbursed toward institutional charges}.
\]

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds and the student may be required to return a portion of the funds. All Title IV funds that the institution must return will be made no later than 45 calendar days after the date the school determines that the student withdrew.

When Title IV funds are returned, the student may owe a balance to the institution.

If a student earned more aid than was disbursed to him/her, the institution must send written notification to the student (or parent for PLUS loan funds) to offer a post-withdrawal disbursement for any amount not credited to the student’s account no later than 30 calendar days after the date that the school determines that the student withdrew. The institution is required to make a post-withdrawal disbursement within 120 days of the student’s date of determination that they withdrew.

Refunds are allocated in the following order:

- Unsubsidized Federal Stafford Loan
- Subsidized Federal Stafford Loan
- Federal Parent (PLUS) Loan
- Federal Pell Grant
- Federal Supplemental Opportunity Grant
- Other Title IV assistance
- Private and institutional aid
- The student
Course Descriptions

Florida’s Statewide Course Numbering System

Courses in this catalog are identified by prefixes and numbers that were assigned by Florida’s Statewide Course Numbering System (SCNS). This numbering system is used by all public postsecondary institutions in Florida and 25 participating nonpublic institutions. The major purpose of this system is to facilitate the transfer of courses between participating institutions. Students and administrators can use the online SCNS to obtain course descriptions and specific information about course transfer between participating Florida institutions. This information is at the SCNS website at http://scns.fldoe.org.

Each participating institution controls the title, credit, and content of its own courses and recommends the first digit of the course number to indicate the level at which students normally take the course. Course prefixes and the last three digits of the course numbers are assigned by members of faculty discipline committees appointed for that purpose by the Florida Department of Education in Tallahassee. Individuals nominated to serve on these committees are selected to maintain a representative balance as to type of institution and discipline field or specialization.

The course prefix and each digit in the course number have a meaning in the SCNS. The listing of prefixes and associated courses is referred to as the “SCNS taxonomy.” Descriptions of the content of courses are referred to as “statewide course profiles.”

Example of Course Identifier

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Level Code</th>
<th>Century Digit</th>
<th>Decade Digit</th>
<th>Unit Digit</th>
<th>Lab Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENC</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>No laboratory component in this course</td>
</tr>
<tr>
<td>English</td>
<td>Lower (Freshman)</td>
<td>Freshman Composition</td>
<td>Freshman Composition Skills</td>
<td>Freshman Composition Skills I</td>
<td></td>
</tr>
<tr>
<td>Composition</td>
<td>Level at this institution</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

General Rule for Course Equivalencies

Equivalent courses at different institutions are identified by the same prefixes and same last three digits of the course number and are guaranteed to be transferable between participating institutions that offer the course, with a few exceptions, as listed below in Exception to the General Rule for Equivalency.

For example, a freshman composition skills course is offered by 56 different postsecondary institutions. Each institution uses “ENC_101” to identify its freshman composition skills course. The level code is the first digit and represents the year in which students normally take the course at a specific institution. In the SCNS taxonomy, “ENC” means “English Composition,” the century digit “1” represents “Freshman Composition,” the decade digit “0” represents “Freshman Composition Skills,” and the unit digit “1” represents “Freshman Composition Skills I.”

In the sciences and certain other areas, a “C” or “L” after the course number is known as a lab indicator. The “C” represents a combined lecture and laboratory course that meets in the same place at the same time. The “L” represents a laboratory course or the laboratory part of a course that has the same prefix and course number but meets at a different time or place.

Transfer of any successfully completed course from one participating institution to another is guaranteed in cases where the course to be transferred is equivalent to one offered by the receiving institution. Equivalencies are established by the same prefix and last three digits and comparable faculty credentials at both institutions. For example, ENC 1101 is offered at a community college. The same course is offered at a state university as ENC 2101. A student who has successfully completed ENC 1101 at the community college is guaranteed to receive transfer credit for ENC 2101 at the state university if the student transfers. The student cannot be required to take ENC 2101 again since ENC 1101 is equivalent to ENC 2101. Transfer credit must be awarded for successfully completed equivalent courses and used by the receiving institution to determine satisfaction of requirements by transfer students on the same basis as credit awarded to the native students. It is the prerogative of the receiving institution, however, to offer transfer credit for courses successfully completed that have not been designated as equivalent. NOTE: Credit generated at institutions on the quarter-term system...
may not transfer the equivalent number of credits to institutions on the semester-term system. For example, 4.0 quarter hours often transfers as 2.67 semester hours.

**The Course Prefix**

The course prefix is a three-letter designator for a major division of an academic discipline, subject matter area, or subcategory of knowledge. The prefix is not intended to identify the department in which a course is offered. Rather, the content of a course determines the assigned prefix to identify the course.

**Exceptions to the General Rule for Equivalency**

Since the initial implementation of the SCNS, specific disciplines or types of courses have been excepted from the guarantee of transfer for equivalent courses. These include courses that must be evaluated individually or courses in which the student must be evaluated for mastery of skill and technique. The following courses are exceptions to the general rule for course equivalencies and may not transfer. Transferability is at the discretion of the receiving institution.

- A. Courses not offered by the receiving institution.
- B. For courses at non-regionally accredited institutions, courses offered prior to the established transfer date of the course in question.
- C. Courses in the _900-999_ series are not automatically transferable, and must be evaluated individually. These include such courses as Special Topics, Internships, Apprenticeships, Practica, Study Abroad, Theses, and Dissertations.
- D. College preparatory and vocational preparatory courses.
- E. Graduate courses.
- F. Internships, apprenticeships, practica, clinical experiences, and study abroad courses with numbers other than those ranging from 900-999.
- G. Applied courses in the performing arts (Art, Dance, Interior Design, Music, and Theatre) and skills courses in Criminal Justice (academy certificate courses) are not guaranteed as transferable. These courses need evidence of achievement (e.g., portfolio, audition, interview, etc.).

**Courses at Nonregionally Accredited Institutions**

The SCNS makes available on its home page (http://scns.fldoe.org) a report entitled “Courses at Nonregionally Accredited Institutions” that contains a comprehensive listing of all nonpublic institution courses in the SCNS inventory, as well as each course’s transfer level and transfer effective date. This report is updated monthly.

Questions about the SCNS and appeals regarding course credit transfer decisions should be directed to the Florida Department of Education, Office of Articulation, 1401 Turlington Building, Tallahassee, Florida 32399-0400. Special reports and technical information may be requested by calling the SCNS office at (850) 245-0427 or at http://scns.fldoe.org.

**Taylor College’s Course Numbering System**

Those courses offered by Taylor College that are not part of Florida’s Statewide Course Numbering System are identified by a unique code system. The prefixes used are to identify the program that the course is in. The digits are to identify the courses within the program in numerical order.

**Definition for a unit of credit**

**Credits for Associate Degree programs**

Taylor College awards semester credits for its Associate Degree programs. Below indicated the measurement of 1 Semester Credit equals;

- 15 clock hours in theory, or
- 30 clock hours in lab, or,
- 45 clock hours in externship/clinical
General Education Courses

AMH 2010  
American History  
This course will survey American history from European contact to the close of Reconstruction. Students will pay particular attention toward the establishment of the United States, its political and social distinctives, and the contradictions that culminated in civil warfare and a "new birth of freedom."  
* This course is offered online.

DEP 2004  
Lifespan Development  
This course consists of the study of the development of the individual throughout the life cycle, including child, adolescent and adult patterns of behavior with attention to physical, intellectual, cognitive, personality, and social development.

ENC 1101  
English Composition  
The first course in college composition designed to develop skills in writing multi-paragraph essays with emphasis on exposition, including the selection, restriction, organization and development of topics. It offers the student opportunities to improve CLAST English skills. Students examine selected writing samples as models of form and sources of ideas for their own writing.  
(This course counts toward satisfaction of State Rule 6A-10.30 SBE6A-10.30. 6,000 word writing requirement.)  
* This course is offered online.

HUM 2472  
Ethics  
The United States has the most diverse society on earth. With its bountiful mix of languages, races, religions, cultures and ideas, America offers its residents the opportunity to be “citizens of the world” without leaving home. Rich diversity, however, brings with it the challenge of adjusting to assumptions, values, experience, and historical traditions different from our own. In this course, students have the opportunity to examine both America’s diverse mix and society’s successes and failures in accommodating different peoples, backgrounds, and ideals. Particular attention will be paid to social, legislative, and judicial milestones that have shaped the American social environment.  
(This course counts toward satisfaction of State Rule 6A-10.30 SBE6A-10.30. 6,000 word writing requirement)  
* This course is offered online.

MGF 1107  
Math for Liberal Arts  
This course exposes students to a variety of independent topics that span the range of mathematical tools used by healthcare managers. Topics include statistics as a performance measurement tool, quality control mathematics, quality outcomes measurement, risk management, data flow for staffing patterns and resource management optimization. This module also includes basic concepts in mathematics, including whole numbers, fractions, decimals, percents, estimation, ratios, and proportions, systems of numeration, signed numbers, rational numbers, graphs and elementary logic.  
(This course counts toward satisfaction of State Rule 6A-10.30 SBE6A-10.30. 6,000 word writing requirement.)  
* This course is offered online.

PSY 1012  
Psychology  
The field of psychology has changed dramatically over the past century. Psychological “truths” of twenty-five years ago are considered misguided, even erroneous, today. Yet, many of the fundamental questions of psychology remain the same. What does it mean to perceive? What do our brains do? Why do people act differently in groups than when they are alone? How does memory work? What’s going on in my child’s mind? This course will tackle these and other questions by surveying the work of classical and contemporary psychologists. Students will be encouraged to think about the theoretical bases of this work and to consider how such work can be relevant to everyday life.  
(This course counts toward satisfaction of State Rule 6A-10.30 SBE6A-10.30. 6,000 word writing requirement.)  
* This course is offered online.
Professional Nursing

BSC 1085C 4 credits
Human Anatomy and Physiology I
This course introduces the structure and function of the human body. Topics include basic chemistry and cell biology, tissues, and the respiratory, integumentary, cardio-vascular, skeletal, muscular, nervous and sensory systems of the body. Medical terminology is emphasized. Laboratory exercises, coordinated with course content, including microscopic observation, experimentation, study of anatomical models, and dissection exercises are included in this course.

BSC 1086C 4 credits
Human Anatomy and Physiology II
This course is a continuation of the study of human anatomy and physiology begun in BSC 1085 C. The digestive, endocrine, lymphatic and immune digestive, urinary and reproductive systems are studied as well as blood, nutrition and metabolism, fluid and electrolyte balance, and acid-base balance. Laboratory exercises, coordinated with course content, including microscopic observation, experimentation, study of anatomical models, and dissection exercises are included in this course.

HUN 2201 3 credits
Human Nutrition
This course introduces the student to principles of nutrition and the role of nutrients in health and common alterations in health throughout the life cycle. An introduction to clinical nutrition is included to prepare the student to apply these principles to the individual, family, community and clinical areas.

MCB 2011C 4 credits
Introduction to Microbiology
This course provides an introduction to microbiology that emphasizes effects of microorganisms on human systems. Topics include microbial cell structure, function and metabolism; requirements for and control of growth; genetics, mutations, and biotechnology; a survey of bacteria, viruses, algae, fungi, protozoa and helminthes; interactions with and impact of microbes on humans, including mechanisms of pathogenicity. Laboratory exercises, coordinated with class content, including techniques for the cultivation, study, and control of microorganisms are included in this course.

NUR 1020C 7 credits
Fundamentals of Nursing
This course provides a foundation for the nursing program. It introduces the student to the history and practice of nursing, including the standards of nursing practice. The nursing process is introduced and used as an approach to nursing care with emphasis on assessment of basic human needs relating to oxygenation, nutrition, elimination, comfort and safety, security and mobility. Critical thinking as embodied in the nursing process is emphasized and the concept of the nurse as a provider of care, manager of care and member of the nursing profession in incorporated in to the course content. Theoretical knowledge and principles are applied in the skills laboratory and clinical setting. Normal functional health patterns are explored in the context of the physical, biological and social sciences.

NUR 1141 3 credits
Pharmacology Principles in Nursing
This course introduces the student to the basic pharmacologic concepts and principles related to the safe administration of therapeutic agents by nurses to clients of all ages. It is designed to facilitate the student’s understanding of the mechanisms of drug actions and provide a safe approach to drug administration. Students learn major drug classifications and selected prototypes along with principles and techniques of safe, effective administration of drugs and other therapeutic agents, drug interactions, legal responsibilities and nursing considerations for specific drugs affecting all body systems. By the end of the course, student must apply computation skills to demonstrate administration of drugs without error in order to successfully pass the course and progress in the nursing program.
NUR 1121C 9 credits
Adult Nursing I
In this course students continue to develop their role as a member of the profession of nursing as a provider of care to clients with uncomplicated medical-surgical alterations in health. Pathophysiologic mechanisms of disease are covered as well as assessment and nursing management with a special emphasis on the chronically ill client. The role of the nurse as a provider of care, communicator, teacher, manager and member of a profession are expanded and provide the framework for clinical application and evaluation. Theoretical knowledge and principles are applied in the skills laboratory and clinical setting.

NUR 2711C 10 credits
Adult Health Nursing II
The focus of this adult-health nursing course is on the care of adults with altered health states in acute care and psychiatric settings. In this course students continue to develop their role as a member of the profession of nursing as a provider of care to clients with more complex medical-surgical alterations in health. Emphasis is placed on knowledge and skills relating to advanced adult health care in medical-surgical and psychiatric settings. The roles of the nurse as a provider of care, communicator, teacher, manager and member of a profession are expanded and provide the framework for clinical application and evaluation. Theoretical knowledge and principles are applied in the skills laboratory and clinical setting.

NUR 2460C 8 credits
Maternal-Child Nursing
In this course the student continues to develop the role as a member of the profession of nursing as a provider of care to women, children and families in meeting their basic needs in a variety of settings. Emphasis is placed on knowledge and skills relating to the pediatric population and the childbearing family. The role of the nurse as a provider of care, communicator, teacher, manager and member of a profession provide the framework for clinical application and evaluation in pediatric and childbearing settings.

NUR 2801C 5 Credits
Nursing Leadership and Management
This course is designed to assist the graduating student in the transition to the role of the professional nurse. Management concepts, leadership skills, and the legal, ethical, and professional responsibilities of the registered nurse are stressed in the didactic component. The clinical experience in an acute care setting promotes the student’s transition to graduate with its emphasis on management of care and leadership, functional health patterns, professional behaviors, communication, clinical decision-making, caring interventions, teaching and learning, collaboration, and managing care activities in a broad, in-depth application of the nursing process in the clinical management of groups of patients.
Licensed Practical Nurse to Associate Degree Nurse Bridge

MCB 2011C  
Introduction to Microbiology  
This course provides an introduction to microbiology that emphasizes effects of microorganisms on human systems. Topics include microbial cell structure, function and metabolism; requirements for and control of growth; genetics, mutations, and biotechnology; a survey of bacteria, viruses, algae, fungi, protozoa and helminthes; interactions with and impact of microbes on humans, including mechanisms of pathogenicity. Laboratory exercises, coordinated with class content, including techniques for the cultivation, study, and control of microorganisms are included in this course.

HUN 2201  
Human Nutrition  
This course introduces the student to principles of nutrition and the role of nutrients in health and common alterations in health throughout the life cycle. An introduction to clinical nutrition is included to prepare the student to apply these principles to the individual, family, community and clinical areas.

BSC 1085C  
Human Anatomy and Physiology I  
This course introduces the structure and function of the human body. Topics include basic chemistry and cell biology, tissues, and the respiratory, integumentary, cardio-vascular, skeletal, muscular, nervous and sensory systems of the body. Medical terminology is emphasized. Laboratory exercises, coordinated with course content, including microscopic observation, experimentation, study of anatomical models, and dissection exercises are included in this course.

BSC 1086C  
Human Anatomy and Physiology II  
This course is a continuation of the study of human anatomy and physiology begun in BSC 1085 C. The digestive, endocrine, lymphatic and immune digestive, urinary and reproductive systems are studied as well as blood, nutrition and metabolism, fluid and electrolyte balance, and acid-base balance. Laboratory exercises, coordinated with course content, including microscopic observation, experimentation, study of anatomical models, and dissection exercises are included in this course.

NUR 1005C  
Transition to Professional Nursing  
This course is designed to facilitate the transition of the practical nurse to the role of registered nurse. It builds on previous knowledge and skills, reviewing components included in the practical nursing curriculum and addressing the role of the associate degree registered nurse in the current health care system. Critical thinking as embodied in the nursing process is emphasized and the role of the professional nurse as provider of care, manager of care and member of the nursing profession is incorporated into the course content. Physical assessment is introduced, basic clinical skills are reviewed and the principles and techniques of intravenous therapy are covered. Theoretical knowledge and principles are applied in the skills laboratory.

NUR 1204C  
LPN-ADN Transition: Adult Health Nursing I  
This course builds on previous health education courses, knowledge and skills. The role of the professional nurse as a provider of care to clients with uncomplicated medical-surgical alterations in health is covered. Pathophysiologic mechanisms of disease, assessment and nursing management are included with a special emphasis on the chronically ill client. The role of the nurse as provider of care, communicator, teacher, manager, and member of a profession are expanded and provide the framework for clinical application and evaluation. Theoretical knowledge and principles are applied in the skills laboratory and clinical setting.

NUR 2711C  
Adult Health Nursing II  
The focus of this adult-health nursing course is on the care of adults with altered health states in acute care and psychiatric settings. In this course students continue to develop their role as a member of the profession of nursing as a provider of care to clients with more complex medical-surgical alterations in health. Emphasis is placed on knowledge and skills relating to advanced adult health care in medical-surgical and psychiatric settings. The roles of the nurse as provider of care, communicator, teacher, manager, and member of a profession are expanded and provide the framework for clinical application and evaluation. Theoretical knowledge and principles are applied in the skills laboratory and clinical setting.
NUR 2412C  
**LPN-ADN Transition: Maternal-Child Nursing**
This course builds on previous health education courses, knowledge and skills. The role of the professional nurse as a provider of care to women, children and families in meeting their basic needs in a variety of settings is covered. Emphasis is placed on knowledge and skills relating to the pediatric population and the childbearing family. The role of the nurse as a provider of care, communicator, teacher, manager, and member of a profession provide the framework for clinical application and evaluation in pediatric and childbearing settings.

NUR 2801C  
**Nursing Leadership and Management**
This course is designed to assist the graduating student in the transition to the role of the professional nurse. Management concepts, leadership skills, and the legal, ethical, and professional responsibilities of the registered nurse are stressed in the didactic component. The clinical experience in an acute care setting promotes the student’s transition to graduate with its emphasis on management of care and leadership, functional health patterns, professional behaviors, communication, clinical decision-making, caring interventions, teaching and learning, collaboration, and managing care activities in a broad, in-depth application of the nursing process in the clinical management of groups of patients.
Physical Therapist Assistant

BSC 2085C 4 Credits
Human Anatomy and Physiology I
This course introduces the structure and function of the human body. Topics include basic chemistry and cell biology, tissues, and the respiratory, integumentary, cardio-vascular, skeletal, muscular, nervous and sensory systems of the body. Medical terminology is emphasized. Laboratory exercises, coordinated with course content, including microscopic observation, experimentation, study of anatomical models, and dissection exercises are included in this course.

BSC 2086C 4 Credits
Human Anatomy and Physiology II
This course is a continuation of the study of human anatomy and physiology begun in BSC 1085 C. The digestive, endocrine, lymphatic and immune digestive, urinary and reproductive systems are studied as well as blood, nutrition and metabolism, fluid and electrolyte balance, and acid-base balance. Laboratory exercises, coordinated with course content, including microscopic observation, experimentation, study of anatomical models, and dissection exercises are included in this course.

PTA 1200 2 Credits
Introduction to Physical Therapy
This course will introduce the Physical Therapy profession to the PTA student. The content of this course includes an overview of the profession including the legal aspects, communication, principles of thermal agents, professional ethics, infection control, patient positioning, body mechanics, vital signs and proper transfer techniques, basic massage techniques and wheelchairs and assistive devices.

PTA 1201 1 Credit
Introduction to Physical Therapy Lab
This Laboratory course is designed to provide supplemental training to the Introduction to Physical Therapist Assistant course. The content of this course is to assist the student as they develop previously taught lecture content. This course includes legal aspects of the profession, basic massage techniques, patient positioning, body mechanics, wheelchairs and assistive devices, communication, principles of thermal agents, professional ethics, infection control, basic emergency interventions, vital signs and proper transfer techniques.

PTA 1210 3 Credits
Anatomy and Kinesiology
This course is designed to build on knowledge acquired in previously taught courses. This includes applied movement concepts and normal functional movement behaviors as relates to musculoskeletal anatomy and neuromuscular physiology. The content of this course includes principles of movement, joint structure and function, range of motion and manual muscle testing, balance, posture and gait.

PTA 1211 1 Credit
Anatomy and Kinesiology Lab
This laboratory course will allow the student to acquire hands on experiences based on the course work in Functional Anatomy and Kinesiology. This course will allow the student to explore principles of movement, surface palpation of joints and muscles, joint structure and function, goniometry measurement, manual muscles strength testing, gait, posture and balance assessment.

PTA 1220 2 Credits
Fundamentals of Treatment I
This course is designed to enable the student to build on the foundations learned in previous courses as they relate to orthopedic pathologies and interventions. They will also learn when to communicate with the supervising physical therapist about the need to adjust therapeutic interventions due to changes in the patient’s status. This course will introduce the student to therapeutic exercises and gait training and reinforce massage techniques, documentation and proper communication.
PTA 1221 1 Credit
Fundamentals of Treatment I Lab
In this laboratory course, students will explore the various types of therapeutic exercises utilized in the orthopedic patient to improve range of motion, strength, flexibility, posture, stability and reconditioning. It is also designed to develop clinical proficiency of gait assessment and soft tissue techniques in the orthopedic patient. Students will also learn to apply effective documentation and communication.

PTA 1300 2 Credits
Pathophysiology
This course is designed to introduce the Physical Therapist Assistant student to health and wellness and how it affects each system in the body. It will present an overview of etiology, manifestations and treatment interventions of diseases in each system with emphasis on the musculoskeletal, nervous and cardiopulmonary system.

PTA 1310 2 Credits
Therapeutic Modalities
This course is designed to introduce the Physical Therapist Assistant student to the therapeutic modalities and agents used in Physical Therapy practice. It will guide students to develop good clinical judgment as to when and how to consult the Physical Therapist as to the appropriateness of the therapeutic treatment. Therapeutic agents will be discussed along with their rational and indications for use, patient preparation, physiological effects and treatment parameters along with the precautions and contraindications.

PTA 1311 1 Credit
Therapeutic Modalities Lab
This Laboratory course will explore the practical procedures and the protocol pertaining to the application of therapeutic modalities that are used in Physical Therapy practice. It is designed to develop a proficient clinical level of modality and agent application. Students will learn how to apply good clinical judgment and integrate the rational for use, patient preparation and treatment parameters and its physiological effects on the patient. This course will also reinforce how to apply safe and effective treatment, and when the Physical Therapist should be consulted.

PTA 1320 4 Credits
Fundamentals of Treatment II
This course is designed to teach the physical therapist assistant student about normal neuroanatomy, neurophysiology, cognition, mentation and arousal through the lifespan. It will also explore dysfunctions of the central and peripheral nervous systems, balance, posture, gait, cognition, expressive, receptive and perceptual communication. It will also identify clinical interventions as they relate to neurological disorders. This course will also reinforce good documentation and PT and PTA communication skills.

PTA 1321 2 Credits
Fundamentals of Treatment II Lab
This laboratory course will allow students to integrate their academic knowledge with practice and discussion of therapeutic interventions, indications and contraindications employed in the treatment of the neurologically involved patient. It will also reinforce good clinical decision-making and effective communication skills.

PTA 1350 4 Credits
Physical Therapy Clinical Education I
This is an entry-level experience to the clinical setting for the Physical Therapist Assistant and provides the students with their initial supervised clinical contact with patients having physical dysfunctions. Students will be assigned to clinical sites for full-time observation and practice at their current level of physical therapy skills and procedures. They will have the opportunity to establish appropriate professional relationship with patients and members of the health care delivery team. They will also focus on improving their documentation skills.

PTA 1400 2 Credits
Pharmacology
This course is designed to introduce the Physical Therapist Assistant student to the complex but extremely important subject of pharmacology. It will present an overview of over-the-counter, herbal and prescribed drugs. Topics will include basic theoretical principles as well as the study of the actions and effects of these drugs in physiological systems that can impact the delivery of effective and safe physical therapy interventions.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTA 1410</td>
<td>2</td>
<td><strong>Concepts in Physical Therapy I</strong></td>
<td>In this course students will incorporate the knowledge and skills gained from previous courses and apply them to the specialty areas of physical therapy practice. The areas include woman’s health, oncology and hematological disorders, chronic pain and stress, connective and periarticular tissue disorders, multiple system headaches, facial deformity, temporal mandibular joint (TMJ) disorders, incontinence rehab, mastectomy and lymphedema management. This course will also explore pediatric and geriatric considerations and the psychological aspects of rehabilitation.</td>
</tr>
<tr>
<td>PTA 1411</td>
<td>1</td>
<td><strong>Concepts in Physical Therapy I Lab</strong></td>
<td>In this laboratory course students will acquire skills based on the knowledge obtained in the concurrent didactic course and from previous courses and will explore the techniques used in specialty areas of physical therapy practice.</td>
</tr>
<tr>
<td>PTA 1420</td>
<td>5</td>
<td><strong>Fundamentals of Treatment III</strong></td>
<td>This course is designed for the physical therapist assistant students to explore techniques used in a variety of practice specialties. The students will learn about cardiopulmonary, sports, work hardening and industrial, amputee, burn and wound rehabilitation. It will also discuss prosthetics and orthotics, Pilates, wheel chair prescription and psychological aspects of rehabilitation. This course will also reinforce knowledge obtained in prior course work as it relates to PT/PTA interaction.</td>
</tr>
<tr>
<td>PTA 1421</td>
<td>1</td>
<td><strong>Fundamentals of Treatment III Lab</strong></td>
<td>This laboratory course will allow students to integrate their academic knowledge with practice and discussion of therapeutic interventions, indications and contraindications employed in the specialty areas of physical therapy practice. The student will explore sports rehabilitation, cardiovascular and pulmonary conditions, industrial and work rehabilitation, wound and burn care, amputation, prosthetics and orthotics and prescriptive wheelchairs.</td>
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<tr>
<td>PTA 1450</td>
<td>4</td>
<td><strong>Physical Therapy Clinical Education II</strong></td>
<td>This course provides the students with the 2nd of three supervised clinical contact with patients having physical dysfunctions. It seeks to build on knowledge gained from their prior clinical experience as well as academic course work. It will allow students to assume a more active role in patient care and strengthen the PT/PTA interaction. Students will reinforce their documentation, communication and intervention skills.</td>
</tr>
<tr>
<td>PTA 1510</td>
<td>2</td>
<td><strong>Concepts in Physical Therapy II</strong></td>
<td>This course expands the knowledge and skills gained from previous courses presenting aspects of Physical Therapy practice, ethics and professional conduct, scope of practice along with good communication skills. The student will also learn academic and clinical competencies required for testing and licensure, scope of practice, and the Physical Therapist Assistant’s professional organization.</td>
</tr>
<tr>
<td>PTA 1511</td>
<td>1</td>
<td><strong>Concepts in Physical Therapy II Lab</strong></td>
<td>This laboratory course expands the knowledge and skills gained from previous courses presenting aspects of Physical Therapy practice, ethics and professional conduct, scope of practice along with good communication skills. The student will also learn academic and clinical competencies required for testing and licensure, scope of practice, and the Physical Therapist Assistant’s professional organization.</td>
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<tr>
<td>PTA 1550</td>
<td>6</td>
<td><strong>Physical Therapy Clinical Education III</strong></td>
<td>This clinical is the final of the three supervised clinical affiliations. It provides the student’s with an opportunity to function as entry-level physical therapist assistants applying their knowledge and skills developed in prior academic and clinical experiences. Students will further develop their documentation, communication and interpersonal relation skills.</td>
</tr>
</tbody>
</table>
Practical Nursing

PN1101 3 Credits
Fundamentals of Nursing and Health
The purpose of this course is to orient the student to Taylor College’s Practical Nursing program, its philosophy, conceptual framework and objectives. It prepares the student by teaching stress management techniques and study skills. The course content includes the history of nursing and the role of the practical nurse in the health care system and in health promotion. Communication skills, legal and ethical issues and employment skills are included as well as personal and professional growth through involvement in professional organizations and continuing educational activities. This course introduces the student to elements of the health science core concepts and health care delivery systems and trends. Safety measures, emergencies, and disease and wellness are discussed. Infection control is covered including blood borne diseases including HIV, AIDS and infection control procedures. The use of the computer in the health care setting, a review of basic math and employability skills are also incorporated into this course.

PN1103 8 Credits
Anatomy and Physiology
This course is designed to provide the student with a working knowledge of the normal structure and function of the human body and its components and an understanding of the relationships of the body systems in providing patient care. The organs, normal structure and function of the respiratory, cardio-vascular, muscular-skeletal, nervous, skin and sensory systems are covered as well as the terminology relating to each system. The content provides a basis for understanding deviations from normal body functions.

PN1104 2 Credits
Nutrition
This course provides an introduction to the principles of nutrition and their application to patient care. Nutrients, food groups, and nutritional needs throughout the life span are discussed as well as the effects of various nutrients on wellness and disease. Regional, cultural, and religious food patterns, preparation of a basic food plan and the use and maintenance of therapeutic diets are also covered.

PN1105 5 Credits
Nursing Skills
This course introduces and builds on to the basic principles of nursing care as well as the physical comfort and safety functions provided by the practical nurse. The student will learn basic personal patient care skills. The student is provided with information related to the care of the surgical patient as well as the management, needs and nursing care of patients with common acute and chronic medical and surgical conditions. Care of the cancer patient is discussed including end of life issues. Nursing skills are practiced and competencies developed in the nursing skills laboratory.

PN1107 3 Credits
Pharmacology
This course includes the study of a large body of medications including their therapeutic uses, characteristics, action, dosage, and side effects. The student is prepared to calculate dosages and administer medications safely by a variety of routes. Skills are practiced in the nursing lab.

PN1108 4 Credits
Growth and Development
This course outlines the characteristics of human growth and development throughout the life span. A focus is placed on the theories specific to human development. The family’s role and influence is discussed. This course focuses on the dynamics of the aging process and includes common illnesses and health concerns of the older individual. The concerns of the aging adult and the management, needs and skills of caring for the geriatric client are discussed. Special emphasis is placed on promoting safety, teaching and following good health practices, as well as moving clients toward independence. The clinical experience provides the student with the opportunity to build on acquired knowledge and skills to apply nursing principles in meeting the needs of the aged and/or chronically ill client in a hospital or long term care setting.
PN1109  15 Credits
Medical Surgical Nursing I
This course provides the student with information regarding common acute and chronic medical and surgical conditions relating to Psych, the cardio-vascular, musculoskeletal, nervous, skin and sensory systems, including the management, needs and specialized nursing care of patients with disorders of these systems. Common alterations in patients with psychological disorders are also discussed. Signs and symptoms, diagnostic tests, and treatment for each condition are covered. Principles of nutrition and pharmacology integrated throughout the course. The clinical experience provides the student with the opportunity to learn to plan, administer, and evaluate the nursing care of patients with complicated disorders of all systems of the body. Emphasis is placed on the development of confidence in performing nursing skills, skills in group planning for patient care, and the utilization of all available hospital and community resources for meeting the total needs of the patient.

PN1110  13 Credits
Medical Surgical Nursing II
This course provides the student with information regarding common acute and chronic medical and surgical conditions relating to the respiratory, reproductive, urinary, digestive and endocrine systems including the management, needs and specialized nursing care of patients with these conditions. Common alterations in patients with psychological disorders are also discussed. Signs and symptoms, diagnostic tests, and treatment for each condition are covered. Principles of nutrition and pharmacology integrated throughout the course. The clinical experience provides the student with the opportunity to learn to plan, administer, and evaluate the nursing care of patients with complicated disorders of all systems of the body. Emphasis is placed on the development of confidence in performing nursing skills, skills in group planning for patient care, and the utilization of all available hospital and community resources for meeting the total needs of the patient.

PN1111  1 Credit
Vocational Adjustment
This course prepares the practical nursing student for the transition from student to graduate nurse. Legal and ethical issues specific to practical nursing, leadership qualities, and employability skills are incorporated throughout the course. Topics include endorsement, use of placement services and nursing registries and alternative employment opportunities for practical nurses.

PN1112  4 Credits
Maternal Child
This course provides information regarding obstetrics, neonatology, and as such reviews and relates to normal growth and development throughout the life cycle. This course will provide information relating to normal pregnancy, labor and delivery, the puerperium and the normal newborn as well as common deviations from the normal. The specialized nursing skills to manage and care for the mother and infant throughout the maternity cycle are emphasized. The course also provides information regarding the general characteristics, needs and problems of the sick child and prepares the student to adapt nursing care for the pediatric patient. Signs and symptoms of common pediatric disorders and diseases are covered including nutritional requirements and diversion and recreational activities. Nursing skills are practiced in the skills lab and the clinical experience provides the student with the opportunity to build on acquired knowledge and skills, to apply nursing principles in meeting the needs of the pediatric patient, and participate in the health and wellness aspects of the patient and family.
Personnel

Administration
Hammond, Diana
President

Meadows, Mark
Vice President of Operations

Staff
Alvarez, Adalinda
Director of Admissions

Goolsby, Denise
Accounting Specialist

Hayward, Rebecca
Administrative Assistant

Lambcke, Deborah
Financial Aid Assistant

Vanderlip, Branden
Admission Representative

Medley, Judith
Financial Aid Director

Pfriender, Jason
Librarian

Santamaria, Juan
Administrative Assistant

Stalcup, Marcella
Program Coordinator

Steiner, Lavina
Administrative Assistant

Zekan, Ingrid
Placement Coordinator
Faculty

Alcock, Susan
   B.S., Florida State University
   A.A. College of Central Florida

Babb, Lisa
   M.S.N., Jacksonville University
   B.S.N., Florida International University
   A.S.N., College of Central Florida

Brewer, Jeffery
   M.Ed., University of Florida
   S. Ed., University of Florida
   B.A., University of Florida

Comis, Donna
   Diploma for Nursing, St. Vincent’s School of Nursing

Edwards, Albert
   D.P.T., Rocky Mountain University
   B.S., Florida A&M University

Ford, Barbara
   M.S.N., Boston University
   B.S.N., Rutgers University
   A.S.N., Brandywine College

Guy, Rosa
   M.D.; Catholic University of Guayaquil

Hammond, Raymond
   B.S., Nova Southeastern University
   A.A.S., Northern Virginia Community College

Hampton, Robert
   M.D., Emory University

King, Brandt
   B.A., University of North Florida

Miller, Susanne
   A.D.N., Hillsborough Community College
   A.A.S., Jefferson Community College

Morici, Judith
   M.S.N., Grand Canyon University
   B.S.N., Regis University
   A.S.N., Troy University

Pappas, Margaret
   M.S., Gannon University
   B.S., Gannon University
   A.D.N., Little Company of Mary Hospital, School of Nursing
Snook, Linda
   M.S., University of Saint Francis
   B.S., Saint Leo University

Thompson, Elizabeth
   M.Ed., Richmond University
   B.S., Richmond University

Tucker, Sandra
   M.S.N., Walden University
   A.A.S., Helene Fuld College of Nursing

Vowinkel, John
   M.P.A., Walden University
   B.S., Colorado Technical University