



# AIMS

education

## 2025 College Catalog

STUDENT HANDBOOK

Accredited by ABHES





## Table of Contents

<b>GENERAL INFORMATION</b>	<b>6</b>
President's Welcome	7
History	8
Mission Statement	9
Objectives	9
Core Values	10
Accreditations and Approvals	11
Distance Education	14
State Authorization Reciprocity Agreement (SARA)	15
Minimum Technology Requirements	16
IT Support / Help Desk	17
Facilities	18
Statement of Legal Control	19
Administration and Staff	20
Faculty	22
Organizational Chart	24
Faculty Involvement in Academic Governance	25
2025 Academic Calendar for Semester-Based Programs	26
2026 Academic Calendar for Semester-Based Programs	27
Academic Calendar for Non-Term Programs	30
School Closures	31
Contact Information	32
<b>ADMISSIONS</b>	<b>34</b>
General Admission Policies	35
Admission Eligibility and Requirements	36
Prerequisites for Selective Programs	41
Admission Process	42
Admissions Selection Process for Selective Programs	43
Credit Transfer Policy	44
Program Transfers	48
Re-enrollment Policy	50
Orientation	51
International Student Eligibility and Requirements	52
International Admission Process	55
Form I-20 and F-1 Student Status	58
<b>FINANCIAL INFORMATION</b>	<b>61</b>
Payment Policies	62
Cancellation and Refund Policy	64
Financial Policy for Course Repeats	66
Program Tuition Breakdown	67
<b>FINANCIAL AID</b>	<b>69</b>
Financial Aid Information	70
Qualifying for Aid / Applying for Aid	71
Federal PELL Grant	72
Federal Direct Stafford Loans	73



Financial Aid Rights and Responsibilities .....	74
General Default Management Policy and Procedure .....	75
Satisfactory Academic Progress .....	78
Withdrawals and the Return of Title IV Financial Aid .....	82
Veterans Educational Benefits .....	85
Department of Labor Programs .....	87
Employer Reimbursement .....	87
Third Party Sponsorship and Payments .....	87
Scholarship Programs .....	88
<b>ACADEMICS .....</b>	<b>89</b>
Grading System .....	90
Credit Hour Determination .....	91
General Education Courses .....	92
Course Progression Policy for Geneva-Portage Courses .....	93
Attendance and Make-up Policy .....	94
Add/Drop Policy .....	95
Leave of Absence Policy .....	96
Incomplete Courses .....	98
Criteria for Continuation in Program of Study .....	99
Graduation Requirements .....	100
Academic Standing Policy .....	101
Performance Standing Policy .....	103
Academic Probation and Repeated Coursework .....	104
Registry/Certification Exams .....	105
Dismissal and Withdrawal .....	111
Academic Freedom Policy .....	113
Academic Integrity Policy .....	113
AI Usage Policy .....	114
<b>ACADEMIC SERVICES .....</b>	<b>115</b>
Academic Assistance and Advising .....	116
Faculty Office Hours .....	117
<b>INTERSHIP POLICIES .....</b>	<b>118</b>
Clinical Internship Courses .....	119
Orientation and Preparation .....	120
Clinical Site Placement .....	121
Internship Schedule .....	122
Attendance Requirements .....	123
Performance Standards .....	124
Conduct at Clinical Sites .....	126
<b>STUDENT SERVICES AND PROGRAMS .....</b>	<b>127</b>
Career Services .....	128
Transcripts .....	130
AIMS Education Student Library .....	131
Student Representative Program .....	134
Registry/Certification Exam Assistance .....	135
National Technical Honor Society .....	137
Health Services .....	138



Health Insurance .....	138
AIM for Wellness! Program.....	139
Dining and Food Services .....	140
<b>STUDENT RIGHTS AND RESPONSIBILITIES.....</b>	<b>141</b>
FERPA .....	142
Students with Disabilities.....	145
Notice of Non-Discrimination .....	146
Statement on Community, Culture, and Respect .....	147
Statement on Supporting Preferred/Chosen Names.....	148
Title IX Coordinator.....	149
Title IX Policy Against Discrimination and Harassment .....	150
Student Complaint Process.....	187
Student Records and Access .....	189
Professional Licensure Disclosure.....	190
Determination of Student Location .....	190
Relocation .....	190
Information Security Program .....	191
Campus Security and Crime Awareness Policies .....	198
Student Health & Safety .....	200
Dress Code and Personal Hygiene .....	201
Drug and Alcohol Policy for Students .....	202
Code of Conduct .....	208
Disciplinary Procedures.....	210
Appeals Process .....	212
Copyright Infringement Policy .....	213
<b>ACADEMIC PROGRAMS .....</b>	<b>214</b>
Associate Degree Programs .....	216
Cardiovascular Technology .....	216
Diagnostic Medical Sonography.....	225
MRI Technology.....	234
Neurodiagnostic Technology.....	242
Surgical Technology.....	248
Certificate Programs .....	255
Cardiovascular Invasive Specialist.....	255
Diagnostic Cardiac Sonography.....	261
Certificate of Achievement Programs.....	267
Anesthesia Technician.....	267
Cardiac Monitor Technician .....	271
EKG / Phlebotomy .....	274
Medical Assistant .....	277
Medical Billing and Coding .....	282
Patient Care Technician.....	285
Pharmacy Technician .....	289
Phlebotomy .....	293
Sterile Processing Technician .....	296
<b>CONTINUING EDUCATION .....</b>	<b>300</b>
Continuing Education Courses .....	301



**AIMS**  
education

Breast Sonography .....	303
Mammography Technologist .....	305
<b>EMERGENCY PREPAREDNESS PLAN.....</b>	<b>307</b>
<b>CATASTROPHIC EVENTS POLICY .....</b>	<b>324</b>
<b>ADDENDUM.....</b>	<b>326</b>



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## GENERAL INFORMATION



# AIMS education

## President's Welcome

### A Message from AIMS Education President Swati Patel

Welcome to AIMS Education College of Health Sciences. AIMS enjoys a short but distinguished history as an institution of higher education. Since being founded in 2004, I have had the pleasure of seeing our students grow and develop into highly trained and competent healthcare professionals. AIMS graduates can now be found working throughout the healthcare industry in a variety of allied health professions.

At AIMS we understand that the primary reason our students seek an education is to improve their career prospects and better their lives. It is our job to provide them with the tools they require to reach their goals. By hiring experienced healthcare professionals and educators to train our students, and forming affiliations with major teaching hospitals and healthcare facilities, we are ensuring that our graduates are well-prepared to enter the workforce.

Clearly not every person who walks through our doors has the same needs or goals. Meeting the needs of each student is a challenge that all institutions of higher education face. At AIMS, we strive to offer options to every student who walks through our doors.

Training is available for those interested in diagnostic, patient, and administrative services. As one of the few private colleges in New Jersey that offers training in each of these areas, we are in a unique position to prepare our students for a variety of outstanding career opportunities.

I welcome you to explore all the opportunities that are available at AIMS, and to discover a path that will guide you toward a bright future in healthcare.





## History

The American Institute of Medical Sciences and Education (AIMS Education) first opened its doors in 2004 in South Plainfield, NJ. The school was founded on the belief that better allied health training was needed in New Jersey. After starting off in a small office building in South Plainfield, AIMS Education moved to its main campus in Piscataway. The school has since grown into one of the premier allied health institutions in the region.

In 2007, AIMS earned its first institutional accreditation from the Middle States Association of Colleges and Schools (MSA-CESS). Since then, the school has continued to grow and expand its program offerings. In 2009 AIMS became the first school in New Jersey to offer an ARMRT accredited MRI Technology program, and just a few years later the Diagnostic Medical Sonography program became one of the select CAAHEP accredited sonography programs in the state. The Diagnostic Cardiac Sonography, Cardiovascular Technology, and Neurodiagnostic Technology programs have also been awarded programmatic accreditation by CAAHEP.

In early 2018, AIMS earned its second institutional accreditation when it became accredited by the Accrediting Bureau of Health Education Schools (ABHES). In addition to becoming institutionally accredited by ABHES, the school sought and was awarded programmatic accreditation for the Surgical Technology program.

In 2023, the NJ Office of the Secretary of Higher Education (NJ OSHE) approved AIMS Education to begin offering associate degree and credit-bearing programs. As part of its transition from a career school to a private college, the institution rebranded itself AIMS Education College of Health Sciences.

Today, AIMS graduates continue to thrive in all corners of the healthcare industry. AIMS Education College of Health Sciences is recognized as one of the top healthcare training facilities in New Jersey and has developed affiliations with some of the largest teaching hospitals in New Jersey. It is also one of the only private colleges in the tri-state area that offers healthcare education and training for such a broad range of careers.





## Mission Statement

The mission of AIMS Education is to offer the highest quality career-focused education to students seeking to improve their lives and those of others by entering the healthcare field.

It is our goal to ensure that each graduate enters the workforce armed with the knowledge, training, and experience needed to build a successful career.

## Objectives

- Employ highly qualified faculty who possess the knowledge, skills, and expertise required to educate and train students for successful careers.
- Encourage innovation and professional growth amongst all faculty and staff members.
- Offer comprehensive career training programs that fully prepare students to enter the workforce.
- Provide effective learning environments – small class sizes, up-to-date equipment, modern classrooms and laboratories – which allow students to gain the proper knowledge, skills, and competencies required for employment in their fields of study.
- Ensure that students gain practical experience which reflects current practices in the workplace, including hands-on training from instructors and/or practical training during clinical internships.
- Offer a variety of career training programs that match the demands of the job market and fit the needs of students.
- Continually research and adjust program offerings to adapt to long-term trends in the job market.
- Provide career guidance and support to students to ensure they are able to find employment opportunities in their chosen fields of study.



## Core Values

### RESPECT

We believe that every individual has an inherent worth and dignity, and through mutual respect, our students, faculty, and staff will achieve greater success.

### EXCELLENCE

We strive for excellence in health care education, student success, and career readiness.

### STUDENT SUCCESS

We believe that every student has the capability and determination to be successful when given the proper tools and support. We seek to provide the expertise, training, and learning environment necessary to cultivate long-lasting student growth and success.

### COMMITMENT

We are committed to upholding the mission and objectives of AIMS Education, and in doing so, we strive to surpass the needs and expectations of our students, graduates, and stakeholders.

### DIVERSITY

We embrace diversity among our students, faculty, and staff. A diverse classroom experience, which teaches tolerance and understanding, while advancing knowledge and growth, prepares students for a diverse workplace and community.

### TEAMWORK

We seek to instill the importance of effective teamwork throughout our institution. Effective teamwork is characterized by communication, cooperation, creativity, and collaboration.



## Accreditations and Approvals

### **Institutional Accreditation:**

#### [Accrediting Bureau of Health Education Schools \(ABHES\)](#)

AIMS Education is institutionally accredited by ABHES. ABHES is recognized by the United States Secretary of Education for the accreditation of private, postsecondary institutions in the United States offering predominantly allied health education programs.

6116 Executive Blvd., Suite 730, North Bethesda, MD 20852

Contact: (301) 291-7550

<https://www.abhes.org/>

### **Programmatic Accreditations:**

#### [Accrediting Bureau of Health Education Schools \(ABHES\)](#)

The Associate of Applied Science in Surgical Technology is programmatically accredited by ABHES. ABHES is recognized by the United States Secretary of Education for the programmatic accreditation of medical assistant, medical laboratory technician, and surgical technology programs.

6116 Executive Blvd., Suite 730, North Bethesda, MD 20852

Contact: (301) 291-7550

<https://www.abhes.org/>

#### [American Registry of Magnetic Resonance Imaging Technologists \(ARMRIT\)](#)

The Associate of Applied Science in MRI Technology is programmatically accredited by ARMRIT.

2049 E. 67th Street, Brooklyn, NY 11234

Contact: (718) 347-8690

<https://www.armrit.org/>

#### [Commission on Accreditation of Allied Health Education Programs \(CAAHEP\)](#)

The Associate of Applied Science in Cardiovascular Technology (Adult Echocardiography concentration) is programmatically accredited by CAAHEP, upon the recommendation of the Joint Review Committee on Education in Cardiovascular Technology (JRC-CVT).

9355 - 113th St. N, #7709, Seminole, FL 33775

Contact: (727) 210-2350

<https://www.caahep.org/>

#### [Commission on Accreditation of Allied Health Education Programs \(CAAHEP\)](#)

The Diagnostic Cardiac Sonography program (Adult Echocardiography concentration) is programmatically accredited by CAAHEP, upon the recommendation of the Joint Review Committee on Education in Cardiovascular Technology (JRC-CVT).

9355 - 113th St. N, #7709, Seminole, FL 33775

Contact: (727) 210-2350

<https://www.caahep.org/>

#### [Commission on Accreditation of Allied Health Education Programs \(CAAHEP\)](#)

The Associate of Applied Science in Diagnostic Medical Sonography (Abdominal – Extended and Obstetrics and Gynecology concentrations) is programmatically accredited by CAAHEP,



upon the recommendation of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS).

9355 - 113th St. N, #7709, Seminole, FL 33775

Contact: (727) 210-2350

<https://www.caahep.org/>

### [Commission on Accreditation of Allied Health Education Programs \(CAAHEP\)](#)

The Associate of Applied Science in Neurodiagnostic Technology is programmatically accredited by CAAHEP, upon the recommendation of the Committee on Accreditation for Education in Neurodiagnostic Technology (CoA-NDT).

9355 - 113th St. N, #7709, Seminole, FL 33775

Contact: (727) 210-2350

<https://www.caahep.org/>

**\*Note:** Institutional accreditation is not the same, or a substitute for, programmatic accreditation. Although programmatic accreditation is not required, in many cases it may be useful in enhancing job opportunities or for establishing registry exam eligibility. For more details, please contact a school administrator.

### **State Licensure:**

#### [New Jersey Office of the Secretary of Higher Education \(NJ OSHE\)](#)

AIMS Education is licensed by NJ OSHE to offer associate degree and credit-bearing programs.

Contact: (609) 292-4310

### **Title IV Approval:**

#### [US Department of Education \(US ED\) - Title IV Eligible School](#)

AIMS Education is approved to participate in Title IV federal student aid programs.

Contact: (646) 428-3750, NY Division

### **State Authorization for Distance Education:**

#### [National Council for State Authorization Reciprocity Agreements \(NC-SARA\)](#)

AIMS Education is an approved member of the National Council for State Authorization Reciprocity Agreements.

Contact: (720) 680-1600

### **Approval to Participate in VA Benefits Programs**

#### [New Jersey State Approving Agency \(SAA\)](#)

AIMS Education is approved by the New Jersey State Approving Agency for Veterans Affairs and participates in Veterans Educational benefit programs. A list of eligible programs is provided here.

Contact: (609) 530-6849

### **SEVP Certification:**

#### [The Student and Exchange Visitor Program \(SEVP\)](#)

AIMS Education is authorized under Federal law to enroll nonimmigrant alien students.

Contact: (703) 603-3400



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**Affiliations and Approvals:**

ABRET Neurodiagnostic Credentialing and Accreditation (ABRET)

American Association of Medical Assistants (AAMA)

American Medical Technologists (AMT)

The American Registry of Radiologic Technologists (ARRT)

Pharmacy Technician Certification Board (PTCB)

National Center for Competency Testing (NCCT)

National Healthcareer Association (NHA)



## Distance Education

All programs at AIMS Education are taught using a hybrid or full distance learning format. Online instruction for most courses will be taught synchronously. Synchronous instruction is real-time instruction that requires students to attend online classes at scheduled times.

### Hybrid Learning

Hybrid programs include both on-campus and online instruction. Lectures may be offered on campus or remotely via a Learning Management System (LMS). Laboratory classes are usually conducted on campus or at a clinical site. Some courses in hybrid programs may also be offered fully online.

### Full Distance

#### Medical Billing and Coding

All academic courses and labs will be taught fully online in the Medical Billing and Coding program. The clinical internship is the only portion of the program that will not be conducted online.

#### Pharmacy Technician

All academic courses will be taught fully online in the Pharmacy Technician program. The clinical internship is the only portion of the program that will not be conducted online.

### Basic Computer Skills

Basic computer skills are a minimum requirement for all students who wish to enroll in a distance education program. Basic computer skills include the ability to:

- Start, restart, and shut down a computer
- Type at a beginner level or higher
- Use a word processor
- Use a web browser
- Send and receive email

### Admissions Requirements

There are no additional admissions requirements for distance education programs. Please see [Admissions Requirements](#).

### Distance Education Fees

There are no additional fees for distance education programs. Please see [Program Tuition Breakdown](#).



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## **State Authorization Reciprocity Agreement (SARA)**

AIMS Education is an approved member of the National Council for State Authorization Reciprocity Agreements (NC-SARA or SARA). SARA is a nationwide initiative that streamlines the state authorization process for institutions offering distance education programs.

The primary purpose of SARA is to facilitate reciprocity agreements among member states, districts, and territories, establishing consistent standards for postsecondary distance education offerings across state lines.

As a member institution, AIMS is authorized to enroll out-of-state students without the need for individual state approvals. Currently, 49 states (all but California), the District of Columbia, Puerto Rico, and the U.S. Virgin Islands are members of SARA.





## Minimum Technology Requirements

The Brightspace Learning Management System (LMS), Microsoft Teams, and Respondus LockDown Browser are used for all programs. To participate in distance education programs and effectively use Brightspace and Teams, students are required to meet the minimum system requirements listed below. Students who are unable to meet these requirements will not be permitted to enroll. In some cases, the institution may be able to provide assistance in meeting these requirements.

Minimum System Requirements	
Device	Desktop or laptop computer
Operating System	Windows - Windows 10 or higher
	Mac - MacOS 10.13 or higher
Processor	2.5 GHz or faster
Memory	4 GB or more of RAM
Monitor Resolution	1024x768 or higher
Free Hard Drive Space	20 GB or more of disk space
Internet Connection	Broadband connection with 4 Mbps connection or higher
Web Browser	Current version of Chrome, Safari, Firefox, or Edge  <i>*Students must download and install the current Respondus Lockdown Browser to take online exams.</i>
Webcam	Required for all virtual classes
Speakers and a microphone (headset)	Built-in, USB, or wireless

### Mobile Devices

Mobile devices do not meet the minimum system requirements. Therefore, the use of mobile devices for online classes and exams is not permitted. Students must use a desktop or laptop to log in to the Brightspace LMS. Students who attend an online class or exam using a mobile phone or tablet will be asked to log out of the LMS. Students who are unable to log back in on an acceptable device will be marked absent and will not receive credit for any assignments or exams administered during that class session.



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### **IT Support/ Help Desk**

To better assist and support our students, AIMS Education has a Student Help Desk for all technical issues. Please call 908-222-0002, Ext. 550 or email [student.support@aimseducation.edu](mailto:student.support@aimseducation.edu) if you are having technical issues. If the help desk is unable to assist you, your question will be forwarded to the appropriate department.

#### **IT Support hours:**

Monday - Friday  
8:30am to 6:30pm

Saturday  
9:00am to 1:00pm



# AIMS education

## Facilities

The main campus of AIMS Education is located in Piscataway, New Jersey. It consists of two facilities – the main building and the PE building. The main building is approximately 21,000 square feet and offers modern classrooms and laboratories, with state-of-the-art technology and equipment. It includes a lecture hall; 11 classrooms; 3 sonography labs that include 12 specialized machines for OB/GYN, abdominal, cardiac, and vascular sonography; a surgical lab that serves as a mock operating room; a sterile processing lab; a neurodiagnostic lab for conducting EEG and various other neurodiagnostic procedures; a cardiac monitor lab that includes equipment for EKG testing, stress testing, and Holter monitoring; a pharmacy lab; a CPR training room; a cafeteria; and administrative offices for most major departments.

The PE Building, also located on the main campus, is a multipurpose facility. It includes additional classroom space, a medical lab for medical assistant and phlebotomy training, a computer lab, office space for the internship department, the AIMS Library, and a test center.

**AIMS Education College of Health Sciences**  
**4500 New Brunswick Avenue**  
**Piscataway, NJ 08854**  
**908-222-0002**



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## **Statement of Legal Control**

American Institute of Medical Sciences & Education, LLC is a private college incorporated under the laws of the State of New Jersey. The main campus of AIMS Education is located in Piscataway, NJ. The college operates under guidelines and policies established by its board of trustees. The institution's corporate officers execute legal documents and perform functions as required of corporate officers by law. Swati Patel is the sole owner and shareholder of American Institute of Medical Sciences & Education.



## Administration and Staff

### Board of Trustees

Swati Patel, DHMS, RDMS (AB, Ob/Gyn, BR), RVT

President

AIMS Education

Jimmy Patel, BS

Vice President of Finance and Administration

AIMS Education

Sudesh Joshi-Chhibbar, DNP, MSN, RN, CNOR, CEN

Director Surgical Services

Commonwealth Health

Scranton, PA

Umang Amin, BS, RCS, RVS

Cardiovascular Sonographer

Atlantic Health System - Overlook Medical Center

Summit, NJ

Ashmi Narechania, MS, MBBS, RVT, RHIA, CCS, CDIP, CCDS

Clinical Documentation Specialist

University of North Carolina Healthcare (Remote)

Barbara Annunziato, M.Ed., RDMS, RVT, RT

Former Program Director of Diagnostic Medical Sonography Program

Widener University / Crozer-Chester Medical Center

Upland, PA

Gregory C. Nkwodimmah, BS

Manager Adult & Pediatric Non-Invasive Cardiology

Saint Joseph University Medical Center

Paterson/Wayne, NJ

Bhavin Jhaveri, BS

Distance Education & Talent Development Specialist

VinPro Coaching

Edison, NJ

Madjiguene Salma Bah Fall, Ph.D.

Professor in Residence

Rowan University

Glassboro, NJ



## **Executive Administration**

Swati Patel, DHMS, President  
Jimmy Patel, BS, Vice President of Finance and Administration  
Chirag Patel, BS, Dean of Academics and Student Success  
Barry Ferguson, BBA, Vice President of Strategic Initiatives

## **Senior Administration**

Katherine Benz-Campbell, MA, Director of Academic Affairs  
Dawn Nesler, HR Manager  
Justine Kimler, BA, Director of Career Services  
Jonathan Lopez, MM, Director of Admissions  
Dimple Sandhar, B.Com, Director of Financial Aid

## **College Administration and Staff**

Ron Abel, Clinical Education Coordinator  
Antoinette Athill-Christmas, BS, Student Success Administrator  
Dipanwita Banerjee, BA, Systems Support Analyst  
Manasa Bayya, MPH, Faculty Coordinator  
Madhu Chaudhuri, BA, Sr. Admissions Analyst II and International Student Advisor  
Staci DelPaoli, BS, Sr. Academic Success Coordinator & Registrar  
Shejal Desai, BS, Clinical Internship Manager  
Sunil N. Desai, Bursar & Student Account Manager  
Hitesh Dongre, Office Support  
Adora Ekeocha, BA, Sr. Admissions Specialist  
Sarah Evangelista, M.Ed., Sr. Admissions Specialist  
Ginelle Gutierrez, BS, Clinical Coordinator  
Aditi Joshi, MCM, Senior Financial Aid Administrator  
Karina Katz, Administrative Clinical Coordinator  
Vanessa Katz, MA, Academics Success Coordinator  
Nisha Khanijow, MS, Library Administrator  
Shilpa Lall, MHRM, Admissions Counselor  
Debra Anne Leporino, AAS, Sr. Clinical Relations Administrator  
Susanne Medina, Clinical Coordinator  
Masoud Mohammadi, Office Maintenance & Security Administrator  
John Obenchain, Ed.D, Academic Success Coach / Distance Education Specialist  
Bhumi Patel, BS, Sr. Accounts Administrator II  
Dharman Patel, AAS, IT Support  
Meet Patel, MS, Systems Engineer  
Priya Patel, MS, Data Analytics & Compliance  
Ulka Patel, BS, Financial Aid Counselor  
Janaki Priya Ramkumar, BCom, Career Services Administrator  
Yanel Rivera, BA, College Outreach & Media Coordinator  
Giselle Ruiz, BS, Sr. Admissions Specialist and International Student Advisor  
Rishikesh Sharma, B.Com, Compliance Administrator  
Julio Sierra, Enrollment & Administrative Assistant  
Lakshmi Suresh, MS, Enrollment Assistant



## Faculty

### Full-time Faculty

Jai Adenkar, Professor; Program Director, Medical Billing and Coding; MA, Mumbai University; CBCS, CPhT

Manasa Bayya, Instructor; MBBS, Maharaja Institute of Medical Sciences; MPH, University of Miami

Sheetal Chhabra, Professor; Program Director, Diagnostic Medical Sonography; BS, Dr. B. R. Sur Medical College; RDMS (AB, OB/GYN), RVT

Sangeeta Dave, Professor; Co-Program Director, Diagnostic Cardiac Sonography; Program Director, Cardiac Monitor Technician; MBBS, BJ Medical College; MS, Gujarat University; CBCS, RDCS, CPT, CCT

Kalpana Mahatpure, Professor; Program Director, Cardiovascular Technology; Co-Program Director, Diagnostic Cardiac Sonography; MSc, Glocal University; RDMS (AB, OB/GYN), RVT, RDCS

Damion Morgan, Professor; Program Director, Surgical Technology; BAS, Siena Heights University; CST

Chandrashekhar Narechania, Professor; Program Director, Neurodiagnostic Technology; MD, NHL Municipal Medical College; CSA, CORST, R. EEG T.

David Oldenhage, Professor; Program Director, Pharmacy Technician; BS, Montclair State College, CPhT, CHEP

Janki Parekh, Professor; Program Director, Patient Care Technician; MBBS, NHL Municipal Medical College; MPH, New York Medical College; CET

Shital Patel, Professor; Program Director, Anesthesia Technician; MBBS, Government Medical College, Surat; NCPT, RDMS, RVT

Thomas Shallcross, Professor; Program Director, Sterile Processing Technician; BA, East Stroudsburg University; CER, CRCST

Naguib Yaacoub, Professor; Program Director, Medical Assistant; MBBS, Ain Shams University of Medicine; NCET, NCPT, NCMA

### Part-time Faculty

Fira Berlin, Clinical Instructor; AS, Ukraine Mariupol College; R. EEG T.

Ibrahim Chalabi, Professor; Program Director, Cardiovascular Invasive Specialist; MB ChB, Mustansiriyah University; DM, University of Baghdad; RDCS, RCS

Samuel Mathew, Professor; Program Director, MRI Technology; BS, Western Governors University; R.T. (R)(MR)(ARRT)

Susanne Medina, Instructor; Program Director, EKG/Phlebotomy; Program Director, Phlebotomy; RMA, CPCT/A

Bharat Mody, Associate Professor; MBBS, NHL Municipal Medical College; NCET, NCPT, NCMA

Shivangi Oza, Instructor, MPH, New York University

Alka Vora, Assistant Professor; Bsc, Ruia College; RDMS (AB, OB/GYN), RVT

### Adjunct Faculty

Shabana Ahmed, Instructor; MBBS, Sindh Medical College; CCMA

Ling Chai, Clinical Instructor; MS, Xiadian University; R. EEG T.

Sheetal Desai, Professor; AAS, Austin Community College; ARMRT, R.T. (R)(MR)(ARRT)





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Nazia Ejaz, Instructor, MBBS, Bharathidasan University

Adrienne Evans-Conca, Instructor; EdD, A.T. Still University; CST

Sherry Harmon, Instructor; BA, Rutgers University; CPhT

Vanessa Katz, Instructor; MA, Queens College

Rodolfo Manalili Jr., Instructor; BS, San Juan de Dios Educational Foundation; CER, CRCST

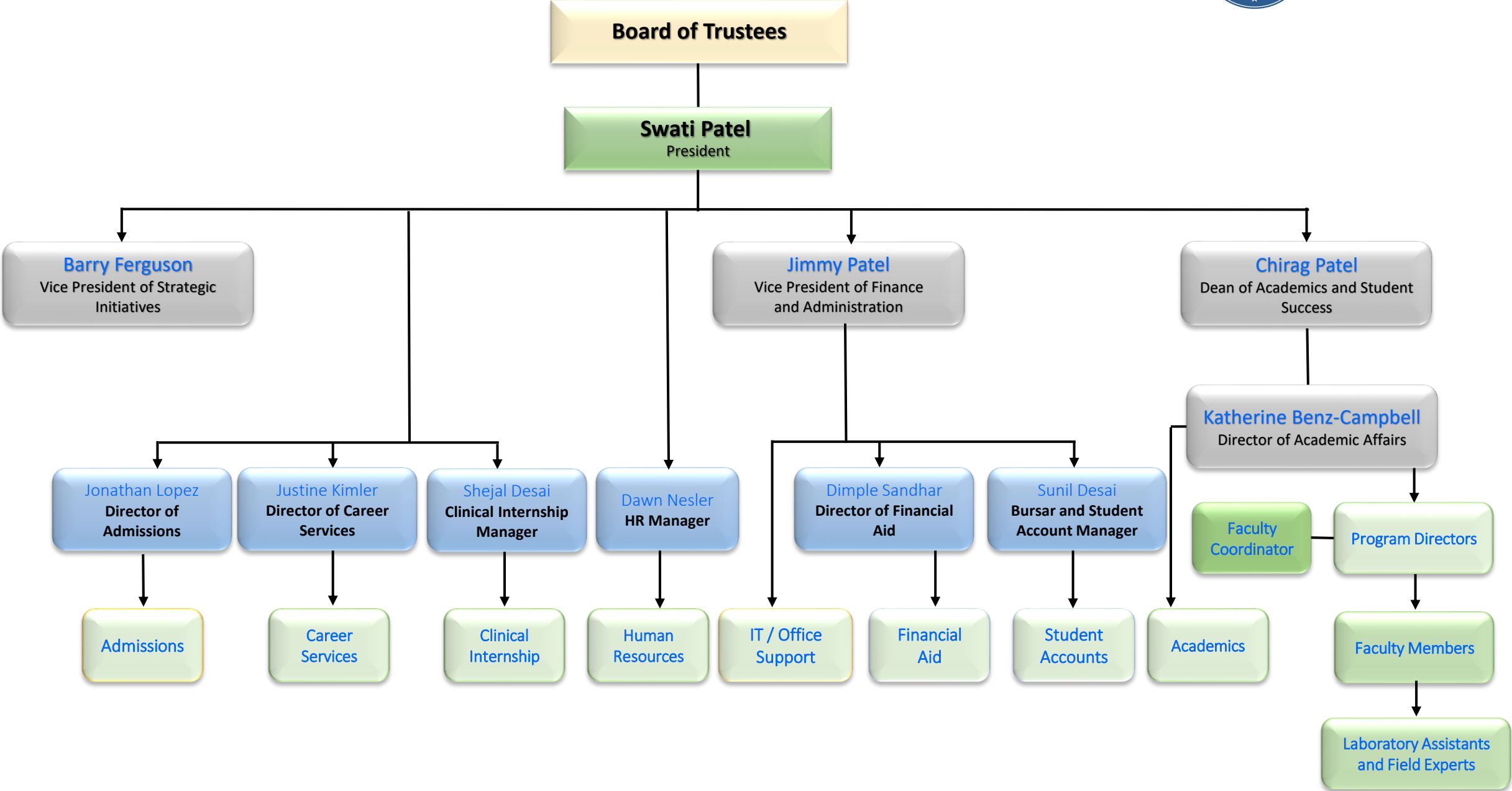
Boushara Megly, Instructor; BS, Minia University; ARMRT, R.T. (MR), MRSO

Meet Patel, Instructor; MS, University of Delaware

Minhaaj Qasmi, Instructor; BS, University of California Davis; R.T. (R)(MR)(ARRT)

Janice Samuel-Powell, Instructor; MS, Mercy University; RBT, BCBA

# AIMS Education Organizational Chart





## Faculty Involvement in Academic Governance

Faculty members play an essential role in the shared governance of academic policies at AIMS Education. They are required to take an active role in the creation, implementation, and evaluation of policies related to academic affairs. It is both their right and responsibility to participate in administering and implementing academic policies for the school. Some of these roles include:

- Actively participating in the development of educational programs.
- Being a part of the selection process for textbooks, medical supplies, equipment, and other educational resources.
- Evaluating and revising the curriculum to meet the needs of the students, community, and job market.
- Advising on the most effective methods for assessing student learning outcomes.
- Providing ongoing input and feedback regarding institutional effectiveness.

The responsibilities listed above are achieved through an open-door policy at AIMS. Faculty are encouraged to provide feedback to their program director regarding the effectiveness of curricula, textbooks, clinical training, etc. Based on this feedback the program directors will schedule departmental meetings with faculty to discuss ongoing issues and/or recommendations for academic policies.

The director of academic affairs will conduct periodic meetings with the academic team and program directors to discuss program-specific information and academic policies. At these meetings, faculty feedback and recommendations will be openly discussed and considered.

Annual advisory board meetings are held for each program. These meetings are attended by the dean of academics and student success, director of academic affairs, program director, and program advisor. Student representatives and other members of the board of trustees may be in attendance as well. Some of the topics of discussion will include the effectiveness of the curriculum, course materials, and equipment; the current methods for assessing student learning outcomes; and the overall development of the program.

# 2025 Academic Calendar

## (Semester-Based Programs)

JANUARY						
S	M	T	W	T	F	S
			1 H	2 B	3 B	4
5	6 S	7	8	9	10 AD	11
12	13	14	15	16	17	18
19	20 H	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17 H	18	19	20	21	22
23	24	25	26	27	28	

MARCH						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28 W	29
30	31					

APRIL						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17 E	18 H	19
20	21 M	22 M	23 B	24 B	25 B	26
27	28 B	29 B	30 B			

MAY						
S	M	T	W	T	F	S
				1 B	2 B	3
4	5 S	6	7	8	9 AD	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26 H	27	28	29	30	31

JUNE						
S	M	T	W	T	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20 H	21
22	23	24	25	26	27	28
29	30					

JULY						
S	M	T	W	T	F	S
		1	2	3	4 H	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25 W	26
27	28	29	30	31		

AUGUST						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15 E	16
17	18 M	19 M	20 B	21 B	22 B	23
24	25 B	26 B	27 B	28 B	29 B	30
31						

SEPTEMBER						
S	M	T	W	T	F	S
	1 H	2 S	3	4	5 AD	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

OCTOBER						
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12	13 H	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER						
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9	10	11 H	12	13	14	15
16	17	18	19	20	21 W	22
23	24	25	26	27 H	28 B	29
30						

DECEMBER						
S	M	T	W	T	F	S
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7	8	9	10	11	12 E	13
14	15 M	16 M	17 B	18 B	19 B	20
21	22 B	23 B	24 B	25 H	26 B	27
28	29 B	30 B	31 B			

### CALENDAR KEY

S	Semester / Term Starts	B	Scheduled Breaks / Scheduled Days Off
E	Semester / Term Ends	H	Observed Holidays
M	Make-up Days	AD	Last day to add/drop programs or classes
W	Last day to withdraw and receive a "W"		

# 2026 Academic Calendar

## (Semester-Based Programs)

JANUARY						
S	M	T	W	T	F	S
				1 H	2 B	3
4	5 S	6	7	8	9 AD	10
11	12	13	14	15	16	17
18	19 H	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY						
S	M	T	W	T	F	S
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15	16 H	17	18	19	20	21
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MARCH						
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15	16	17	18	19	20	21
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29	30	31				

APRIL						
S	M	T	W	T	F	S
			1	2	3 H	4
5	6	7	8	9	10	11
12	13	14	15	16	17 E	18
19	20 M	21 M	22 B	23 B	24 B	25
26	27 B	28 B	29 B	30 B		

MAY						
S	M	T	W	T	F	S
					1 B	2
3	4 S	5	6	7	8 AD	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25 H	26	27	28	29	30
31						

JUNE						
S	M	T	W	T	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19 H	20
21	22	23	24	25	26	27
28	29	30				

JULY						
S	M	T	W	T	F	S
			1	2	3 H	4
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12	13	14	15	16	17	18
19	20	21	22	23	24 W	25
26	27	28	29	30	31	

AUGUST						
S	M	T	W	T	F	S
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2	3	4	5	6	7	8
9	10	11	12	13	14 E	15
16	17 M	18 M	19 B	20 B	21 B	22
23	24 B	25 B	26 B	27 B	28 B	29
30	31 S					

SEPTEMBER						
S	M	T	W	T	F	S
		1	2	3	4 AD	5
6	7 H	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER						
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11	12 H	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER						
S	M	T	W	T	F	S
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8	9	10	11 H	12	13	14
15	16	17	18	19	20 W	21
22	23	24	25	26 H	27 B	28
29	30					

DECEMBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11 E	12
13	14 M	15 M	16 B	17 B	18 B	19
20	21 B	22 B	23 B	24 B	25 H	26
27	28 B	29 B	30 B	31 B		

### CALENDAR KEY

S	Semester / Term Starts	B	Scheduled Breaks / Scheduled Days Off
E	Semester / Term Ends	H	Observed Holidays
M	Make-up Days	AD	Last day to add/drop programs or classes
W	Last day to withdraw and receive a "W"		



## Semester / Term Dates

Winter	January 6, 2025 - April 17, 2025
Spring	May 5, 2025 - August 15, 2025
Fall	September 2, 2025 - December 12, 2025
Winter	January 5, 2026 - April 17, 2026

## Add/Drop Dates

Winter	January 10, 2025
Spring	May 9, 2025
Fall	September 5, 2025
Winter	January 9, 2026

*The add/drop date is the last day of a semester to enroll in a program or drop a course.*

## Withdrawal Dates

Winter	March 28, 2025
Spring	July 25, 2025
Fall	November 21, 2025
Winter	March 27, 2026

*The withdrawal date is the last day of a semester to withdraw and receive a "W" for the course. All withdrawals after this date will receive an "F" for the course.*

## Make-up Dates

Winter	April 21, 2025 April 22, 2025
Spring	August 18, 2025 August 19, 2025
Fall	December 15, 2025 December 16, 2025
Winter	April 20, 2026 April 21, 2026

*The make-up dates provided above are available for missed classes due to holidays, cancellations, and school closures. All make-up classes are scheduled at the instructor's discretion.*

## Scheduled Breaks

Spring Break	April 23, 2025 - May 2, 2025
Summer Break	August 20, 2025 - September 1, 2025
Winter Break	December 17, 2025 - January 2, 2026
Spring Break	April 22, 2026 - May 1, 2026



## Observed Holidays and Days Off

January 1, 2025	New Year's Day
January 20, 2025	Martin Luther King Jr. Day
February 17, 2025	Presidents Day
April 18, 2025	Good Friday
May 26, 2025	Memorial Day
June 20, 2025	Juneteenth (Observed)
July 4, 2025	Independence Day
September 1, 2025	Labor Day
October 13, 2025	Columbus Day
November 11, 2025	Veterans Day
November 27-29, 2025	Thanksgiving Break
December 25, 2025	Christmas

## Clinical Internship Schedule for Semester-Based Programs

The clinical internship will be completed Monday to Friday, during normal business hours. Evening and weekend schedules are typically not available. Clinical internship courses will not follow the standard academic calendar for semester-based programs.

Students are permitted to complete clinical hours on make-up dates as long as it doesn't conflict with other scheduled make-up classes.





## Academic Calendar for Non-Term Programs

Non-term programs will observe the same holidays as semester-based programs, but program start dates, end dates, and scheduled breaks may differ. Holidays, school closings, and internship schedules may cause the program completion dates to vary as well. Please keep in mind that students enrolled in weekend classes will typically take longer to complete their programs. Start dates for non-term programs can be found at <https://aimseducation.edu> or by contacting the admissions department.

### Add/Drop Dates

The last day to enroll in a program, or drop a program, is the 4<sup>th</sup> day of scheduled class for the student. For programs scheduled exclusively on Saturdays, the last day to enroll in the program, or drop the program, is within 10 calendar days from the start date.

### Withdrawal Dates

The withdrawal date for non-term programs will be the 80% date of the course. The 80% date is calculated based on the total hours in a course.

### Scheduled Breaks

Summer Break	June 30, 2025 – July 5, 2025
Winter Break	December 25, 2025 – January 2, 2026

### Observed Holidays and Days Off

See [Observed Holidays and Days Off](#).

### Clinical Internship Schedule

The clinical internship will be completed Monday to Friday, during normal business hours. Evening and weekend schedules are typically not available. Clinical internship courses will follow the scheduled breaks for non-term programs, including all observed holidays.



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## **School Closures**

The school reserves the right to close during weather emergencies or natural disasters. The AIMS website will provide updates regarding any school closings or delayed openings. It is the student's responsibility to confirm any class cancellations or school closures.

### **National and State Emergencies**

National or state emergencies, including public health emergencies, weather-related emergencies, and natural disasters, may impact the continuity of your education. As a result of these emergency situations, it may be necessary to alter class schedules, change the method of instruction, cancel classes, or delay internships. AIMS Education cannot guarantee when your clinical internship will start, but we will work with our clinical site partners to ensure all students are able to complete the valuable clinical experience. The institution will consider all options and methods to maintain the continuity of education, but we must follow the guidance provided by federal, state, and local authorities, as well as our accrediting agencies. Any gaps in your education may also result in delays to graduation.



## Contact Information

### Front Desk

*General information and student requests*

908-222-0002, Ext. 300 (Main Campus)

908-222-0002, Ext. 202 (Main Campus - PE Building)

[contact@aimseducation.edu](mailto:contact@aimseducation.edu)

### Admissions Department

*Enrollment, applications, credit transfers, and re-enrollment*

908-222-0002, Ext. 553

[admissions@aimseducation.edu](mailto:admissions@aimseducation.edu)

### Academic Department

*Academics, grades, attendance, Leave of Absence, etc.*

908-222-0002, Ext. 352

[academics@aimseducation.edu](mailto:academics@aimseducation.edu)

### Financial Aid Department

*FAFSA, student grants, student loans, scholarships, and all other financial aid*

908-222-0002, Ext. 555

[fsa@aimseducation.edu](mailto:fsa@aimseducation.edu)

### Registrar

*Student records, transcript, FERPA, etc.*

908-222-0002, Ext. 352

[registrar@aimseducation.edu](mailto:registrar@aimseducation.edu)

### Bursar Office

*Student payment plans, payment processing, and late payment fees*

908-222-0002, Ext. 341

[accounts@aimseducation.edu](mailto:accounts@aimseducation.edu)

### Internship Department

*Clinical internships and clinical site placement*

908-222-0002, Ext. 556

[internship@aimseducation.edu](mailto:internship@aimseducation.edu)

### Student Affairs

*Student support, student services, complaint resolution, etc.*

908-222-0002, Ext. 352

[studentaffairs@aimseducation.edu](mailto:studentaffairs@aimseducation.edu)

### Career Services

*Career guidance, job search support, certification exam assistance, etc.*

908-222-0002, Ext. 557

[career@aimseducation.edu](mailto:career@aimseducation.edu)

### Registry Exam Assistance

*Registry/certification exam assistance*

908-222-0002, Ext. 201

[registryexam@aimseducation.edu](mailto:registryexam@aimseducation.edu)

### Title IX Coordinator



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*Complaints, concerns, and/or questions related to discrimination, sexual harassment, violence, etc.*

908-222-0002, Ext. 402 or 347

[titleix@aimseducation.edu](mailto:titleix@aimseducation.edu)

**IT Support Help Desk**

*Technical issues, difficulty accessing school resources, online learning, etc.*

908-222-0002, Ext. 550

[student.support@aimseducation.edu](mailto:student.support@aimseducation.edu)



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## ADMISSIONS



## General Admission Policies

### Admission Process

Prospective students are required to submit all required admissions documents, pass an entrance exam, and interview with a school official. Certificate of Achievement programs (excluding Anesthesia Technician) have open enrollment. Applicants who meet the minimum requirements for the program will be eligible to enroll. Certificate and degree programs, as well as the Anesthesia Technician program, have a selective application process.

### Rolling Admissions for Open Enrollment Programs

AIMS has a rolling admission policy for all open enrollment programs. Once a start date is determined for a program, applicants are permitted to start the enrollment process. Admissions remain open until the maximum number of students has been reached for that particular program. There are no application deadlines.

### Application Deadlines for Selective Programs

Applications for selective programs must be submitted during the application period. The application period opens when the application deadline and start date are published on the AIMS Education website. Applications submitted after the deadline will not be considered for admission.

### Provisional Enrollment

At the discretion of the director of admissions, applicants may be permitted to enroll on provisional status. Provisional enrollment is granted when an applicant is missing certain admission documents but has met the majority of the admission requirements. The student's enrollment will remain provisional until they turn in all required documents.

A student who is provisionally enrolled is not eligible for financial aid and will be required to pay the program cost upfront or set up a payment plan. Once all required documents are submitted, they may then be eligible for financial aid.

### Nondiscrimination

AIMS Education admits students based solely on their qualifications and ability to benefit from their selected educational program. AIMS does not discriminate against any individuals on the basis of race, religion, color, sex, gender identity, age, sexual orientation, ethnicity, national origin, disability, marital status, veteran status, or any other federal or state protected classes.



## Admission Eligibility and Requirements

### General Requirements

The minimum admission requirements include a high school diploma or equivalent, a passing score on the required entrance exam, basic computer skills, and meeting the minimum technology requirements.

### Immigration Status

All domestic students must have one of the following:

- U.S. citizenship
- Legal residential status in the U.S.
- Non-immigrant status which permits student to attend school

### Physical Location Requirement

Students must be residents of a state or territory in which AIMS is authorized to provide distance education courses. Each student's state of residence is collected at the time of enrollment. The state of residence is determined by the student's government issued identification, signed student attestation, or other documentation proving physical location.

AIMS Education is an approved member of the National Council for State Authorization Reciprocity Agreements (NC-SARA or SARA). As a SARA member, AIMS is authorized to enroll students from 49 states (all but California), the District of Columbia, Puerto Rico, and the U.S. Virgin Islands.

### Submission of Admission Documents

Applicants are required to turn in all required admission documents prior to enrollment. Admission documents include but are not limited to the following:

#### *Application for Enrollment*

An online application must be submitted to initiate the application/enrollment process.

#### *2 Forms of Identification*

Acceptable forms of identification include a valid driver's license, passport, social security card, employee ID, student ID, birth certificate, certificate of citizenship, certificate of naturalization, U.S. government issued ID, etc. At least one form of ID must include a photograph, and all forms of ID must be current.

#### *Proof of High School Education*

All students must show proof of high school completion or equivalent. Valid proof of minimum educational requirements includes but is not limited to the following: high school transcript, high school diploma, college degree, GED certificate, or academic credential evaluation.

Homeschooled students must submit a GED certificate or state-issued high school diploma to meet the minimum education requirement.

Online diplomas are only recognized if the school is accredited by an organization recognized by the U.S. Secretary of Education, or the school is run by a local school district or state government





agency. If the validity of the high school and/or documentation provided cannot be verified, the student will need to obtain a GED.

Public high school diplomas from U.S. territories will be considered equivalent to high school diplomas earned in the United States. If the diploma is in a language other than English, a translation will be required.

Foreign credentials may require evaluation from a recognized evaluation company.

### *Letter of Reference*

Applicants for all selective programs must submit a letter of reference. The letter must be typed, signed, and specify your program of interest. Professional or academic reference letters are recommended (E.g., supervisors, coworkers, teachers, coaches, professors, etc.).

### *Statement of Purpose*

Applicants for all selective programs must submit a statement of purpose. This is your opportunity to convince the admissions committee why you should be selected. Your statement should be a cohesive narrative that focuses on your accomplishments, strengths, scholarly and professional goals, personal motivations, and reason for pursuing the field of study.

### *Transcripts*

Applicants for all selective programs must submit official transcripts from any colleges they have attended.

## **Entrance Examinations**

### *Open Enrollment Programs*

Applicants who are seeking admission to a certificate of achievement program (excluding Anesthesia Technician) are required to take the Wonderlic exam. The minimum required score for enrollment is 12. Three exam attempts are permitted per enrollment period.

### *Selective Application Programs*

Applicants seeking admission to a selective program are required to take the ACCUPLACER tests for Reading, Writing, and Arithmetic. The minimum required score for each test is 250. Three attempts of each test are permitted per enrollment period.

AIMS Education will accept official copies of ACCUPLACER tests taken at other institutions within the past 2 years.

### *Entrance Exam Waivers*

Waivers for the Wonderlic exam and ACCUPLACER tests will be granted to applicants who have earned an associate degree or higher from an accredited U.S. college or university.

Applicants who graduated from a college or university outside of the United States must also submit a valid TOEFL or IELTS score report. The minimum required scores to be eligible for a waiver are as follows:

- TOEFL iBT – 79
- TOEFL pBT – 550
- TOEFL cBT – 213
- IELTS – 6.0



Graduates of a clock-hour program at AIMS Education within the past 5 years, who are enrolling in the equivalent degree program, will also receive a waiver for the ACCUPLACER tests.

### *Academic Integrity*

At AIMS Education, we uphold the highest standards of academic integrity to ensure fairness in our admissions process. As part of this commitment, all applicants are expected to complete the admissions entrance exams honestly and independently.

### Cheating and Misconduct

Any form of cheating, including but not limited to using unauthorized materials, receiving assistance from others, providing false information, or failing to follow exam guidelines, is strictly prohibited.

### Consequences of Suspected Cheating

Applicants who are suspected of cheating may face the following consequences:

- **Application Hold:** Your application may be placed on hold, and you will not be allowed to proceed with the admissions process.
- **Retake Requirement:** You may be required to retake the exam on campus under the supervision of a proctor.

### **Interview**

All applicants are required to complete an interview with a school official. Applicants for certificate of achievement programs (excluding Anesthesia Technician) will generally interview with an admissions representative. Selective programs require an interview with the program director, director of academic affairs, and/or director of enrollment.

### **Criminal Background Check**

A criminal background check is required at the time of enrollment for the Pharmacy Technician program, and prior to the first clinical internship course for most other programs. Phlebotomy, EKG/Phlebotomy, Medical Billing and Coding, and Cardiac Monitor Technician do not require background checks. Students are required to use the vendor provided by the school. If it is discovered that a student has a criminal record, then the school reserves the right to dismiss the student. Students who are dismissed for cause are still liable for appropriate program costs up to the date of dismissal. Exact costs are determined by the terms of the enrollment contract.

In addition, all students must complete a self-background check during the enrollment process. Any student who is discovered to have lied on the self-background check may be dismissed from his/her program immediately. Students enrolled in Phlebotomy, EKG/Phlebotomy, Medical Billing and Coding, and Cardiac Monitor Technician, may be required to complete a criminal background check (at their own expense) if they disclose a past criminal history.

### **Drug Screening**

A drug screening is required prior to the first clinical internship course for most programs. Phlebotomy, EKG/Phlebotomy, Medical Billing and Coding, and Cardiac Monitor Technician do not require drug screenings. Students are required to use the vendor provided by the school. If a student's drug screening comes back positive, then the school reserves the right to deny admission or dismiss the student. Students who are dismissed for cause are still liable for



appropriate program costs up to the date of dismissal. Exact costs are determined by the terms of the enrollment contract.

Students who disclose a history of drug use may be required to complete a drug test prior to starting class, or at any time during enrollment, at their own expense. The school administration reserves the right to dismiss any student who does not adhere to the school's Drug and Alcohol Policy. Students who are dismissed for cause are still liable for appropriate program costs up to the date of dismissal. Exact costs are determined by the terms of the enrollment contract.

## **Physical Examination and Immunizations**

Students are given a student health packet at the time of enrollment which includes a physical examination form, tuberculosis (TB) screening form, and immunizations checklist. The physical form must be submitted by the first day of class. All other student health documents must be submitted by the deadlines provided in the packet. Students who do not submit the required documentation may face suspension or dismissal from their program.

### *Tuberculosis (TB) Screening*

Students enrolled in the Medical Assistant, Patient Care Technician, Pharmacy Technician, Cardiac Monitor Technician, Phlebotomy, and EKG/Phlebotomy programs are required to submit the TB screening by the first day of class. All other programs require the TB screening to be submitted prior to starting the first clinical internship course. Students may submit previous test results if the test was conducted no more than 12 months prior to the given deadline.

### *Immunizations*

Students are required to show proof of the following immunizations – hepatitis B, measles, mumps, rubella, varicella, tetanus, diphtheria, and pertussis. Proof of immunization can be submitted using medical records, immunization cards, or blood titer results. The immunizations checklist serves as a guide for students, but it will not be accepted as proof of immunization.

Some clinical sites will only accept blood titers as proof of immunization. Therefore, blood titer results that show immunity are recommended in lieu of medical records.

### *Clearance*

Students enrolled in programs that include invasive lab training (E.g., Phlebotomy Technician, Medical Assistant, etc.) will not be allowed to participate in any hands-on lab training until the required health documents are submitted. Upon submission, students will receive clearance to begin lab training.

### *Exempt Program*

The student health packet is not required for students enrolled in the Medical Billing and Coding program.

## **Meningococcal Vaccine**

New Jersey state law requires new students enrolling in an institution of higher education in New Jersey to have received the meningococcal vaccines as recommended by the Advisory Committee on Immunization Practices (ACIP). There are two types of meningococcal vaccines (MenACWY and MenB) that may be required based on your age and risk factors. Both vaccines are designed to protect against meningococcal disease, which can cause meningitis.



The meningococcal vaccine requirements apply to all programs. Students who are required to receive the vaccination must submit proof of immunization prior to the first day of class. Provisional enrollment is not allowed for the meningococcal ACWY vaccine.

### **Pending Admission Documents**

Students who have not submitted all required admission documents by the first day of class, or other provided deadlines, may be permitted to provisionally enroll. Students who are provisionally enrolled must abide by the deadlines provided by the admissions department. Failure to submit all required documents by the provided deadlines may result in suspension or dismissal.



## Prerequisites for Selective Programs

The prerequisites listed below are in addition to the standard admissions requirements for all programs. There are no additional prerequisites for the following selective programs: Neurodiagnostic Technology, Surgical Technology, Cardiovascular Invasive Specialist, or Anesthesia Technician.

### Cardiovascular Technology

Applicants must have at least one of the prerequisites listed below.

- At least 30 college credits
- 1 year of healthcare experience related to direct patient care
- Graduate of the Patient Care Technician program at AIMS Education
- Graduate of the Medical Assistant program at AIMS Education

### Diagnostic Cardiac Sonography

- Associate degree or higher

### Diagnostic Medical Sonography

Applicants must have at least one of the prerequisites listed below.

- At least 30 college credits
- 1 year of healthcare experience related to direct patient care
- Graduate of the Patient Care Technician program at AIMS Education
- Graduate of the Medical Assistant program at AIMS Education

### MRI Technology

Applicants must have at least one of the prerequisites listed below.

- At least 30 college credits
- 1 year of healthcare experience related to direct patient care
- Graduate of the Patient Care Technician program at AIMS Education
- Graduate of the Medical Assistant program at AIMS Education



## Admission Process

Applicants are required to submit all required admission documents, take an entrance exam, and complete an interview.

### Application

Applicants must submit an online application to initiate the admission process.

### Admission Documents

All admission documents should be submitted prior to taking the entrance exam. If any required documents are missing, the applicant may need to reschedule the exam. In certain cases, the applicant may be allowed to proceed with the entrance exam.

### Entrance Exam

After submitting a complete application package, applicants will be required to take the Wonderlic exam or ACCUPLACER tests. Applicants who are not required to take an entrance exam will move directly to the interview.

### Interview

If the applicant receives a passing score on the appropriate entrance exam, or a waiver, they will proceed to the interview. Applicants for certificate or degree programs will be required to interview with the program director, director of academic affairs, and/or director of admissions.

### Enrollment

Certificate of Achievement programs (excluding Anesthesia Technician) have open enrollment. Applicants who meet the minimum admission requirements will be allowed to enroll. Applicants must sign an enrollment contract and complete all enrollment documents.

Certificate and degree programs, as well as the Anesthesia Technician program, have a selective application process. The admissions committee oversees the admission process and must approve all admission decisions. Meeting the minimum requirements for admission does not guarantee an applicant will be admitted into a program. From the pool of applicants, those who are considered most qualified will be admitted.



## **Admissions Selection Process for Selective Programs**

An admissions rubric is used for admission in the selective programs. The admissions committee will use the points scored on the admissions rubric as part of their decision-making process, but it will not be the determining factor.

### **Selective Programs**

#### Associate of Applied Science

- Cardiovascular Technology
- Diagnostic Medical Sonography
- MRI Technology
- Neurodiagnostic Technology
- Surgical Technology

#### Certificate

- Diagnostic Cardiac Sonography
- Cardiovascular Invasive Specialist

#### Certificate of Achievement

- Anesthesia Technician

### **Admissions Committee**

All admissions decisions for selective programs will be determined by a majority vote of the admissions committee. The committee will have a detailed discussion before every vote, and they will take into consideration the applicant's rubric score when making decisions. Students with higher point totals are more likely to be accepted into a program but are not guaranteed. The following categories are used to determine how many points an applicant receives:

- College Coursework
- College Degree / Credits and GPA
- AIMS Education Coursework and GPA
- Professional Experience
- Interview





## Credit Transfer Policy

### Eligibility

Transfer credit may be awarded for college-level coursework completed at other institutions/organizations under certain conditions. All coursework will be evaluated by the admissions department under the guidance of the director of academic affairs and appropriate program director. No more than 50% of the total credits for a program (including general education courses) can be transferred.

Transfer credit is typically awarded when courses were completed at an accredited institution, the coursework is deemed equivalent, the student received a “C” or higher, and the credit transfer is recommended by the appropriate program director. Transfer credit is not awarded for major courses (200-level or higher).

With the exception of Anatomy & Physiology, there is no time limit when transferring [general education courses](#). All other courses, including Anatomy & Physiology, must have been completed within 5 years of the date of enrollment. Coursework completed more than 5 years prior to the student’s first day of class may be eligible for transfer credit if the student passes a challenge exam.

Foreign educated students seeking transfer credit must submit a course-by-course evaluation of their foreign credentials. The evaluation must be completed by a current member of NACES or AICE. In addition to meeting the criteria that applies to U.S. educated students, all foreign educated students will be required to pass a challenge exam for each course.

Prior learning experiences that are recommended for college credit by the American Council on Education (ACE) or the National College Credit Recommendation Service (NCCRS) may be considered for transfer credit. Transfer credit is generally awarded for CLEP exams and Advanced Placement (AP) exams. The minimum required score for a CLEP exam is the ACE recommended score, and the minimum required score for an AP exam is 4.

At the discretion of the director of academic affairs, other prior learning experiences and/or professional credentials, may be considered for transfer credit. In certain situations, a challenge exam may be required for prior learning experiences.

AIMS does not award transfer credit for experiential learning or on-the-job training.

### Requirements

It is the sole responsibility of the student to initiate the credit transfer process. Students must notify the admissions department of the specific courses for which they are seeking transfer credit. An official transcript which shows the courses taken, credits completed, and grades earned must be submitted for evaluation. The coursework must be equivalent to the courses in which the student is seeking transfer credit. Students may be required to provide additional documentation (detailed course descriptions, syllabi, etc...) to assist in the evaluation process.

For semester-based programs, transfer credits can be processed at any time during enrollment. However, if transfer credits are needed to meet prerequisites for a required course, the process





must be completed before the semester begins. For non-term programs, the credit transfer process must be completed prior to the student's first day of class.

Meeting the minimum requirements for a credit transfer does not guarantee a student will receive transfer credit. The director of academic affairs has final approval. Partial credit transfers are not permitted.

## **Diagnostic Medical Sonography**

Prior learning experiences that did not take place at an accredited postsecondary institution or college will not be eligible for transfer credit for the following courses:

ENG 101	English Composition I
MAT 104	Math Concepts
PHY 101	Introduction to Physics
BIO 106	Anatomy and Physiology I
BIO 109	Anatomy Physiology II

## **Program-Specific Credit Transfer Policies**

### EKG/Phlebotomy Technician

Transfer credit is not permitted for the EKG/Phlebotomy program.

### Cardiac Monitor Technician

Students who are eligible for an EKG 120 credit transfer must have completed the EKG 120 course within 12 months of the CMT 120 start date. If EKG 120 was completed more than 12 months prior to CMT 120, the student will be required to submit proof of current EKG skills.

## **Applying Previously Earned Credits**

Credits earned at AIMS do not expire. However, core courses completed more than 5 years prior to the first day of class require students to pass a challenge exam. Anatomy & Physiology also requires a challenge exam if the credits were earned more than 5 years ago.

Previously completed coursework must be the same or equivalent to the courses in the new program. If the course in the new program covers new and/or additional material, then the student must pass a challenge exam to apply the credits. The director of academic affairs has final approval for all credit determinations.

All tuition fees for equivalent coursework, previously completed at AIMS, will be waived regardless of the time limit. Therefore, a student who does not pass a challenge exam may still be eligible for a tuition waiver.

### EKG/Phlebotomy Technician

Credit for PHL 120 will only be applied to the EKG/Phlebotomy program if the course was completed at AIMS within 12 months of the EKG 120 start date. If PHL 120 was completed more



than 12 months prior to EKG 120, the student will be required to submit proof of current phlebotomy skills.

### Cardiac Monitor Technician

Credit for EKG 120 will only be applied to the Cardiac Monitor Technician program if the course was completed at AIMS within 12 months of the CMT 120 start date. If EKG 120 was completed more than 12 months prior to CMT 120, the student will be required to submit proof of current EKG skills.

### **Partial Credit for Clinical Internship Hours**

Students who withdraw from a program, while in good academic standing, will earn credit for any clinical hours completed prior to the withdrawal. Those clinical hours can be applied to the same clinical internship course if the course is taken within 1 year of the student's last date of attendance. Any tuition fees paid toward the internship course, prior to the withdrawal, will be applied directly to the new course if taken within 1 year. The remaining balance, if any, will be the student's responsibility.

Students who are dismissed from the college will not receive any credit for partial hours completed in an internship course.

Internship courses, which have been successfully completed with a passing grade, are subject to the standard policy for previously earned credits at AIMS.

### **Transfer Credit for Non-Credit Courses Taken at AIMS Education**

Students who were enrolled in a clock-hour program at AIMS Education, within the past 5 years, may be eligible for transfer credit for their completed coursework. All coursework will be evaluated by the academic department, and if deemed equivalent to any credit-bearing courses, may be awarded transfer credit. The course evaluations will take into consideration course content, clock hours per course, and final grade.

Former students and graduates may be required to pass a challenge exam in order to receive transfer credit. At the discretion of the director of academic affairs and program director, the challenge exam requirements for relevant courses may be waived based on a student's professional certification and/or relevant employment experience. Currently enrolled students, and students who submit their application prior to graduation, will not be required to take a challenge exam.

When receiving credit for non-credit courses taken at AIMS Education, there are no restrictions on the course level (e.g., 200-level) or the total number of transfer credits allowed.

Transfer credit for non-credit courses is valid only if students maintain continuous enrollment in their course of study. Students who withdraw and exceed the five-year eligibility period will lose the ability to transfer credits if they choose to re-enroll at a later date.

### Clock-to-Credit Degree Completion Pathway



The Clock-to-Credit Degree Completion Pathway enables eligible clock-hour students and graduates to transition seamlessly into an associate degree program by applying their completed coursework toward more than 50% of the required credits.

Eligible students will receive a personalized Clock-to-Credit Degree Completion Plan prior to starting their degree coursework. This plan will outline the remaining courses and specify a structured timeline. Compliance with the established timeline is mandatory to maintain eligibility for this pathway.

Graduates who apply more than 50% of the required credits toward their degree program will be assessed a one-time graduation processing fee of \$1,250.



## Program Transfers

### Transfer vs. Withdrawal

In order for a program change to be considered a transfer, it must meet the following criteria:

- The start date of the new program must be at the start of a new semester or within 14 calendar days of the last date of attendance for the original program.
- The courses that were completed in the original program must be substantially similar to the courses in the new program.

If either of the criteria listed above are not met, then the program change will be considered a withdrawal and re-enrollment. All re-enrollments follow the standard policies and procedures for admission.

### Transfer Fee

Students who wish to transfer to a different program or cohort (e.g., schedule change) must pay a \$100 transfer fee. This mandatory fee is required for all program transfers that occur after the add/drop period.

### Transfer Procedure

Students currently enrolled in a program at AIMS are allowed to transfer to a new program under certain conditions. Transfer eligibility is based on the student meeting all of the minimum requirements of the new program. Meeting the minimum requirements of a program does not, however, guarantee a student can transfer into his/her program of choice. Students are only permitted to transfer programs one time per enrollment period.

All program transfers must be approved by the academic and admissions departments. The director of academic affairs has the power to deny any requests to transfer programs. A request to transfer to a new program may be denied for several reasons including, but not limited to, the following:

- Poor academic performance
- Poor attendance
- Failure to meet SAP requirements
- Failure to make tuition payments on time
- Inability to fund education
- Code of conduct violations

A student who wishes to transfer to a new program must fill out a Modification of Enrollment Request form to initiate the process. After submitting the request form, the student must meet with all appropriate departments (Academic, Student Accounts, Financial Aid, etc.) to ensure they are in good standing.

After being cleared to transfer, the student will meet with the admissions department. The transfer process is complete when the student signs the Modification of Enrollment Contract and pays the \$100 transfer fee. For all selective programs, the student must apply and be accepted into the program.

### Transfers between Phlebotomy and EKG/Phlebotomy



Students who wish to transfer from the EKG/PHL program to the PHL program, after starting EKG 120, are required to pay the full balance of the EKG/PHL program prior to completing the transfer. The \$100 transfer fee will be waived.

Students who enroll in PHL or EKG/PHL, and start with the PHL 120 course, are permitted to finalize their program of enrollment at any time up to the first day of the EKG 120 course. This is not considered a program transfer, so a transfer fee is not required.

### **Transfers between Cardiovascular Technology and Diagnostic Cardiac Sonography**

Students who wish to transfer from the Cardiovascular Technology (CVT) program to the Diagnostic Cardiac Sonography (DCS) program, and vice versa, are subject to the standard transfer policy, including the \$100 transfer fee. DCS students are not permitted to transfer to the CVT program once the 4<sup>th</sup> semester of CVT has begun. CVT students are not permitted to transfer to the DCS program once the 3<sup>rd</sup> semester of DCS has begun.



## Re-enrollment Policy

Students who were previously enrolled in a program at AIMS, and want to re-enroll, must submit a re-enrollment request in writing to the director of enrollment. This includes the following students:

- Students who withdrew from a program prior to completion and want to re-enroll in the same program.
- Students who withdrew from a program prior to completion and want to enroll in a new program.
- Students who were dismissed from a program due to academic, financial, and/or code of conduct issues, and want to re-enroll in the same program.
- Students who were dismissed from a program due to academic, financial, and/or code of conduct issues, and want to enroll in a new program.

The request for re-enrollment must state the reasons the student was unable to complete his/her program previously. It must also state the reasons the student has decided to re-enroll at AIMS. Upon submission, the director of enrollment will review the request and consult with the director of academic affairs and all relevant departments.

The student will be notified once a decision has been made. In certain cases, the director of enrollment may request additional information and/or evidence that supports the student's request for re-enrollment. An interview with the director of enrollment and/or a review panel composed of faculty members and school officials may be required as well. The student will be notified once a final decision has been made.

Students who are approved for re-enrollment must meet the minimum requirements for the program they wish to join. Therefore, students who are approved for re-enrollment are not guaranteed acceptance into their program of choice. They must follow the standard admissions policies and procedures.



# AIMS education

## Orientation

A mandatory orientation is provided to all new students before the first day of class. Students are typically notified of the date and time at least one week prior to starting class. Orientation serves as an introduction to AIMS Education for students. During the orientation session school officials will go over institutional policies and procedures, and discuss a variety of topics related to academics, finances, student services, and career services.



## International Student Eligibility and Requirements

The international admission requirements provided in this section only apply to students who are seeking F-1 student status to attend AIMS Education. Nonimmigrant students who are eligible to attend classes without obtaining F-1 student status are not considered international students for admission purposes; they will follow the standard admission process.

### **F-1 Student Status**

All international students must obtain F-1 student status before entering the U.S. and starting the second semester.

The first semester of all associate degree programs is entirely online. Due to U.S. immigration regulations, all F-1 students must complete this initial online semester in their home country.

Change of Status and Transfer students planning to remain in the U.S. must have transfer credit for all first-semester courses.

### **General Requirements**

International students must be at least seventeen (17) years of age, have [basic computer skills](#), and meet the [minimum technology requirements](#).

### **Education**

The minimum educational requirements are a high school diploma and 1 year of college-level coursework (30 credits or more).

### **Credential Evaluation**

International students must submit a credential evaluation for education credentials completed outside the United States and its territories.

### **Evaluation Requirements**

- **High school diploma** - A general evaluation of your high school diploma is required.
- **Official college transcript(s)** - A course-by-course evaluation is required for all college or university coursework and degrees. This evaluation must detail courses, grades, and equivalent U.S. credits earned.

Students who submit a course-by-course evaluation indicating completion of a college degree are not required to submit a separate high school diploma evaluation.

### **Evaluation Service**

AIMS Education will only accept evaluations from credential evaluation companies which are active members of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE).

Credential evaluations must be submitted directly to AIMS from the credential evaluation company.

### **Proof of English Proficiency**

International applicants must submit a valid TOEFL or IELTS score report. Score reports are only valid for 5 years after the test date. Applicants who submit an application more than 5 years after the TOEFL or IELTS test date, will be required to retake the test.





The minimum required scores are as follows:

- TOEFL iBT – 79
- TOEFL pBT – 550
- TOEFL cBT – 213
- IELTS – 6.0

### TOEFL/IELTS Waiver Request

Applicants may be eligible for a waiver of the TOEFL/IELTS requirement if they have one of the following:

- Citizenship from a country in which English is both the official language and it is widely spoken.
- A minimum of an associate degree from a country in which English is both the official language and it is widely spoken.
- 24 credits of college coursework earned from an accredited postsecondary school in the United States. The coursework must include an English or Communications course, and all courses must have been completed in a residential or hybrid/blended learning environment. Credits earned through fully online classes will not be accepted as a replacement for TOEFL or IELTS.

Applicants who meet one or more of the criteria listed above may submit a waiver request form. Each waiver request will be reviewed on a case-by-case basis. A waiver for the TOEFL/IELTS exam is not guaranteed.

### Proof of Financial Ability

All international students must demonstrate sufficient financial resources to cover tuition and living expenses for their first year of study. (As of January 1, 2025, the tuition and living expenses for 1 year are estimated to be \$42,000).

To meet the financial ability requirement, applicants must provide evidence of financial support. Acceptable forms of evidence include, but are not limited to:

#### Bank Statement

- Includes the account holder's name
- Shows sufficient funds to cover tuition, fees, and living expenses

#### Sponsor Statement of Support

- Must use the Sponsor Statement of Support form provided by AIMS Education
- Must be accompanied by evidence of sponsor's financial ability

#### Proof of Approved Loans

- Official documentation from a lending institution confirming the approval of a loan
- Includes the recipient's name, loan amount, lender's name, and lender's contact information

#### Scholarship Award Letter

- An official letter from a scholarship provider confirming the award of a scholarship



- Includes the recipient's name, scholarship amount, the name of the scholarship provider, and the scholarship details

### Employer's Letter

- A letter from the student's employer confirming their employment status and annual salary
- Includes the employer's name, student's name, student's position, annual salary, and employment details during period of study

Note: All financial documents must be dated within the past 6 months and be in English or accompanied by a certified English translation. Any financial documents that have an account holder other than the student must be accompanied by a Sponsor Statement of Support and/or an award letter.

*\*During the visa interview, international students may be required to provide proof of sufficient financial resources for the entire duration of their study. It is strongly recommended that students bring the original documents to their visa interview.*

### Entrance Examination

International applicants are required to take the ACCUPLACER tests for Reading, Writing, and Arithmetic. The minimum required score for each test is 250. Three attempts of each test are permitted per enrollment period.

AIMS Education will accept official copies of ACCUPLACER tests taken at other institutions within the past 2 years.

#### *Entrance Exam Waiver*

Waivers for the ACCUPLACER tests will be granted to applicants who have earned an associate degree or higher. For details about waivers and academic integrity, please refer to the [Entrance Exam Waivers](#) section.

### Interview

All applicants are required to complete an interview with the program director, dean of academics and student success, director of academic affairs, and/or director of admissions.

### Physical Exam and Immunization Requirements

International students are required to complete a physical exam and all required immunizations. For details about the health requirements, please refer to the [Physical Examination and Immunizations](#) section and the [Meningococcal Vaccine](#) section.

International students must use the standard health forms provided by AIMS, and all medical records must be in English or accompanied by an English translation.



## International Admission Process

Applicants are required to submit all required admission documents, request credential evaluations, take an entrance exam, and complete an interview.

### 1. Application

To initiate the application process, students must submit the online application for international admission.

### 2. Admission Documents

All required admission documents must be uploaded to the applicant portal, and applicants must request credential evaluations for their high school diploma and college transcript(s). For details about the document requirements, please refer to the [Required Admission Documents](#) section.

### 3. Entrance Exam

After submitting a complete application, applicants will be required to take the ACCUPLACER test. The test can be taken either in person or online. Please note that a small fee applies for online testing to cover the cost of automated proctoring. Applicants who receive a waiver for the entrance exam may proceed to the interview.

### 4. Interview

All international applicants are required to interview with the program director, dean of academics and student success, director of academic affairs, and/or director of admissions.

### 5. Admission Decision

Once the admissions committee reaches a decision on an international student's application, they will send an official notification of acceptance, rejection, or waitlist status. Waitlisted applicants may wait to see if a spot becomes available or reapply for a future program start date.

For details about admission decisions, please refer to the [Admissions Selection Process](#) section.

### 6. Enrollment

Accepted students must confirm their enrollment and schedule a virtual enrollment appointment within two weeks of receiving their acceptance letter. To finalize enrollment and secure a spot in the program, students must:

- Pay a \$200 non-refundable administrative fee via the student portal.
- Complete all required enrollment documents.
- Sign the enrollment contract.

All enrollment appointments must be completed within four weeks of the acceptance notification. Upon completing the enrollment process, international students will be eligible to receive a Form I-20.

## Required Admission Documents

After submitting your application, you will be directed to your applicant portal where you will upload the required admission documents. Please review the list below to determine which documents are required based on your current immigration status.

### All applicants:

- Valid passport ID page
- High school diploma



- Official college transcript(s)
- Statement of purpose
- Letter of reference
- Resume
- Proof of financial ability
- TOEFL or IELTS score report

**Nonimmigrants seeking a change of status must also submit:**

- Most recent I-94 Form
- Proof of nonimmigrant status

**F-1 students seeking to transfer to AIMS must also submit:**

- Most recent I-94 Form
- Proof of nonimmigrant status
- Current Form I-20
- Transfer Verification Form

### Valid Passport ID Page

The passport ID page is the photo page of your passport. It contains your personal information and passport number. The document uploaded to the portal must be a clear image of the full passport ID page. If any portion of the page is cropped, cut off, or blocked, the document will not be accepted.

### Statement of Purpose

This is your opportunity to convince the admissions committee why you should be selected. Your statement should be a cohesive narrative that focuses on your accomplishments, strengths, scholarly and professional goals, personal motivations, and reason for pursuing the field of study.

### Letter of Reference

Your letter of reference should be a professional or academic reference letter written by a supervisor, colleague, teacher, coach, or mentor. It should highlight your academic abilities, professionalism, personal qualities, and any unique skills or talents. The letter must be typed, signed, and written in English or accompanied by an English translation.

### Resume

A comprehensive curriculum vitae (CV) or resume is required, detailing your academic and professional qualifications.

### Proof of Financial Ability

You must submit evidence of sufficient financial resources to cover tuition, fees, and living expenses for the first year of study. For details about acceptable evidence, please refer to the [Proof of Financial Ability](#) section.

### TOEFL or IELTS Score Report

The TOEFL or IELTS score report that is uploaded to the applicant portal must be verifiable through the official TOEFL or IELTS website. If the score report cannot be verified online, it must



be submitted directly to AIMS from the testing agency. For details about the TOEFL/IELTS requirement, please refer to the [Proof of English Proficiency](#) section.

### Most Recent I-94 Form

The I-94 arrival/departure record, which demonstrates legal-visitor status, is only required for students who currently reside in the United States.

### Proof of Nonimmigrant Status

Students who are applying for F-1 status within the United States (Form I-539, Application to Extend/Change Nonimmigrant Status) must provide documents showing their current nonimmigrant status. Depending on the current status, the documentation may include, but is not limited to, the following: Form I-94, a visa stamp, Form I-20 (F-2 dependents), EAD card, I-797, etc.

### Current Form I-20

F-1 students who are seeking to transfer to AIMS Education must provide the Form I-20 issued by the college they are currently attending.

### Transfer Verification Form

F-1 students who are seeking to transfer to AIMS Education must complete the Transfer Verification Form provided by AIMS. The form includes a personal information section for the student and a verification section for the student's international student advisor or designated school official at the college they are currently attending.



## Form I-20 and F-1 Student Status

AIMS Education is certified by the Student Exchange and Visitor Program (SEVP) to enroll international students holding F-1 student status. The Form I-20, *Certificate of Eligibility for Nonimmigrant (F-1) Student Status*, is required to apply for an F-1 student visa or F-1 status in the United States.

### Issuance of Form I-20

Once an international student is accepted into a program and completes the enrollment process, an international student advisor, also known as a designated school official (DSO), will initiate the Form I-20. To proceed, the DSO will verify that the student has sufficient financial resources to cover all program costs and living expenses for one year. For details about acceptable documentation, please refer to the [Proof of Financial Ability](#) section.

After verifying the student's enrollment and financial documents, the DSO will process and email the electronic Form I-20 to the email address provided by the student. It is essential for students to review the Form I-20 for accuracy and report any errors to the DSO immediately.

### F-1 Student Visa

It is the sole responsibility of the student to pay any required fees (e.g. SEVIS fee) and apply for an F-1 student visa at a local U.S. Consulate or Embassy. AIMS Education's International Student Services (ISS) team can provide guidance throughout the process, but ultimately, obtaining the correct nonimmigrant status and entering the United States legally is the student's responsibility.

Transfer students and nonimmigrants seeking a change of status to F-1 should contact the ISS team at [iss@aimseducation.edu](mailto:iss@aimseducation.edu) for additional guidance.

### Applying for an F-1 Student Visa

Once you receive your Form I-20, you must follow these steps to apply for an F-1 student visa:

#### Step 1: Pay the SEVIS I-901 Fee

Before applying for a visa, you must pay the SEVIS I-901 fee. Payment can be made online at <https://www.fmjfee.com/>. Be sure to print your receipt for your records, as you will need it for your visa application and at the U.S. port of entry.

#### Step 2: Complete the DS-160 Visa Application

Submit the DS-160 Nonimmigrant Visa Application electronically at <https://ceac.state.gov/genniv/>. After submission, print the confirmation page to bring to your visa interview.

#### Step 3: Schedule and Attend Your Visa Interview

Schedule your visa interview at the U.S. embassy or consulate in your home country. Wait times vary, so schedule your appointment as early as possible.

Bring the following documents to your interview:

- Valid passport (valid for at least six months beyond your program end date)
- DS-160 confirmation page
- Application fee payment



- SEVIS fee payment receipt
- Form I-20 signed by you and an AIMS school official
- Proof of financial support
- Academic records
- Proof of ties to your home country

During the interview, a consular officer will assess your qualifications and may request additional documentation. Be prepared to discuss your study plans, financial situation, and intent to return to your home country after completing your program. Approval is not guaranteed, so prepare thoroughly.

*\*Citizens of Canada and Bermuda are not required to obtain a visa to enter the United States; however, they must obtain an I-20 and pay the SEVIS fee before entering the US.*

## **Entering the United States**

International students may enter the United States no earlier than 30 days before the start date listed on their Form I-20. While a visa allows a foreign citizen to travel to a U.S. port of entry, it does not guarantee entry into the country.

At the port of entry, U.S. Customs and Border Protection (CBP) officials have the authority to grant or deny admission. Students must present the following:

- Valid passport (valid for at least six months beyond the intended stay)
- F-1 student visa (unless exempt)
- Form I-20 signed by the student and the DSO
- SEVIS I-901 fee payment receipt

CBP officials may also request additional documents, such as the college acceptance letter or proof of financial ability. Upon admission, students will receive an admission stamp or an electronic Form I-94, Arrival/Departure Record. It is important to retain copies of all travel and immigration documents for future reference.

## **Arrival on Campus**

Prior to the start of the semester, new international students must contact the International Student Services (ISS) team to schedule an in-person meeting with an international student advisor. During this time, students must provide copies of their F-1 Visa (if applicable), I-94 record, and Personal Information Form.

## **Maintaining Status**

As an F-1 student, you are responsible for maintaining your immigration status. This means adhering to the terms and conditions of your visa and ensuring your primary purpose in the United States remains your education.

To remain in compliance, students must:

1. Enroll in and maintain a full course of study during each academic term (excluding final term).
2. Attend all classes and maintain satisfactory academic performance.





3. Keep your address, phone number, and contact information up to date with your DSO.
4. Work only with prior authorization from your DSO or U.S. Citizenship and Immigration Services (USCIS). Unauthorized employment is a violation of F-1 status.
5. Obtain a travel signature on your Form I-20 before traveling internationally. Ensure your passport and visa remain valid.
6. Notify the ISS team of any plans to transfer schools, take a leave of absence, extend your program, or withdraw from your program.
7. Depart the United States within 60 days of completing your program or apply for Optional Practical Training (OPT), transfer to another institution, or change your visa status.

Failure to adhere to these requirements may result in the termination of F-1 status and potential removal from the United States. For assistance, contact the ISS team at [iss@aimseducation.edu](mailto:iss@aimseducation.edu).





**AIMS**  
education

## FINANCIAL INFORMATION



## Payment Policies

Students should ensure satisfactory payment arrangements for all program costs prior to attending class. Payment options include institutional payment plans, federal financial aid, training grants through state, federal, or private programs, VA benefits, scholarships, etc.

AIMS Education offers interest-free institutional payment plans for all programs. A down payment is required for all programs by the first day of class. Payments are often due by the 1st of each month, but the exact payment schedule and payment amounts will vary based on the program. A late fee of \$25 will be incurred for any late payments (applies to all programs).

Payments can be made at the Piscataway Campus by cash, check, or money order. Students have the option of setting up recurring payments via an Electronic Funds Transfer (EFT). An EFT can be set up using a checking account, savings account, or credit card. In addition to in-person payments and EFTs, students can make payments online via the AIMS website and AIMS student portal. Online payments can be made using a credit/debit card, checking account, or savings account.

All credit/debit card transactions (in-person, EFT, online, etc.) will incur a 3% service charge.

Failure to comply with all payment policies will result in a financial hold on the student's account, and may result in suspension and/or dismissal from the program.

If a student has not met all financial obligations by the end of a program, a hold will be placed on all diplomas, certificates, and transcripts, and the student will not be eligible for any school benefit or reimbursement programs. The student's file may be forwarded to a collection agency, and any late fees, collection charges, or legal fees will be added to student's account.

## Additional Expenses

Some programs require students to complete a physical exam and provide up-to-date immunization records. The costs will vary depending on the healthcare provider. Students are responsible for any associated costs.

\*Note: All prices are subject to change at any time. Students taking national certification exams may be required to submit an official transcript to the certifying body. AIMS will provide one additional copy of the student's official transcript, at no extra cost, if needed for certification.

## Administrative Fee for Enrollment

Each program requires students to pay a \$200 administrative fee. This fee is not part of the tuition, and it must be paid prior to enrollment.

The \$200 administrative fee will be waived if a student changes programs during the add/drop period. The fee will also be waived when a student, who has not attended any classes, enrolls in a new program that starts within three months of the original program's start date.

## Administrative Fee for Program Transfer



Students who wish to transfer to a different program or cohort (e.g., schedule change) must pay a \$100 transfer fee. This mandatory fee is required for all program transfers that occur after the add/drop period.

## **Graduation Processing Fee**

Graduates of an AIMS Education clock-hour program, who transfer more than 50% of their credits into an equivalent degree program, will be charged a graduation processing fee of \$1,250. This fee covers the costs associated with evaluating the credit transfer, administering challenge exams, and verifying academic transcripts, course completions, and other requirements.

## **Transcripts**

All AIMS Education graduates are entitled to one official transcript upon graduation. Each additional copy, or transcripts requested more than 6 months after graduation, will be charged the standard fee of \$12.

## **Miscellaneous Charges**

Scrub Set: \$30.00

AIMS Patch: \$5.00

Duplicate School ID: \$5.00

Print/Copy (B&W): \$0.15 per side

Transcript: \$12.00

Duplicate Diploma or Certificate: \$95.00

Diploma/Certificate Mailing Fee: \$13.00 (Certified Mail with Signature Confirmation)

\*Note: All prices are subject to change at any time.



## Cancellation and Refund Policy

### Cancellation

Students can cancel their enrollment at any time prior to their first day of class or within three business days of signing the enrollment contract. Students who cancel their enrollment within the given timeframe will be eligible for a refund of all payments made to the institution, excluding the \$200 administrative fee and the cost for any used books or supplies.

### Refund Policy for Semester-Based Programs

If a student is dismissed or withdraws from a program, AIMS Education shall adhere to the refund policy provided below. This policy applies to all associate degree and certificate programs that have semester-based schedules. It does not apply to non-term programs.

The refund policy is applicable per semester, and all refunds will be calculated based on the student's last date of attendance and the total semester tuition. Students are required to officially notify the academic department of their desire to withdraw prior to requesting a refund. Any fee reductions or scholarships awarded will be appropriately apportioned to all semesters involved. When calculating the refund amount for a particular semester, all fee reductions and scholarships will be excluded.

The \$200 administrative fee paid prior to enrollment is nonrefundable.

Time of Withdrawal	Tuition Refund (excluding administrative fee)
Within 3 business days of signing contract	100% of tuition and fees
During the 1 <sup>st</sup> week of the semester	100% of tuition and fees
During the 2 <sup>nd</sup> week of the semester	75% of tuition and fees
During the 3 <sup>rd</sup> week of the semester	50% of tuition and fees
During the 4 <sup>th</sup> week of the semester	25% of tuition and fees
During or after the 5 <sup>th</sup> week of the semester	0% of tuition and fees

\* Students are responsible for the cost of any used books or supplies. All refunds will be issued or paid to the student within 30 days of the withdrawal notification or determination date.

### Refund Policy for Non-Term Programs

If a student is dismissed or withdraws from a program, AIMS Education shall adhere to the refund policy provided below. This policy applies to all non-term programs. It does not apply to semester-based programs.

The refund policy is applicable per academic year (24 credits + 30 weeks), and all refunds will be calculated based on the student's scheduled start date, last date of attendance, and the total tuition for the academic year. Students are required to officially notify the academic department



of their desire to withdraw prior to requesting a refund. Any fee reductions or scholarships awarded will be appropriately apportioned to all academic years involved. When calculating the refund amount for a particular academic year, all fee reductions and scholarships will be excluded.

The \$200 administrative fee paid prior to enrollment is nonrefundable.

<b>Time of Withdrawal</b>	<b>Tuition Refund (excluding administrative fee)</b>
Within 3 business days of signing contract	100% of tuition and fees
Prior to the 5 <sup>th</sup> day of class (excluding weekend programs)*	100% of tuition and fees
Up to 5% of the program	90% of tuition and fees
After 5% and up to 10% of the program	75% of tuition and fees
After 10% and up to 25% of the program	50% of tuition and fees
After 25% of the program	0% of tuition and fees

\* 10 calendar days for programs scheduled exclusively on the weekend.

Students are responsible for the cost of any used books or supplies. All refunds will be issued or paid to the student within 30 days of the withdrawal notification or determination date.



## **Financial Policy for Course Repeats**

Students who withdraw from a course (officially or unofficially), take a leave of absence, or receive a failing grade in a course may be eligible to repeat the course one time at no additional cost. This policy excludes all first-semester courses. Students may repeat a maximum of two courses at no additional cost during their enrollment.

The repeat course must be completed within 12 months of the student's last date of attendance. Students who did not pay their full tuition balance for the initial attempt of the course must pay any outstanding tuition balance before being allowed to repeat the course.

This policy does not apply to students dismissed from the course or program for reasons unrelated to academics. Students dismissed for non-academic reasons are required to pay the full tuition cost for any course repeats.



## Program Tuition Breakdown

	Credits	Cost Per Credit	Tuition	Admin Fee	Book Fee	Lab/Tech. Usage Fee	General Fee	Total Cost
<b>Associate Degree Programs</b>								
Cardiovascular Technology	66	\$501/\$630	\$36,549	\$200	\$750	\$1,250	\$750	\$39,499
Diagnostic Medical Sonography	66	\$501/\$630	\$37,581	\$200	\$750	\$1,250	\$750	\$40,531
MRI Technology	66	\$501/\$810	\$42,336	\$200	\$650	\$1,750	\$750	\$45,686
Neurodiagnostic Technology	60	\$501/\$630	\$32,253	\$200	\$650	\$750	\$500	\$34,353
Surgical Technology	60	\$501/\$630	\$32,898	\$200	\$650	\$750	\$500	\$34,998
<b>Certificate Programs</b>								
Cardiovascular Invasive Specialist	42	\$501/\$810	\$27,840	\$200	\$650	\$1,250	\$750	\$30,690
Diagnostic Cardiac Sonography	45	\$501	\$24,738	\$200	\$650	\$1,050	\$750	\$27,388
<b>Certificate of Achievement Programs</b>								
Anesthesia Technician	40	N/A	\$17,210	\$200	\$200	\$250	\$250	\$18,110
Cardiac Monitor Technician	8	N/A	\$2,275	\$200	\$100	\$100	\$100	\$2,775
EKG/Phlebotomy	7	N/A	\$2,250	\$200	\$150	\$150	\$25	\$2,775
Medical Assistant	30	N/A	\$13,500	\$200	\$350	\$250	\$100	\$14,400
Medical Billing and Coding	12	N/A	\$3,240	\$200	\$300	\$150	\$100	\$3,990
Patient Care Technician	27	N/A	\$11,650	\$200	\$350	\$250	\$150	\$12,600
Pharmacy Technician	27	N/A	\$4,000	\$200	\$100	\$100	\$100	\$4,500
Phlebotomy	4	N/A	\$1,475	\$200	\$75	\$100	\$25	\$1,875
Sterile Processing Technician	26	N/A	\$13,700	\$200	\$150	\$200	\$150	\$14,400

### Cost Per Credit

Standard semester credit (100-level courses) - \$501

Cardiovascular Invasive Specialist credit (200-level courses) - \$810

Cardiovascular Technology credit (200-level courses) - \$630

Diagnostic Medical Sonography credit (200-level courses) - \$630

MRI Technology credit (200-level courses) - \$810

Neurodiagnostic Technology credit (200-level courses) - \$630

Surgical Technology credit (200-level courses) - \$630

### Applicable Fees

**Administrative Fee** – Students are required to pay a \$200 administrative fee prior to enrollment. This fee covers the administrative costs related to a student's application and enrollment.

**Book Fee** – This fee, which varies per program, covers all required textbooks for the program.

*\*AIMS Education provides textbooks to students at a discounted rate. If a student would like to opt out of any standard textbooks, and purchase them on their own, they must inform the finance department prior*



*to enrollment. The Book Fee will be reduced based on the institutional cost of the textbook(s) that the student is opting out of.*

**Lab/Technology Usage Fee** – This fee, which varies per program, covers the lab and technology related expenses for each program. These expenses may include but are not limited to maintaining and upgrading computer labs and equipment, acquiring and maintaining new technologies to enhance student learning, providing specialized materials and/or environments based on course needs, purchasing electronic media, and providing security solutions to protect student data.

**General Fee** – This fee, which varies per program, covers the general expenses related to each program. These expenses may include but are not limited to student scrubs, student ID, professional society memberships, background check / drug screening, CPR training and certification, clinical internship fees and related expenses, liability insurance, and other course materials.

*\*The Lab/Technology Usage Fee and General Fee will be prorated for graduates of an AIMS Education clock-hour program who transfer more than 50% of their credits into an equivalent degree program. The prorated amount will be based on the required coursework.*

### **Tuition Payment Information:**

Students are required to make tuition payments according to the provided payment plan. There will be a \$25.00 late fee for any late payments. Debit and/or credit card payments will incur an additional 3% service charge.





**AIMS**  
education

## FINANCIAL AID



## Financial Aid Information

Financial Aid is available for students who qualify under certain criteria. AIMS Education offers a variety of financial aid programs to help students fund their education. Financial Aid policies are administered by federal laws, state laws, and school policies. A person must be enrolled as a regular student in an eligible program in order to receive Federal Student Aid (FSA) funds. A regular student is someone who is enrolled or accepted for enrollment in an eligible institution for the purpose of obtaining a certificate or degree offered by the school.

The eligible programs at AIMS Education which participate in TITLE IV are:

**Associate of Applied Science:**

Cardiovascular Technology  
Diagnostic Medical Sonography  
MRI Technology  
Neurodiagnostic Technology  
Surgical Technology

**Certificate:**

Cardiovascular Invasive Specialist  
Diagnostic Cardiac Sonography

**Certificate of Achievement:**

Anesthesia Technician  
Medical Assistant  
Patient Care Technician  
Pharmacy Technician  
Sterile Processing Technician

To establish uniformity and smooth execution of the financial aid process, AIMS Education has adopted certain policies and guidelines for its students in accordance with Title IV of the Higher Education Act of 1965. An explanation of these policies and procedures is provided in this catalog.

Important information regarding federal student aid can be found at [studentaid.gov](https://studentaid.gov).



## Qualifying for Aid / Applying for Aid

To be eligible for federal or state aid the student must meet the following prerequisites:

1. Demonstrate need as per federal guidelines.
2. Have a standard high school diploma or GED.
3. Be enrolled in a Title IV eligible institutional program.
4. Maintain qualitative and quantitative Satisfactory Academic Progress (SAP) in the program of study as required by the school.
5. Not be in default or owe a repayment of Title IV funds.
6. Have a valid social security number.
7. Be a U.S. citizen or an eligible non-citizen with permanent residency status and an alien registration identification number.
8. Be registered with the Selective Service (males between the ages of 18-25).
9. Have not borrowed in excess of loan limits under the Title IV program.
10. Must have all requested documents on file before disbursements can be made.
11. Current Students must meet SAP requirements to be eligible to receive aid. If SAP is not met, the financial aid department has the authority to deny additional financial aid to the student.

It is the student's responsibility to annually apply for financial aid by completing the Free Application for Federal Student Aid (FAFSA). The FAFSA form is available at [Studentaid.gov](http://Studentaid.gov). Students must also provide any required forms and documentation deemed necessary by the financial aid department within the given timeframe.

### FAFSA Re-application and Consequences

Students must submit a FAFSA every academic year before the given deadline. Contact a financial aid counselor for further information regarding re-application and deadlines. Failure to do this before the deadline will lead to payments due, which the student will be responsible for paying out of pocket.

**NOTE: AIMS is not affiliated with any outside lenders (banks) and hence federal aid and loan processing should be routed through them until further notice from the school's financial aid office.**

### Verification

Financial aid recipients of Title IV funds are randomly selected for verification by the U.S. Department of Education. When a student is selected for verification, he/she will be asked to complete a verification worksheet provided by the financial aid department and provide any additional information that is requested before a given deadline. Additional financial aid will not be disbursed to the student's account until all requirements are met. Students will be notified in writing of all documents required to fulfill this federal requirement. The required documents may include W-2 forms, federal income tax returns, Tax Transcripts provided by the IRS, proof of untaxed income, housing allowances, proof of dependency, etc. The student will be notified if there are any changes to the financial aid package after the Office of Federal Student Aid has completed its review. In case of any discrepancies or conflicting information, aid may not be processed and/or disbursed until a satisfactory investigation is completed and the case is resolved. In the case of prior disbursement, funds will be refunded back to FSA and the student will be responsible for paying the difference and tuition balance to the school.



## **Federal PELL Grant**

This grant program, authorized by Title IV, assists undergraduate students to further their education beyond high school. The eligibility to receive this grant is based on need. Unlike loans, this grant does not have to be paid back (except special cases). This loan is only available for undergraduate students who have not yet earned a bachelor's degree. Pell grant eligibility varies based on a student's FAFSA application, enrollment status, and the amount of money allocated by Congress to fund this program.

## **Federal Supplemental Educational Opportunity Grant (FSEOG)**

This grant program, authorized by Title IV, assists extremely needy undergraduate students. Priority for this grant is given to students with maximum Federal Pell Grant eligibility. Unlike the Pell Grant, for FSEOG the federal government allocates funds to the participating schools. Due to the limited pool of funds, FSEOG is distributed proportionately between different cohorts, and is awarded on a first come, first served basis to deserving students.



## Federal Direct Stafford Loans

Federal Direct Stafford loans are low interest loans that are made in a student's name. These loans can be used to pay educational expenses. Student must be enrolled at least half-time to be eligible to receive Stafford Loans. There are two types of Direct Loans:

**Subsidized Loans** – These loans are need based. Students do not pay any interest on these loans while in school. Repayment for subsidized loans starts six months after graduation.

**Unsubsidized Loans** – These loans are need based. Interest on these loans starts on the first day of class. Repayment for unsubsidized loans starts six months after graduation.

Both the subsidized and unsubsidized loans can be combined to form consolidated loans during repayment.

## Federal Direct Parent-PLUS Loans

Federal Direct Parent-PLUS Loans are low-interest loans available to parents of dependent students enrolled at least half-time in an eligible program. This is not a need based loan. The maximum amount of the loan cannot exceed the student's cost of attendance minus other aid received. Repayment for PLUS loans starts 60 days after the last disbursement is made. However, parents have an option to defer the payments while the student is enrolled in school.

## Contact Information for the Direct Loan Program:

### General

Direct Loan Servicing Center  
Borrower Services Department  
P.O. Box 5609  
Greenville, TX 75403-5609  
1-800-848-0979 (Toll free)  
011-315-738-6634 (International)  
1-800-848-0983 (TDD)

### Direct Loan Consolidation Address

U.S. Department of Education  
Consolidation Department  
Loan Consolidation Center  
P.O. Box 242800  
Louisville, KY 40224-2800  
1-800-557-7392 (Toll free)  
1-800-557-7395 (TDD)

### Payment Address

U.S. Department of Education  
Direct Loan Payment Center  
P.O. Box 530260  
Atlanta, GA 30353-0260

## Hours of Operation

You may obtain your account information or request forms **24 hours a day**. Customer service representatives are available to answer borrower phone calls during these hours:

- Monday through Friday 8:00 a.m. to 8:30 p.m. (EST)
- Monday through Friday 5:00 a.m. to 5:30 p.m. (PST)



## Financial Aid Rights and Responsibilities

### **You have the right to:**

1. Privacy — All financial aid records and data submitted with your application for financial aid will be treated as confidential information and is subject to disclosure requirements under the Family Educational Rights and Privacy Act (FERPA).
2. A complete explanation of the financial aid award process — If you do not understand how your financial aid award was determined or do not believe your application was fairly evaluated, please contact our financial aid department.

### **You are responsible for:**

1. Reporting changes in your financial status — If you receive additional funds or financial support from any source, you must report this to the financial aid department. The financial aid department is required by law to consider all sources of aid when determining your eligibility for federal student aid funds.
2. Changes in your student status — If you change your address, drop below half-time status or withdraw from school, you must report this to the financial aid department as soon as possible. We recommend you contact us before considering such action so that we can properly advise you on what effect, if any, such action may have on your financial aid.
3. Using financial aid funds only for educational purposes — Educational expenses include tuition, fees, room, board, books, supplies, and other living expenses.
4. Promptly responding to requests and inquiries from the financial aid department.
5. Keeping copies of all documents and records you submit to the financial aid department.
6. Repaying your loans — Acceptance of any loan carries a serious legal and financial obligation. Failure to meet this obligation may adversely affect your credit rating and could prevent other students at the school from borrowing to finance their education needs.



## General Default Management Policy and Procedure

AIMS Education practices regulatory guidance including entrance counseling and exit counseling for borrowers, reporting timely and accurate enrollment information to the U.S. Department of Education, and sharing satisfactory academic progress information across campus. In addition to these regulatory requirements, AIMS Education uses its own developed default prevention and management plan which follows U.S. Department of Education guidelines.

### Default Prevention and Management Activities

#### Entrance Counseling

Regulations require that first-time borrowers of Direct Loans complete entrance counseling. Entrance counseling explains what a Master Promissory Note is and how it works, emphasizes the importance of repaying loans, and describes the consequences of default.

#### Financial Literacy for Borrowers

AIMS Education provides borrowers with information concerning their loans throughout their course of study including counseling and repayment options. Some of the assistance provided by the financial aid department includes:

- Estimating required monthly payments on the borrower's loan balance
- Calculations to help estimate and manage debt
- Loan servicer contact information
- Contact information for delinquency and default prevention assistance
- Introduction to NSLDS for Students
- *Repaying Your Student Loans* publication

#### Communication across Campus

Information relevant to the prevention and management of defaults will be found in the financial aid department and posted throughout the campus. Information regarding each borrower's academic progress and enrollment status are components of the information available in all relevant departments across campus including the financial aid department.

#### Consequences of Default for Borrowers

Borrowers who default on student loans face serious consequences. Direct Stafford Loans are considered to be in default after 270 days without payment. At the time of default, outstanding interest is capitalized, and collection fees may be added, resulting in a loan balance that is higher than the amount borrowed. Defaulted loans are reported to credit bureaus and can result in long-term damage to a borrower's credit rating. Defaulters may have difficulty obtaining auto loans and mortgages. They may also have their wages garnished and their federal income tax refunds seized. Until the default is resolved, collection efforts continue and the defaulter will be ineligible for additional federal student aid. The financial aid department, Department of Education, guarantors, and servicers undertake many activities to prevent borrowers from defaulting.

#### Early Identification and Counseling for Students at-Risk

Students at-risk, generally refers to borrowers who withdraw prematurely from their educational programs, borrowers who do not meet standards of satisfactory academic progress, or both. Financial aid counselors counsel at-risk borrowers regarding the effects of withdrawal or



unsatisfactory academic progress on loan repayment and solutions to resolve these matters. The goal of working with at-risk students is to increase the number of borrowers completing their educational programs.

### **Withdrawals**

Many borrowers who default on their loans are borrowers who withdrew from school prior to completing their academic programs. Timely intervention of these students with the financial aid department can improve student retention and reduce the number of defaulted loans. In addition to fulfilling the regulatory requirement of exit counseling for students, financial aid counselors encourage students to complete their programs of study, and attempt to help them resolve the issues that prompted their withdrawal.

### **Exit Counseling**

It is a mandatory Department of Education requirement that all borrowers complete exit counseling upon graduation. Exit counseling is an effective way to prevent defaults as it focuses on fully explaining repayment plans and choices that fit the borrowers' needs. Exit counseling is the opportunity to clear up any misconceptions students may have about their loan obligations and re-emphasizes the consequences of default.

### **Information about Repaying the Loan**

Financial aid counselors try to give all graduating students the following information to assist them in managing their loans.

- Estimated balance of loan(s) when the borrower completes the program;
- Interest rate on the borrower's loan(s);
- Name, address and telephone number for the borrower's lender;
- Estimated date of the borrower's first scheduled payment.
- Financial Awareness counseling

### **Early Stage Delinquency Assistance (ESDA)**

ESDA begins at the time of separation or early in the grace period. ESDA is a highly focused effort by lenders, guarantors, and the financial aid department to assist particular borrowers to prepare for entry into loan repayment. Certain borrowers, such as those who have failed to complete their academic program, or borrowers who share specific characteristics or academic or related experiences, may be more likely to encounter difficulties initiating and maintaining on-time loan repayment. ESDA activities provide focused, enhanced loan counseling, borrower education, and personal support during the grace period, and in so doing help decrease the chances of later loan default. In addition to ESDA, AIMS offers assistance to borrowers who are at least 60 days delinquent.

### **Late Stage Delinquency Assistance (LSDA)**

The financial aid department helps to establish critical communication during the late stages of delinquency, between the student and the lender, serving as a liaison between delinquent borrowers and staff experienced in borrower assistance. LSDA techniques enable our financial aid counselors to rescue severely delinquent borrowers, those who are more than 240 but less than 361 days delinquent, from default.

### **Maintain Contact with Former Students**





All of the practices and strategies mentioned previously are much easier to employ if students give their updated and correct contact information to the financial aid department. Contacting borrowers at every stage of repayment ensures that they can be informed about default effects and preventive measures. Contact with the financial aid department may be the only effective technique to save a borrower from the negative consequences of default.

### **Actions Students Need to Take**

- Students should borrow only what is needed and can cancel or return any funds in excess of what is needed;
- Borrowers must inform their lenders immediately of any change of name, address, telephone number, or social security number;
- If a borrower is unable to make a scheduled payment, he/she should contact the lender before the payment's due date to discuss a change in repayment plan or other repayment options;



## Satisfactory Academic Progress

In order for students to maintain their financial aid eligibility, they must demonstrate satisfactory academic progress (SAP). Satisfactory academic progress is measured both quantitatively (pace of progression) and qualitatively. In addition, students must be on pace to complete their program of study before reaching the 150% maximum timeframe limit.

Federal regulations require all financial aid recipients to adhere to the standards of SAP. Financial aid recipients who fail to meet SAP standards, may be in jeopardy of losing their financial aid eligibility.

### Requirements for Satisfactory Academic Progress

Satisfactory academic progress means a student is successfully completing all coursework and proceeding in a positive manner toward fulfilling program requirements in a specific length of time. A student's satisfactory academic progress is evaluated using the Academic Transcript for SAP after a student completes the required number of credits in a payment period.

Satisfactory academic progress is achieved by meeting all of the SAP standards listed below.

### SAP Standards

#### Quantitative Progress

Quantitative progress is a measurement of the pace at which a student is progressing towards program completion. The pace of progression is calculated by dividing cumulative credit hours completed or earned by the cumulative credit hours scheduled. Students must successfully complete 70% of the scheduled credit hours at each evaluation of academic progress.

Students failing to meet the standards of quantitative progress will be given an SAP Warning and will be placed on Financial Aid Warning for the next payment period. Students will be taken off Financial Aid Warning after meeting the standards of quantitative progress. Students will lose financial aid eligibility if the requirement is not met by the end of the time limit provided.

#### Qualitative Progress

Qualitative progress is a measurement of a student's academic progress. The student's cumulative grade point average (CGPA) is reviewed to determine qualitative progress. A student must earn a minimum passing grade of 75% in each course and maintain a minimum CGPA of 2.00.

If a student fails to meet the minimum standards of qualitative progress (e.g. CGPA of 2.0), then he/she will be given an SAP warning and will be placed on Financial Aid Warning for the next payment period.

Students who demonstrate improvement in their CGPA and meet the minimum CGPA requirement at the end of the Financial Aid Warning period, will be considered to have met SAP standards. Their status will be restored to Good Standing. Students will lose financial aid eligibility if the minimum CGPA requirement is not met by the end of the Financial Aid Warning period.



## **Maximum Time Frame**

All program requirements must be completed within a maximum time frame of 150% of the normal program length. For example, a student enrolled in a 66 credit program must complete the program before exceeding 99 attempted credits. If it appears that a student will not complete the program during the maximum time period, the student may be dismissed from school. Financial aid students cannot receive aid for more credits than those for which the program is approved.

## **Frequency of SAP Evaluations**

For term-based programs, SAP evaluations are conducted at the end of each semester/term and at least twice each academic year. For non-term programs, SAP evaluations are conducted at the end of each payment period.

## **SAP Evaluation Statuses**

### **Good Standing**

A student is in Good Standing if one of following conditions exists:

- 1) No grades have been posted.
- 2) SAP has not been evaluated.
- 3) A student is meeting minimum SAP requirements at the time of evaluation.
- 4) A student regained Good Standing after being placed on Financial Aid Warning or Financial Aid Probation.

### **Financial Aid Warning**

If a student fails to meet SAP standards for any evaluation period, he/she will be given an SAP warning and will be placed on Financial Aid Warning for the next payment period. A warning means you are still eligible for federal student aid for one payment period and must improve your academic standing in order to avoid loss of federal student aid.

Students will be notified in writing when they are placed on Financial Aid Warning and the steps necessary to be removed from the warning status.

If a student is on Financial Aid Warning, he/she will need to meet SAP standards at the next mandatory SAP evaluation point. If the student fails to return to Good Standing at the next evaluation point, he/she will be suspended from participating in financial aid programs.

### **Financial Aid Probation**

A student who is suspended from participating in financial aid programs may submit an appeal. If the appeal is successful, the student will be placed on Financial Aid Probation and will regain financial aid eligibility for one probationary semester.



If the SAP standards are met by the next scheduled evaluation period, the student's status will be restored to Good Standing. Once a student has returned to Good Standing, any previous academic issues will have no future bearing on the student's status.

## **Consequences of not Meeting SAP Standards**

- The student is placed on Financial Aid Warning
- The student will receive written notification explaining the impact that the Financial Aid Warning status will have on his/her financial aid eligibility.
- A student placed on Financial Aid Warning will be eligible to receive financial aid for one semester/term or evaluation period.
- A student on Financial Aid Warning who fails to meet SAP standards by the next evaluation period will no longer be eligible to receive financial aid.
- A student who loses financial aid eligibility can submit an appeal. If the appeal is successful, the student will be placed on Financial Aid Probation.

## **SAP Appeals**

An SAP appeal is the process in which a student petitions the school to reconsider his/her eligibility to receive financial aid. An appeal is only submitted after a student has lost financial aid eligibility. This occurs when the student fails to meet the minimum standards of satisfactory academic progress at the end of a semester/term or evaluation period in which he/she was on Financial Aid Warning.

### **Formal Appeal Process:**

1. All SAP appeals must be made in writing.
2. The appeal should clearly state why the student was unable to meet SAP standards. It should further explain what has changed that will allow the student to meet SAP standards at the next evaluation.
3. The SAP appeal form must be submitted to the financial aid department within 5 business days of determination.
4. All appeals should be based on mitigating circumstances such as the death of a relative, an injury or illness, or other special circumstances.
5. Appeal documents will be reviewed by an academic affairs officer and the program director, and a decision will be made and reported to the student within 15 calendar days.
6. The SAP appeal will be approved if the school determines that the student will be able to meet SAP standards by the next evaluation.



7. If the SAP appeal is successful, the student will be placed on Financial Aid Probation and will regain financial aid eligibility for one probationary semester.
8. If the SAP appeal is not successful, the student will no longer receive financial aid. The student is able to reestablish financial aid eligibility by meeting all SAP standards by the end of the next semester/term or evaluation period.
9. Students can only submit one SAP appeal throughout the duration of their program.

## **Academic Plan**

An academic plan is a documented action plan that demonstrates how a student will be able to meet satisfactory academic progress standards. The academic affairs officer and/or the program director will work with the student to create the academic plan. The purpose of the academic plan is to ensure the student is able to meet SAP standards by the next evaluation period. The academic plan should not exceed more than one payment period.

## **Transfer of Credits**

Transfer credit from another institution/organization that is applied toward the student's program of study will be used in the calculation of the completion rate and maximum timeframe, but it will not be used in the calculation of the student's CGPA.

## **Repeated Coursework**

A student can repeat a failed course as often as needed and still receive financial aid. Once the student has passed the course, the student can only receive financial aid for one additional repeat of the course. When repeating a course, only the highest grade earned will be used in the CGPA calculation. All attempted courses are counted toward the course completion rate and the maximum timeframe for program completion.

## **Course Withdrawals**

Any courses that result in a withdrawal, Incomplete grade, or failing grade do not count as successfully completed courses, but do count as attempted credits. These courses will also be used to determine enrollment status and maximum timeframe. Withdrawals and Incomplete courses are not included in the calculation of the CGPA.



## Withdrawals and the Return of Title IV Financial Aid

### How Withdrawals Affect Financial Aid

Students who withdraw or do not complete their program, may be required to return some of the aid originally awarded and/or disbursed. The amount of federal student aid earned is calculated by proration based on the number of credits successfully completed and the total attempted credits during the payment period. If a student withdraws after the 60% point in the payment period, the student is considered to have earned all of his/her financial aid and will not be required to return any funds.

### Types of Withdrawal and Procedures

#### Official Withdrawal

An official withdrawal occurs when a student provides formal notification stating his/her intent to withdraw. Students who wish to withdraw can contact the academic department located on the 3rd floor of the main campus. Acceptable forms of notification include in-person notification by the student, or notification via phone, fax, or email when in-person notification is not possible for the student.

#### Withdrawal Procedure

Students who wish to withdraw voluntarily from a program will be asked to complete a modification of enrollment contract in the academic department. The academic department will review the student's attendance records, determine the coursework completed, establish the last date of attendance, determine the withdrawal date, and prepare a withdrawal letter.

The official withdrawal letter will be sent to the student via email and postal mail, and a copy will be forwarded to Student Records and the financial aid department.

The financial aid department will assist students in the completion of the required exit counseling. Exit counseling is required for all students who have received Title IV Direct Loans. If the student is unable to complete the exit counseling on campus, the financial aid department will mail the exit counseling materials along with the withdrawal letter.

#### Unofficial Withdrawal

An unofficial withdrawal occurs when the school has not received formal notification from a student of his/her intent to withdraw but the student has not attended class for 14 calendar days. If a student does not return to class upon the completion of an approved leave of absence, it will also be treated as an unofficial withdrawal. The administrative procedure mentioned above will be followed to process the withdrawal letter.

#### Date of Determination

If a student provides a formal notification of withdrawal, the date of the school's determination that a student withdrew would be the date the student began the official withdrawal process or the date of the student's notification, whichever is later.



If the school has not received a formal notification of withdrawal, the date of determination would be the date that the school becomes aware that the student ceased attendance. In the case of an unofficial withdrawal when a student does not return from a leave of absence, the date of determination that a student has withdrawn will be the date on which the student is expected to resume.

### **Date of Withdrawal**

The date of withdrawal is the last date of the student's academic attendance (LDA) as determined by the school from any available attendance records.

### **R2T4 Process**

Upon receipt of notification from the student and/or academic department that a student's withdrawal is being processed, the financial aid department will review the student's financial aid processes (e.g. packaging, awarding, and disbursement) and put a hold on further progress. Upon receipt of the withdrawal letter from the academic department, the financial aid department will complete the following:

- Complete an R2T4 calculation worksheet using the date of determination and the date of withdrawal mentioned in the withdrawal letter.
- The student ledger and aid award letter will be reviewed to collect the student's Title IV aid information and determine whether the amount of Title IV aid for the payment period will be put into "Amount Disbursed" or "Amount that could have been disbursed" on the R2T4 worksheet.
- Once 60% of the payment period has been completed, a student is considered to have earned 100% of the financial aid awarded. If a student has failed to pass any exams during that period, the financial aid department will investigate to determine the student's enrollment status. If the student's attendance cannot be verified, the financial aid awarded will be cancelled or adjusted.
- Unearned Title IV aid will be posted on the student ledger as Title IV funds to be returned. AIMS Education will return the funds to the respective Title IV programs (sources) in the order in which they appear on the R2T4 worksheet.
- If the amount of aid disbursed to a student is short of the aid earned, the student will be eligible for a Post Withdrawal Disbursement (PWD). Pell Grant funds will be disbursed upon completion of the R2T4 worksheet and notification to the student. If PWD includes loan funds, the student will be notified promptly of their eligibility and requested to consent to the disbursement of loan funds within 14 days of the written notification. The amount of PWD will be applied to eligible unpaid program costs. The balance of the PWD amount after eligible program costs, if any, will be paid to the student via check.
- R2T4 refunds and/or PWDs will be recorded on the student's ledger. The student ledger will also be updated for adjustments of fees as per the institution's tuition refund policy, and a copy of the student ledger will be mailed to the student.
- A copy of the R2T4 worksheet will be placed in the student's file.



- The academic department is responsible for processing the signed withdrawal letter as soon as possible to allow the financial aid department sufficient time to complete the R2T4 calculations. R2T4 calculations must be completed within 30 days of the withdrawal and unearned aid must be returned within 45 days of the date of withdrawal.
- If the student has any overpayments, the student will be notified of the overpayment upon completion of the R2T4 calculations. Overpaid aid that is not repaid within 45 days, will be posted to the National Student Loan Data Base showing the student is ineligible for further funding.





## Veterans Educational Benefits

AIMS Education is approved by the New Jersey state authority for Veterans Affairs and participates in Veterans Educational benefit programs. Interested eligible students should contact the school for more information about the benefits. If the students are unsure of their eligibility or have additional questions, you can contact the Veterans administration at (800) 827-1000 or (888) 442-4551 or log on to <http://www.gibill.va.gov/>

### Approved Programs

- Diagnostic Cardiac Sonography
- Anesthesia Technician
- Cardiac Monitor Technician
- EKG / Phlebotomy
- Medical Assistant
- Medical Billing & Coding
- Patient Care Technician
- Pharmacy Technician
- Phlebotomy
- Sterile Processing Technician

*\*The associate degree programs at AIMS Education are currently not eligible for VA benefits.*

### VA Delayed Payment Compliance

For any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is delayed from the VA, AIMS will not:

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

However, to qualify for this provision, such students is required to take the following actions:

- Submit a certificate of eligibility for entitlement to educational assistance no later than the first day of a course of education.
- Submit a written request to use such entitlement.
- Provide additional information necessary to the proper certification of enrollment by the educational institution.
- May require additional payment or impose a fee for the amount that is the difference between the amount of the student's financial obligation and the amount of the VA education benefit disbursement.



## Credit Transfers

AIMS Education maintains a written record of the previous education and training of the eligible person or Veteran that clearly indicates that appropriate credit has been awarded for previous education and training, with the training period shortened proportionately. The record is cumulative in that the result of each enrollment period is included so that it shows each subject taken and the final result.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.



## Department of Labor Programs

AIMS Education is approved by the NJ Department of Labor and Workforce Development for participation in various grant programs including WIOA, DVR, and other programs offered by the state for unemployed and underemployed workers. Further information regarding this can be obtained by contacting your local One Stop Career Center.

### Employer Reimbursement

Many employers have programs that reimburse education costs (part/full) to students who pursue higher education. Students can contact the human resources department at their place of employment to learn more about available programs.

### Third Party Sponsorship and Payments

AIMS Education accepts students sponsored or funded directly or indirectly by an external agency, e.g. employers, foundations, trusts or religious organizations, external grants, and scholarships. AIMS Education may, upon written request from the student, provide a Tuition Billing Statement for the terms/program the student is being sponsored for. The student's request should clarify the nature of the assistance, e.g. loan, borrowing, tuition reimbursement, or scholarship. Any payment from an external agency or third party, must be accompanied by a written authorization for payment from the paying organization. The written authorization must include the following information.

1. Sponsoring agency's name, address, contact person, email, and phone number.
2. Student's name
3. Student's program/academic year/courses covered.
4. Any conditions or terms, associated with the payment, especially in case the student withdraws prior to completing the program/academic year/courses covered.

Third party payments shall be credited to the student account only after receipt of the duly completed agency authorization form, as outlined above.

In the event the student withdraws prior to completing the program/academic year/courses, the institutional refund policy will be used to determine if a refund or balance is due. If a refund is due, the school will follow the guidelines provided by the U.S. Department of Education for R2T4 calculation.



## Scholarship Programs

AIMS Education offers two scholarship programs to assist students with unmet financial need and to promote academic excellence amongst students.

### **AIMS Education Academic Excellence Scholarship**

The AIMS Education Academic Excellence Scholarship is awarded to current AIMS students who demonstrate academic excellence in the classroom. Applicants will be judged based on their academic performance, attitude in class, and attendance.

Scholarship applications are available on the AIMS Education website. Eligible candidates are required to submit the completed application package, including all required documentation, to the financial aid department.

Academic Excellence Scholarship applications are due by the deadlines set by the Scholarship Committee for each academic year. Award amounts may vary based on the program and/or academic merit. Scholarship award winners will be notified within 30 days of the application deadline.

### **AIMS Education Need-Based Scholarship**

The AIMS Education Need-Based Scholarship has been established to assist students from low-income families. The scholarship program is designed to help bridge the financial gap that often prevents students from pursuing their dreams of higher education. This scholarship is awarded based on financial need and is only offered to incoming AIMS students who are pursuing a career in the healthcare field. Current students are not eligible to apply for this program.

Scholarship applications are available on the AIMS Education website. Eligible candidates are required to submit the completed application package, including all required documentation, to the financial aid department. Need-Based Scholarship applications are due at the time of enrollment. Award amounts may vary based on the program and/or financial need. Scholarship award winners will be notified within 30 days of the application deadline.



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## ACADEMICS



## Grading System

The grading system below applies to all courses offered at AIMS Education. The passing grade for all academic courses is a C or better. The passing grade for all clinical internship courses is a B- or better.

Grade	Grade Value	Percentages	Description
A+	4.0	97-100%	Excellent
A	4.0	93-96%	Excellent
A-	3.7	90-92%	Very Good
B+	3.3	87-89%	Very Good
B	3.0	83-86%	Good
B-	2.7	80-82%	Good
C+	2.3	77-79	Satisfactory
C	2.0	75-76%	Satisfactory
F	0.0	Below 75%	Failing
I	N/A	N/A	Incomplete
W	N/A	N/A	Withdrawal
TR	N/A	N/A	Transfer Credit

### Cumulative GPA (CGPA) Calculation

The formula below demonstrates how a CGPA is calculated.

Grade Points = Grade Value x Credits

CGPA = Total Grade Points / Total Credits

### Sample CGPA calculation:

Course	Credits	Grade	Grade Value	Grade Points	Total Grade Points	Total Credits	CGPA
ALH 101	3	90	3.7	11.1	11.1	3	3.70
BIO 106	4	76	2.0	8	19.1	7	2.73
SONO 101	3	84	3.0	9	28.1	10	2.81
EKG 120	3	90	3.7	11.1	39.2	13	3.02

### Incomplete Grade (I)

A grade of I will be issued when a student does not complete all coursework by the last day of a class or semester, and they are approved for a course extension. Please see the [Incomplete Courses Policy](#) for additional information.

### Withdrawal Grade (W)

A grade of W will be issued when a student officially withdraws from a course before the last date of withdrawal in a semester or course. The last date of withdrawal will be the last school day of the 12<sup>th</sup> week for semester-based programs or the 80% date for courses in non-term programs. Students who receive a grade of W must still abide by the standard tuition refund policies. Unofficial withdrawals, and students who withdraw after the last date of withdrawal, will receive a grade of F.



## Credit Hour Determination

### Semester-Based Programs

Academic credits at AIMS Education are based on semester credit hours. Credits will be awarded for each course based on the definition of a semester credit hour.

The definition of a semester credit hour is 150 minutes of academic work each week for 15 weeks in one semester, which is typically accomplished by 50 minutes of face-to-face class activity each week complemented by at least 100 minutes each week of laboratory or outside assignments (or the equivalent thereof for semesters of different length) but may also be accomplished through an equivalent amount of academic work which may include additional class time, laboratory work, internships, and other forms of academic work.

### Non-Term Programs

For non-term programs, the total academic workload will align with the definition of a semester credit hour, ensuring a comparable standard of education.

### Clinical Hours

Academic credit is calculated differently for clinical hours. Students completing clinical internship courses in semester-based programs will be awarded credits based on the following table:

Clinical Hours	Credits Awarded
45 - 100 hours	1 credit
101 - 200 hours	2 credits
201 - 300 hours	3 credits
301 - 400 hours	4 credits
401 - 500 hours	5 credits
501 - 600 hours	6 credits
601 - 700 hours	7 credits
701 - 800 hours	8 credits

Students completing clinical internship courses in non-term programs will be awarded 1 credit for every 45 hours of clinical experience. Partial credits will be rounded down to the closest whole number.



## General Education Courses

All associate degree programs require a minimum of 20 general education (GE) credits. AIMS Education has formed a contracting agreement with Geneva College in partnership with Portage Learning (Geneva-Portage) to provide a portion of the general education requirements.

Course ID	Course Title	Host	Geneva-Portage Equivalent
MAT 104	Math Concepts	Portage	MATH 101 College Algebra
PHY 101	Introduction to Physics	Portage	PHYS 165 Physics
PSY 102	General Psychology	AIMS	N/A
ENG 101	English Composition I	AIMS	N/A
PHI 103	Ethics of Healthcare	AIMS	N/A
CIS 150	Introduction to Computer Science	AIMS	N/A
BIO 113	Introduction to Microbiology	AIMS	N/A
BIO 106	Anatomy and Physiology I	AIMS	N/A
BIO 109	Anatomy and Physiology II	AIMS	N/A

Please refer to the curriculum plans to determine which general education courses are required for each associate degree program.

### Contracting Agreement with Geneva-Portage

AIMS Education has formed a contracting agreement with Geneva College in partnership with Portage Learning. Students enrolled in an associate degree program will complete some general education coursework online through the PortageLearning.com platform. The remaining general education credits will be completed through AIMS.

The Geneva-Portage courses must be completed within the first semester of the associate degree programs. All coursework taken independently through Portage Learning, or any other institution, must follow the standard transfer credit policy.

All courses completed under the terms of the contracting agreement between AIMS Education and Geneva-Portage will earn credit at AIMS. Geneva College is accredited by the Middle States Commission on Higher Education. Portage Learning is accredited by the Middle States Commission on Secondary Schools.

### Incomplete Courses

In rare cases, students may request a grade of Incomplete (I) if they are unable to complete all the required assignments and/or exams by the end of the semester. Please see the policy for [Incomplete Courses](#) for more information.





## Course Progression Policy for Geneva-Portage Courses

The Geneva-Portage courses will be delivered asynchronously and will align with the academic calendar at AIMS Education, ensuring course completion by the end of the first semester. Asynchronous courses are not self-paced. Students receive a schedule for completing assignments and exams, and all course requirements must be finished by the end of the semester.

To maintain normal progression, students are required to actively participate in courses on a regular basis and complete all coursework according to the schedule provided. Active participation is defined as completing an academically related activity. By maintaining active participation throughout the semester, students will remain on track to complete all required courses by the end of the first semester.

### Course Progression Requirements

Academic officials will monitor course progression throughout the semester. Students who are not maintaining normal progression will be issued a written warning at the end of week four. A final evaluation will be conducted at the semester midpoint. Students who are not maintaining normal progression at the midpoint will be required to complete an academic plan. An academic affairs officer will work with the program director to create an academic plan for the student. Failure to complete the academic plan may result in the student's dismissal from the Geneva-Portage course.



## **Attendance and Make-up Policy**

Attendance and make-up policies are at the discretion of each program director. Students will receive a course syllabus on the first day of class which will detail all attendance policies and requirements. Students are expected to attend classes and labs regularly.

Clinical internship attendance policies may differ for each program. Please refer to your clinical handbook for any program-specific attendance requirements.

### **Make-up Exams and Assignments**

Failure to appear for a quiz or exam on the scheduled date may result in a grade of zero. Please refer to your syllabus or program handbook for program-specific policies. Make-up exams and assignments may be permitted in some programs.

### **No Show Policy**

Non-attendance during the first five days of class will result in the student being dropped from the course as a No Show.

Students enrolled in an online course, including all courses provided by Geneva-Portage, must complete an academically related activity to meet attendance requirements. Logging into an online class without active participation does not constitute attendance.



## **Add/Drop Policy**

Students are permitted to add programs or drop courses during the official add/drop period. The add/drop period begins on the first day of class and ends on the add/drop date. The add/drop date for semester-based programs is provided in the academic calendar. The add/drop date for non-term programs is the 4<sup>th</sup> day of scheduled class for the student.

### **Adding a Program**

Students are permitted to enroll in a program at any time during the add/drop period. Students who enroll in a program after the first day of class are not entitled to make-up classes or fee reductions, and they must abide by any program-specific policies regarding grading, attendance, or make-up assignments.

### **Dropping a Course**

Students are permitted to drop a course at any time during the add/drop period. Students who drop a course after the first day of class are subject to the standard tuition refund policies. Dropped courses do not receive a grade and will not appear on the student's academic transcript.



## Leave of Absence Policy

A leave of absence (LOA) is a temporary interruption in a student's course of study. It allows the student to take a break from class, with the intention of returning in the near future. The maximum duration for a leave of absence is 12 months. A leave of absence may be requested for any reason, but all leaves must be approved by the Office of the Registrar.

Students seeking a leave of absence must submit a Leave of Absence Request Form to the Office of the Registrar prior to ceasing attendance. The LOA Request Form must state the reason for the leave of absence. If a request is submitted during a semester, or course, the student should continue attending class until they are officially notified that the leave is approved.

A leave of absence may be denied for several reasons, including the following:

- Academic issues
- Code of conduct violations
- Multiple leaves during the same enrollment period
- Failure to submit a proper request
- Lack of details or explanation for the leave
- Lack of supporting evidence/documentation

## Tuition Refund and Grading Policy

Students who take a leave of absence during an active semester, or course, must abide by the standard tuition refund and grading policies for the college. Tuition refunds will be calculated based on the student's last date of attendance before the leave of absence. Students who take an LOA during an active semester, or course, will be required to repeat all courses.

If the student's last date of attendance is prior to the last date of withdrawal (80% date), a grade of W will be issued for any active courses. If the last date of attendance occurs after the last date of withdrawal, a grade of F will be issued.

## Tuition and Grade Appeal

Students who take a leave of absence due to extenuating circumstances are permitted to submit a refund appeal form and/or grade appeal form to the Academic Affairs Committee. Based on the reason for the student's requested leave (medical, military, etc.), the committee can approve a 100% tuition refund and issue a grade of W.

## Return from a Leave of Absence

A return date is provided when the student submits the initial leave of absence request. If an extension is required, a written request must be submitted prior to the student's scheduled return date. If the student's required course(s) are not available within 12 months of the last date of attendance, the student will be required to withdraw from the program and re-enroll in a future cohort.

## Withdrawal



A student who fails to return from a leave of absence, on or before the date approved by the Office of the Registrar, will be considered a withdrawal from the program. Any tuition refunds for non-semester programs will be based on the student's last date of attendance.

## **Unplanned Leave of Absence**

Students who are unable to provide advance notice due to extenuating circumstances, will be permitted to submit the Leave of Absence Request Form after their last date of attendance. The request form should be submitted as soon as possible. The process will remain the same once the Office of the Registrar receives the official request.

## **Leave of Absence During a Clinical Internship**

The leave of absence policies for a clinical internship differ from standard courses. Students who take a leave of absence during an internship course, will earn credit for any clinical hours completed, as long as they return to complete the internship course within 1 year. In addition, any tuition fees paid toward the internship course will be applied directly to the new course if taken within 1 year. Any remaining balance will be the student's responsibility.

## **Financial Aid Consequences**

Taking a leave of absence may affect a student's Satisfactory Academic Progress and financial aid eligibility. Additionally, the length of the leave may have other financial implications. If a leave of absence (or combined leaves) exceeds 180 days within any 12-month period, or a student fails to return from a leave of absence, it will be reported as a withdrawal to the National Student Loan Data System. The date the leave of absence began will be reported as the withdrawal date.

Prior to submitting a leave of absence request, it is strongly recommended that students contact the financial aid department to discuss the potential consequences of a leave.



## Incomplete Courses

In rare cases, students may request a grade of Incomplete (I) if they are unable to complete all the required assignments and/or exams in a course. A grade of Incomplete serves as a course extension which allows the student to complete any outstanding work by a given deadline. Incomplete grades may only be granted to students who have completed the majority of required coursework, have an overall passing grade in the course, and were unable to complete the course due to extenuating circumstances beyond their control.

### Approval and Contract

Requests for Incomplete grades must be submitted in writing to the instructor. If the instructor approves the request, a contract will be created with the terms of the course extension. The exact terms, including the deadline, will be determined on a case-by-case basis by the instructor. The maximum length of time that may be granted for a course extension is one year. General education courses taken through Portage Learning may only be extended one additional week.

Incomplete grades are at the discretion of each instructor. They are under no obligation to assign a grade of Incomplete for a course. All Incomplete grades must be reviewed and approved by the director of academic affairs or a senior-level academic administrator.

### Implications for Transcript and CGPA

If approved, the Incomplete grade will appear on the student's transcript, but it will not impact the student's CGPA. Once the outstanding coursework is completed, the grade of Incomplete will be replaced by the final course grade. If the student does not abide by the terms of the contract, or complete the coursework by the given deadline, the Incomplete grade will automatically be replaced with an F. An Incomplete grade must be converted to a regular grade (A-F). It cannot be converted to a W.

### Potential Consequences

Prerequisite courses are not considered complete if a student has a grade of Incomplete. Students are not permitted to take courses requiring prerequisites if they have not earned a passing grade in all prerequisite courses. Students are also not permitted to graduate with an Incomplete on their transcript. All incomplete courses must be resolved before a student's graduation can be certified.

Incomplete grades do not impact a student's CGPA, but they may impact a student's Satisfactory Academic Progress and/or financial aid eligibility. Please contact the financial aid department to discuss the potential consequences of an Incomplete course.



## Criteria for Continuation in Program of Study

Students are required to maintain the following standards of performance throughout their enrollment at AIMS Education. Failure to meet any of the standards listed below may jeopardize their ability to continue normal progression in their program of study.

- a. Maintain a professional appearance and positive attitude.
- b. Abide by all institutional policies and procedures.
- c. Maintain open lines of communication with the faculty and school administration.
- d. Remain in good financial standing throughout the duration of enrollment.
- e. Demonstrate a strong understanding of all theory.
- f. Demonstrate competence in all practical skills.
- g. Pass all academic and clinical internship courses.



## Graduation Requirements

In order to successfully complete a program and graduate from AIMS Education, students must meet the following requirements:

- Pass all academic coursework with a grade of C or better.
- Pass all clinical internship courses with a grade of B- or better (if applicable).
- Complete all coursework with a CGPA of 2.0 or higher.
- Complete all required clinical competencies (if applicable).
- Pass a clinical exit exam (if applicable).
- Complete all program specific requirements.
- Obtain clearance from the bursar office and/or financial aid department.

### Clinical Exit Exam

The Diagnostic Medical Sonography, Neurodiagnostic Technology, Surgical Technology, and Medical Assistant programs require students to take a comprehensive clinical exit exam. The purpose of the exam is to measure the student's overall skills in their chosen profession. This exam is mandatory and will be given prior to students entering the final clinical internship course of the program. A passing grade on the exit exam is a mandatory requirement for a student to start the final clinical internship course.





## Academic Standing Policy

### Purpose/Objective

The goal of the Academic Standing Policy is to provide overall guidance and clarity to students who face academic issues, and to provide early detection for struggling students. The policy applies to all students at any time in their course of study at AIMS Education.

If a student receives three warnings and/or probation during their course of study, for any reason, their academic record may be reviewed by the academic department and can lead to dismissal.

### Certificate of Achievement Programs

*The following only applies to certificate of achievement programs. The student's academic standing is determined on a course-by-course basis.*

### Good Standing

Students who pass all quizzes and exams, and maintain a CGPA of 2.0 or higher, are considered to be in Good Standing.

### Academic Warning

Students who fail the first exam of a course are placed on Academic Warning. At the discretion of the instructor, the student may be required to meet with the academic department (program director/academic affairs officer). If the student passes the course, they will return to Good Standing.

### Academic Probation

If a student fails a course, they are placed on academic probation. On academic probation, students are given the following options:

- Receive counseling about options to transfer to a new program.
- Repeat the course when it is next available.
- Receive an academic plan while continuing progression in the program. At the discretion of the program director and academic department, academic plans may be given for emergency, family, or medical situations, as well as other extenuating circumstances.

If a student transfers to another program, successfully repeats the course, or completes an academic plan, they will return to Good Standing.

### Associate Degree and Certificate Programs

*The following only applies to degree and certificate programs. The student's academic standing is determined by individual courses and at the end of each semester.*

### Good Standing

Students who pass all of their courses, and maintain a CGPA of 2.0 or higher, are considered to be in Good Standing.

### Academic Warning



Students who fail the first exam of a course are placed on Academic Warning. At the discretion of the instructor, the student may be required to meet with the academic department (program director/academic affairs officer). If the student passes the course, they will return to Good Standing.

### **Academic Probation**

If a student fails a course, they are placed on academic probation. On academic probation, students are given the following options:

- Receive counseling about options to transfer to a new program.
- Repeat the course when it is next available.

If a student transfers to another program or repeats the course and passes, they will return to Good Standing.

### **Progress Reports for Semester-Based Programs**

As a proactive measure, students enrolled in all tracks of study (associate and certificate level) receive progress reports. Midterm progress reports are distributed midway through the term and provide students with feedback regarding academic performance. At-risk students are required to meet with the instructor and/or an academic coach to discuss interventions. Interim progress reports are distributed to at-risk students no later than the fourth (4th) week of the term. At-risk students are required to meet with faculty and/or their designated academic coach to discuss academic interventions. Note: At-risk is a student with a C- or less.

### **Cohort Programs**

All programs offered at AIMS Education are cohort programs. Cohort programs are designed to be completed by the student in a lockstep fashion from beginning to end, according to a preset schedule. Satisfactory progression with the cohort is necessary to maintain one's position in the clinical portion of the program. Furthermore, when a student is unable to progress with their cohort, they may be required to forfeit their clinical position.

### **Competency Assurance Following Extended Absence**

When a student returns to the college after being on a leave of absence or following a disruption in academic progression, the student must contact the academic department. An academic officer will work with the student and program director to ensure the student has the knowledge, competency, and skills needed to resume course work within the student's program. The plan may include assessments, skills checks, reviews, and/or course work to ensure that their knowledge and skills in the technical courses are current and proficient.



## Performance Standing Policy

### Purpose / Objective

The goal of the Performance Standing Policy is to provide overall guidance and clarity to students who face academic and/or non-academic issues while attending AIMS Education. The policy applies to all students at any time in their course of study at AIMS, and it covers the following areas:

- Grades
- Code of Conduct
- Dress Code and Personal Hygiene

If a student receives three warnings and/or probation during his/her course of study, for any reason (grades, code of conduct, dress code, or personal hygiene), the student's academic record will be reviewed by the program director and an academic officer and may lead to dismissal.

### Grades

A minimum grade of C is required to pass each academic course. A minimum grade of B- is required for all clinical internship courses.

Please see the Grading System and Academic Standing Policy for more information regarding grades.

### Code of Conduct

Students are required to abide by the Code of Conduct policy provided in this catalog. Failure to do so can negatively impact a student's academic progress. Periodic classroom visits are made by the administration to ensure that the proper code of conduct is being maintained. Students who violate the Code of Conduct policy will be subject to disciplinary procedures. Please see the Code of Conduct Disciplinary Procedures for more information.

### Dress Code and Personal Hygiene

Students are required to abide by the Dress Code and Personal Hygiene policy provided in this catalog. Failure to do so can negatively impact a student's academic progress. Violations of this policy will result in verbal and/or written warnings and possible probation or dismissal.



## **Academic Probation and Repeated Coursework**

Students are required to abide by the Academic Standing Policy in order to meet graduation requirements. A student who fails a course is placed on academic probation. Academic Probation ends when the student successfully passes the course. Failure to complete the course with a passing grade may result in dismissal from the program. All courses must be successfully completed before the student is permitted to start his/her final clinical internship course.

### **Course Repeats**

All attempted courses will appear on the student's transcript, but only the highest grade for a repeated course is counted in the program CGPA.



## Registry/Certification Exams

AIMS Education recommends that all students and graduates attempt certification for their profession when eligible. Certification exams (also known as registry exams) are examinations offered by independent credentialing organizations that result in professional certification.

Cardiovascular Technology, Diagnostic Medical Sonography, and Surgical Technology are the only programs with mandatory certification exam requirements.

### **Cardiovascular Technology**

A passing score on the Sonography Principles and Instrumentation (SPI) exam from ARDMS or a passing score on the Registered Cardiac Sonographer (RCS) exam from CCI is a prerequisite for taking CVT 233. Cardiovascular Technology students are not permitted to start the final semester until they have passed the SPI or RCS exam.

### **Diagnostic Medical Sonography**

A passing score on the Sonography Principles and Instrumentation (SPI) exam is a prerequisite for taking DMS 242. Diagnostic Medical Sonography students are not permitted to start the final semester until they have passed the SPI exam.

### **Surgical Technology**

The Surgical Technology program administers to each student an examination by a nationally recognized and accredited credentialing agency after completion of curricula content and prior to graduation. Attempting the exam is a graduation requirement. Depending on the certification requirements of a student's home state, the student must attempt the Certified Surgical Technologist (CST) exam from NBSTSA, or the Tech in Surgery – Certified (TS-C) exam from NCCT.

All other certification exam recommendations are listed below.

### **Associate Degree Programs:**

#### **Registry Exams for Cardiovascular Technology**

##### **Sonography Principles & Instrumentation (SPI) Exam:**

A passing score on the SPI exam, which is required for ARDMS certification, is a prerequisite for CVT 233. Alternatively, a passing score on the RCS exam will satisfy the prerequisite.

AIMS Education will reimburse the exam fee for the SPI exam for each student's first attempt. The cost for all subsequent attempts will be the student's responsibility. To help prepare students for the SPI exam, AIMS will provide review courses, review videos, sample tests, and registration assistance.

##### **Registered Cardiac Sonographer (RCS) Exam:**

A passing score on the RCS exam from CCI is a prerequisite for CVT 233. Alternatively, a passing score on the SPI exam will satisfy the prerequisite.



AIMS Education will reimburse the exam fee for the RCS exam for each student's first attempt. The cost for all subsequent attempts will be the student's responsibility. To help prepare students for the RCS exam, AIMS will provide review courses, review videos, sample tests, and registration assistance.

### **ARDMS Certification Exam:**

It is recommended that all CVT students attempt the Adult Echocardiography specialty exam from ARDMS no more than 45 days after completing their internship.

To help prepare students for the certification exam, AIMS will provide review courses, review videos, sample tests, and registration assistance. AIMS Education will reimburse the fee for the student's first attempt of the certification exam provided the student hasn't received reimbursement for the RCS exam and they attend all mandatory review classes and take the exam within 45 days of program completion. Eligible students will be reimbursed after completing all program requirements. The cost for all subsequent attempts will be the student's responsibility. CVT students are eligible to take the ARDMS specialty exams 60 days prior to the completion of their internship.

## **Registry Exams for Diagnostic Medical Sonography**

### **Sonography Principles & Instrumentation (SPI) Exam:**

The SPI exam, which is required for ARDMS certification, is a prerequisite for taking DMS 242. DMS students are not permitted to start the final semester until they have passed the SPI exam. Students should attempt the SPI exam no more than 30 days after completing Ultrasound Physics and Instrumentation II.

AIMS Education will reimburse the exam fee for the SPI exam for each student's first attempt. The cost for all subsequent attempts will be the student's responsibility. To help prepare students for the SPI exam, AIMS will provide review courses, review videos, sample tests, and registration assistance.

### **ARDMS Specialty Exams:**

It is recommended that all DMS students attempt at least one ARDMS specialty exam no more than 45 days after completing their internship.

To help prepare students for the Abdomen and Ob/Gyn specialty exams, AIMS will provide review courses, review videos, sample tests, and registration assistance. AIMS Education will reimburse the fee for the student's first attempt of one ARDMS specialty exam provided the student attends all mandatory review classes and takes the exam within 45 days of program completion. Eligible students will be reimbursed after completing all program requirements. The cost for all subsequent attempts will be the student's responsibility. DMS students are eligible to take the ARDMS specialty exams 60 days prior to the completion of their internship.

## **Registry Exam for MRI Technology**

### **ARMRIT and ARRT Certification Exams**



It is recommended that all MRI students attempt the Magnetic Resonance Imaging Technologist (MRI) Certification Exam offered by ARMRT, or the Magnetic Resonance Imaging Certification Exam offered by ARRT.

To help prepare students for the MRI certification exams, AIMS will provide review classes, sample tests, and registration assistance. AIMS Education will reimburse the fee for the student's first attempt of the ARMRT and ARRT exams provided the student attends all mandatory review classes and takes the exam prior to completing the program. Eligible students will be reimbursed after completing all program requirements. The cost for all subsequent attempts will be the student's responsibility. MRI students are eligible to take the ARMRT certification exam 60 days prior to the completion of their internship.

## **Registry Exam for Neurodiagnostic Technology**

### **ABRET Certification Exam – Registered EEG Technologist (R. EEG T.):**

It is recommended that all NDT students attempt the EEG certification examination, offered by ABRET, no more than 45 days after completing their internship.

To help prepare students for the ABRET certification exam, AIMS will provide review courses, sample tests, and registration assistance. AIMS Education will reimburse the exam fee for the student's first attempt of the EEG certification exam (ABRET) provided the student takes the exam within 45 days of program completion. Eligible students will be reimbursed after completing all program requirements. The cost for all subsequent attempts will be the student's responsibility.

## **Registry Exam for Surgical Technology**

### **NBSTSA and NCCT Certification Exams**

It is required that all Surgical Technology students attempt the Certified Surgical Technologist (CST) exam from NBSTSA, or the Tech in Surgery – Certified (TS-C) exam from NCCT. The exam will be administered by AIMS Education after completion of curricula content and prior to graduation. The exam provided will depend on the certification requirements of each student's home state.

To help prepare students for the Surgical Technology certification exams, AIMS will provide review classes, sample tests, and registration assistance. Students will incur no cost for the certification exam administered by AIMS. The cost for all subsequent attempts will be the student's responsibility.

## **Certificate Programs:**

## **Registry Exam for Cardiovascular Invasive Specialist**

### **CCI Certification Exam:**

CVIS students are encouraged to attempt the Registered Cardiovascular Invasive Specialist (RCIS) exam offered by Cardiovascular Credentialing International (CCI).





To help prepare students for the certification exam, AIMS will provide review courses and registration assistance. AIMS Education will reimburse the fee for the student's first attempt of the certification exam provided the student attends all mandatory review classes and takes the exam within 45 days of program completion. Eligible students will be reimbursed after completing all program requirements. The cost for all subsequent attempts will be the student's responsibility.

## **Registry Exams for Diagnostic Cardiac Sonography**

### **Sonography Principles & Instrumentation (SPI) Exam:**

The SPI exam, which is required for ARDMS certification, is recommended for all DCS students. DCS students should attempt the SPI exam no more than 30 days after completing Ultrasound Physics and Applications II.

AIMS Education will reimburse the exam fee for the SPI exam for each student's first attempt. The cost for all subsequent attempts will be the student's responsibility. To help prepare students for the SPI exam, AIMS will provide review courses, review videos, sample tests, and registration assistance.

### **ARDMS and CCI Certification Exams:**

It is recommended that all DCS students attempt the Registered Cardiac Sonographer exam from CCI no more than 45 days after completing their internship. Students who have an associate degree or higher, have the option of taking the Adult Echocardiography specialty exam from ARDMS in place of the CCI exam.

To help prepare students for the certification exams, AIMS will provide review courses, review videos, sample tests, and registration assistance. AIMS Education will reimburse the fee for the student's first attempt of the certification exam provided the student attends all mandatory review classes and takes the exam within 45 days of program completion. Eligible students will be reimbursed after completing all program requirements. The cost for all subsequent attempts will be the student's responsibility. Eligible DCS students can take the ARDMS specialty exam 60 days prior to the completion of their internship.

## **Certificate of Achievement Programs:**

### **Registry Exams for Cardiac Monitor Technician**

#### **CCI Certification Exams:**

CMT students are encouraged to attempt the CCT or CRAT certification exam offered by CCI. AIMS Education will reimburse the fee for the student's first attempt provided the student takes the exam within 45 days of program completion. Eligible students will be reimbursed after completing all program requirements. The cost for all subsequent attempts will be the student's responsibility.

*Students enrolled in the EKG/PHL program with CMT as an add-on are only eligible for reimbursement of one exam.*





## Registry Exams for EKG/Phlebotomy

### **NHA and NCCT Certification Exams:**

EKG/PHL students are encouraged to attempt the CPT or CET certification exam offered by NHA, or the NCET exam offered by NCCT. AIMS Education will reimburse the fee for the student's first attempt of the NHA or NCCT exam provided the student takes the exam within 45 days of program completion. Eligible students will be reimbursed after completing all program requirements. The cost for all subsequent attempts will be the student's responsibility.

*Students enrolled in the EKG/PHL program with CMT as an add-on are only eligible for reimbursement of one exam.*

## Registry Exams for Medical Assistant

### **AAMA, AMT, and NHA Certification Exams:**

It is recommended that all MA students attempt the CMA (AAMA) exam, the RMA (AMT) exam, or the CCMA (NHA) exam no more than 45 days after completing their internship.

To help prepare students for the MA certification exams, AIMS will provide review classes and registration assistance. AIMS Education will reimburse the fee for the student's first attempt of the AAMA, AMT, or NHA exam provided the student takes the exam within 45 days of program completion. Eligible students will be reimbursed after completing all program requirements. The cost for all subsequent attempts will be the student's responsibility.

## Registry Exam for Medical Billing & Coding

### **NHA and NCCT Certification Exams:**

MBC students are encouraged to attempt the CBCS exam offered by NHA or the NCICS exam offered by NCCT. AIMS Education will reimburse the fee for the student's first attempt provided the student takes the exam within 45 days of program completion. Eligible students will be reimbursed after completing all program requirements. The cost for all subsequent attempts will be the student's responsibility. To help prepare students for the MBC certification exams, AIMS will provide review courses and registration assistance.

## Registry Exam for Patient Care Technician

### **NHA Certification Exam – Certified Patient Care Technician/Assistant (CPCT/A):**

It is recommended that all PCT students attempt the CPCT/A exam, offered by NHA, no more than 45 days after completing their program.

AIMS Education will reimburse the fee for the student's first attempt of the NHA exam provided the student takes the exam within 45 days of program completion. Eligible students will be reimbursed after completing all program requirements. The cost for all subsequent attempts will be the student's responsibility.

## Registry Exam for Pharmacy Technician

### **PTCB Certification Exam – Pharmacy Technician Certification Exam (PTCE):**



It is recommended that all PhT students attempt the Pharmacy Technician Certification Exam, offered by PTCB, no more than 45 days after completing their internship.

To help prepare students for the PTCB certification exam, AIMS will provide review classes and registration assistance. AIMS Education will reimburse the fee for the student's first attempt of the PTCB exam provided the student takes the exam within 45 days of program completion. Eligible students will be reimbursed after completing all program requirements. The cost for all subsequent attempts will be the student's responsibility.

## **Registry Exams for Phlebotomy Technician**

### **NHA and NCCT Certification Exams:**

PHL students are encouraged to attempt the CPT exam offered by NHA. AIMS Education will reimburse the fee for the student's first attempt provided the student takes the exam within 45 days of program completion. Eligible students will be reimbursed after completing all program requirements. The cost for all subsequent attempts will be the student's responsibility.

## **Registry Exam for Sterile Processing Technician**

### **HSPA Certification Exam – Certified Registered Central Service Technician (CRCST):**

It is recommended that all SPT students attempt the Certified Registered Central Service Technician (CRCST) exam, offered by HSPA, no more than 45 days after completing their internship.

To help prepare students for the CRCST exam, AIMS will provide review courses and registration assistance. AIMS Education will reimburse the fee for the student's first attempt of the HSPA exam provided the student takes the exam within 45 days of program completion. Eligible students will be reimbursed after completing all program requirements. The cost for all subsequent attempts will be the student's responsibility.



## Dismissal and Withdrawal

### Dismissal

AIMS Education reserves the right to dismiss a student at any time if they fail to meet the standards set by the institution.

1. Failure to abide by all institutional policies and regulations.
2. Violation of the Code of Conduct policy.
3. Failure to maintain satisfactory academic progress.
4. Unable to meet the financial requirements of their program.
5. No longer capable of meeting the technical and health standards for their program.

A school administrator will notify the student in writing if they are being dismissed. The official letter will contain the date and reason for the dismissal. The student may appeal the decision by following the appeals process.

For those students receiving financial aid or assistance, it is the responsibility of the student to notify the appropriate institution overseeing their student loan. Prepaid tuition will be refunded according to the institutional refund policy.

### Withdrawal

#### Official Withdrawal

An official withdrawal occurs when a student provides formal notification stating his/her intent to withdraw. Students who wish to withdraw can contact the academic department located on the 3rd floor of the main campus. Acceptable forms of notification include in-person notification by the student or notification via phone, fax, or email. Students who officially withdraw must still abide by the standard tuition refund policy.

The course grade a student receives will depend on the date of their withdrawal. Please refer to the AIMS [Grading System](#) for further information.

#### Withdrawal Procedure

Students who wish to withdraw voluntarily from a program will be asked to complete a modification of enrollment contract in the academic department. The academic department will review the student's attendance records, determine the coursework completed, establish the last date of attendance, determine the withdrawal date, and prepare a withdrawal letter.

The official withdrawal letter will be sent to the student via email and/or postal mail, and a copy will be forwarded to student records and the financial aid department.

The financial aid department will assist students in the completion of required exit counseling. Exit counseling is required for all students who have received Title IV Direct Loans. If the student is unable to complete the exit counseling on campus, the financial aid department will mail the exit counseling materials along with the withdrawal letter.



## **Unofficial Withdrawal**

An unofficial withdrawal is one where the school has not received formal notification from a student of his/her intent to withdraw. An unofficial withdrawal occurs when a student has 14 consecutive absences or no academic activity for 28 calendar days, whichever comes first. If a student does not return to class upon completion of an approved leave of absence, it will also be treated as an unofficial withdrawal. Once it has been determined that a student has unofficially withdrawn from the school, a withdrawal letter will be processed and sent to the student.

Students who unofficially withdraw from the school will receive a grade of F, and they will be subject to the standard tuition refund policy based on their last date of attendance.

## **Date of Determination**

For financial aid purposes, the date of notification will be considered the date of determination for official withdrawals. For unofficial withdrawals, the date of determination will be the 14th consecutive absence or the 28<sup>th</sup> calendar day. In the case of an unofficial withdrawal due to a student's failure to return from a leave of absence, the date of determination will be the date the student was expected to return.

## **Date of Withdrawal**

The date of withdrawal is the last date of the student's academic attendance (LDA) as determined by the school from any available attendance records.

## **Dismissal and Withdrawal Classifications**

1. Personal (P) – Withdrawal from a program due to personal reasons.
2. Financial (F) – Withdrawal or dismissal from a program due to financial reasons.
3. Behavioral (B) – Dismissal from a program due to violations of institutional policies.
4. Academic Withdrawal (W) – Withdrawal from a program due to academic reasons (request by student)
5. Academic Dismissal (D) – Dismissal from a program due to academic reasons (qualitative and/or quantitative standards)
6. Other (O) – Withdrawal or dismissal not covered by other grounds.



## Academic Freedom Policy

AIMS Education is committed to the principles of academic freedom. All faculty members are entitled to academic freedom as set forth in the 1940 Statement of Principles on Academic Freedom and Tenure, formulated by the Association of American Colleges and Universities and the American Association of University Professors.

Academic freedom allows faculty and students to freely pursue knowledge, openly share thoughts and ideas, and engage in intellectual debate without fear of censorship, harassment, or reprisal. Faculty members are free to implement and stay true to their teaching philosophies. They must, however, attempt to avoid the discussion of controversial subjects that are unrelated to the course of study.

## Academic Integrity Policy

AIMS faculty members are expected to conduct themselves in an ethical and professional manner at all times. Any action or inaction that violates academic integrity or gives the appearance of impropriety will not be tolerated, and employees will be subject to disciplinary action up to, and including, termination. Examples of such action or inaction include, but are not limited to, the following:

- False documentation of any kind
- Offering, giving or accepting bribes
- Misrepresentation of credentials, education background or experience
- Misrepresentation of facts regarding an academic or regulatory issue
- Arbitrary or capricious assignment of grades or student evaluation
- Improper or unauthorized use of any materials or resources
- Assisting someone else in the commission of a dishonest act

In addition to the examples provided above, AIMS Education has a no tolerance policy for plagiarism. Plagiarism in any form, including the use of another's words, ideas, or research, without documenting credit; inappropriate use of materials from the internet; and failure to appropriately reference or quote sources and/or intentionally misquoting.



## AI Usage Policy

Artificial Intelligence (AI) presents both remarkable opportunities and significant challenges in teaching and learning. To maintain academic integrity and ensure a fair evaluation of student work, this policy outlines the institutional expectations and guidelines for AI usage. Individual faculty members are permitted to provide more detailed policies in their syllabi, which may include specific permissions or prohibitions regarding the use of AI tools.

### AI and Academic Integrity

1. **Unauthorized Use and Plagiarism:** The use of AI tools, such as ChatGPT, to produce or assist in content creation without proper attribution or authorization, when not explicitly allowed, is considered plagiarism.
2. **Verification of AI Outputs:** Students are responsible for verifying the accuracy and appropriateness of any AI-generated content they consult or reference. Generative AI tools have a tendency to hallucinate, and reliance on their outputs without verification is not acceptable.

### Guidelines for AI Usage

1. **Appropriate Use:** AI tools may be used to support learning in specific ways, such as idea generation, brainstorming, proofreading, and tutoring, unless otherwise specified in the course syllabus. They should not replace original student work.
2. **Original Work Requirements:** All assignments must reflect the student's original thought and effort. Assignments that rely solely on AI-generated content will not be accepted and will be considered academic dishonesty.
3. **Proper Attribution:** Any use of AI tools must be documented and properly cited. AI-generated content should be treated like any other source, with citations included in appendices, bibliographies, or other notations within the assignment.
4. **Prohibited Use in Proctored Exams:** AI tools are prohibited during all proctored exams. Any violation of this rule will be subject to disciplinary actions under the Code of Conduct policy.

By adhering to these guidelines, students will contribute to a fair and honest academic environment. Faculty members are encouraged to discuss these policies with their students and make any expectations about the use of generative AI technologies clear from the outset.



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## ACADEMIC SERVICES



## Academic Assistance and Advising

The academic department provides academic support to students with the desire to support the graduation rates of its participants. The objective is to help students adjust to the greater academic rigor of college and to prevent the stress caused by unsatisfactory performance. The academic department focuses on supporting students in their academic success beyond the classroom setting in the following areas:

- Development of study skills and time management resources
- Early warning program through the Academic Standing Policy
- Support for students on academic probation
- Academic coaching
- Peer mentoring
- Faculty office hours

### AIMS Early Alert Process

The AIMS Early Alert Process serves as a tool for faculty to report early indicators of potential low academic performance (poor attendance, chronic tardiness, failure to submit assignments, poor quiz/exam grades, behavior changes, etc.). Early Alerts will be submitted to Academic Affairs and triaged to the appropriate department for follow-up. Early Alerts are not punitive or judgmental in nature and are designed to assist students in connecting with resources that will increase their chances of successfully completing their coursework. Early Alerts are not a part of a student's academic record and will not appear on a transcript.

### Additional Resources

Students are encouraged to use study rooms, laboratories, and library resources after class hours (when permitted). For certain programs, students are permitted to bring volunteers to practice in the labs; volunteers will have to complete a waiver form. Students seeking extra help or assistance during their program can contact their program director or the academic department. Tutorials and academic assistance can be provided to the requesting students at an additional cost (if necessary). AIMS faculty may also provide students with extra project work and/or study material to help them overcome any academic issues.





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## **Faculty Office Hours**

Full and part-time faculty have scheduled office hours each week to answer questions, review test material, and provide guidance to students. For foundational courses, students can attend the office hours of most program directors. For major courses (200-level or higher), it is recommended that students attend the office hours for their respective program director and/or instructor.

Students who have questions about which office hours to attend should contact the academic department for assistance. Office hours are typically held from 2pm to 3pm and 4pm to 5pm, but the schedule is subject to change. The current office hours and location are posted outside the instructors' rooms. Students must sign in for office hours.



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## INTERNSHIP POLICIES



## Clinical Internship Courses

The majority of programs at AIMS Education include one or more clinical internship courses. Clinical internships provide students with practical experience in a real work environment. Students do not receive payment, either by the school or the clinical site, for work done during scheduled clinical hours, and students are not entitled to paid employment at the completion of the internship.

Students are not required to find their own clinical sites. They will be placed at a clinical site that is affiliated with the school. The school has affiliation agreements with a variety of clinical sites including hospitals, diagnostic imaging centers, outpatient medical facilities, laboratories, medical clinics, and doctors' offices.

Before receiving an assignment to a clinical site, each student must attend a mandatory clinical orientation provided by the internship department. Each program has an assigned clinical coordinator who is responsible for monitoring students and clinical sites. The clinical coordinator will make regular site visits to obtain feedback on individual student performance. The feedback is then provided to the program director and academic department to ensure that students are receiving the support they need.



## Orientation and Preparation

An internship orientation is conducted by the internship department prior to the start of the first clinical internship course. The orientation typically occurs in the semester, or course, prior to the start of the clinical internship. An internship handbook and required documentation is distributed and discussed in detail.

The documentation requirements for most programs include a physical examination form (including up-to-date immunizations), criminal background check, drug test, HIPAA contract, clinical prerequisite form, and updated resume. All completed documentation must be returned to the internship department before the placement process can begin.

Prior to the start of a student's clinical internship course, the student may go through an interview process or an orientation, if required by the clinical site. The student must be cleared both academically and financially, and all clinical internship documentation must be submitted, prior to starting any clinical hours. Students enrolled in certain programs must have a current CPR certification that is valid for the entire length of the clinical internship.

In addition to the standard physical, clinical sites may also require additional medical information and/or specific immunizations prior to the start of the clinical internship. Students are responsible for any costs associated with these requirements.



## Clinical Site Placement

Clinical sites will be assigned based on a student's performance in school, schedule availability, and location. The school will attempt to place students at sites that are located close to the school or the student's home, but that may not always be possible. Students must be prepared to travel up to 60 miles to their clinical site. Students may also be required to complete their clinical internship courses at more than one clinical site. Students who refuse to go to their assigned clinical site(s) will be required to find their own clinical site and/or withdraw from the program.

Students who have arranged their own clinical sites must inform the internship department at least 3 months before the clinical internship course is scheduled to begin. Once the internship department is notified, they will reach out to the proposed site and begin the clinical affiliation process. Students are not eligible to do clinical hours at a clinical site that is not affiliated with AIMS Education. There is no guarantee that the student's chosen site will agree to an affiliation agreement with the college.

For students residing in other states, the clinical internship department will begin identifying clinical sites after the student has submitted an application.



## Internship Schedule

Regardless of a student's classroom schedule (day, evening, or weekend), internship hours are usually only available Monday through Friday during regular business hours. Requests for weekend or evening clinical internship schedules will be denied in most situations. Students are required to complete the internship hours whenever the sites are available. Flexibility of schedule is mandatory for all students. If a student is unwilling to complete the internship hours during the scheduled times, the student may be dismissed from his/her program.

The clinical internship schedule will follow the academic calendar, including observed holidays and scheduled breaks.



## Attendance Requirements

Internship attendance requirements may differ for each program. Please refer to the program-specific policies in your clinical handbook.

Clinical hours must be completed as scheduled and approved by the internship department. In the event that a student needs to be absent from the clinical site, the student must notify the clinical site supervisor and their clinical coordinator in advance.

It is the responsibility of the student to submit all required timesheets and evaluation sheets to the internship department. All sheets must be approved and signed by the clinical site supervisor documenting all clinical hours completed for the respective time period.

Excess clinical hours completed by a student will be defined as “clinical practice” or “volunteer work.” Excess and/or unauthorized clinical hours may incur additional charges for students.

The internship course is not officially complete until all required documentation is submitted and approved by the internship department.



## Performance Standards

A qualified supervisor from the clinical site will monitor and evaluate the student's progress throughout their internship. The supervisor is required to complete professional growth evaluations and competencies for the student, as required by the program. The evaluations and competencies will be assigned a numerical grade by the clinical site supervisor, and the student must submit these to their clinical coordinator.

The overall course grade will be calculated using a weighted average of the professional growth evaluations, competencies, and any other assessments as required by the program. During site visits from a clinical coordinator, the student will also be required to complete an evaluation of the clinical site.

The minimum passing grade for an internship course is 80% (B-). Earning a passing grade in all essential competencies is a mandatory requirement for each clinical internship course.

Letter Grade	Grade Point	Percentage	Comments
A+	4.0	98-100%	Excellent
A	4.0	94-97%	Excellent
A-	3.7	90-93%	Very Good
B+	3.3	87-89%	Above Average
B	3.0	83-86%	Good
B-	2.5	80-82%	Satisfactory
C	2.0	75-79%	Failing
F	0.0	Below 75%	Failing
I	N/A	N/A	Incomplete
W	N/A	N/A	Withdrawal
TR	N/A	N/A	Transfer Credit

### Excellent (A, A+)

Shows mastery of skills. Student demonstrates stability and integrity. No absences or tardiness. Student represents high degree of professionalism.

### Above Average to Very Good (B+, A-)

Good attitude towards learning. Interacts well with staff. Slight hesitation to perform tasks, but performs skills correctly.

### Satisfactory to Good (B-, B)

Minor errors noted. Some prompting or intervention required.

### Failing (C or below)

Significant errors noted. Student was unable to perform without intervention by the instructor and/or site preceptor.

Where applicable, the student is responsible for submitting all time sheets, case studies, procedure logs, and competencies to the clinical site supervisor for approval. Upon approval, the student will then submit all documentation to the internship department. Intentionally





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submitting inaccurate data to the school regarding clinical attendance and/or performance is grounds for dismissal.

An internship exit meeting is conducted with the clinical coordinator at the end of the final clinical internship course. Exit meetings must be completed within 7 business days of the final clinical internship course end date.



## Conduct at Clinical Sites

Clinical sites are professional medical environments that involve both direct and in-direct patient care. Students are expected to act in a professional manner at all times. Punctuality, good personal hygiene, and professional attire are required.

Students must adhere to site protocols and complete all assignments assigned by their clinical site supervisor or clinical coordinator. Students are never to reveal any confidential medical information regarding patients. A HIPAA contract must be signed prior to the start of the clinical internship.

The student's ability to complete his/her internship at a clinical site is at the sole discretion of the clinical site supervisor. Therefore, students should make every effort to ensure that their internship experience is successful. Students are expected to demonstrate the utmost integrity, professionalism, and work ethic throughout the clinical internship.

More details regarding program-specific internship policies and procedures are provided in the clinical handbook for each program. Students will receive the clinical handbook during the internship orientation.



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## STUDENT SERVICES AND PROGRAMS



## Career Services

The career services department is committed to supporting and assisting the career development of our current students and graduates. The goal of the career services team is to assist each student in finding employment in their field of study. To achieve this goal, a variety of services are provided to students including career advisement, job search assistance, virtual and in-person job fairs, and career development workshops.

### Before Graduation

Prior to graduation, a member of the career services team will meet with each class and provide a brief career orientation. This will introduce students to the services provided by AIMS and it will demonstrate what steps students can begin taking to prepare for their job search upon graduation. Career services team members are available to meet individually with students as well.

### After Graduation

It is recommended that all graduates schedule an appointment to meet with a member of the career services team after graduation. This is an important meeting as it establishes what assistance the graduate requires. During this meeting, the career services representative will also help the graduate develop an action plan for his/her job search.

### Services Offered

Having the proper resources to conduct a successful job search can make a big difference. AIMS Education offers a variety of career resources and tools to our students and graduates. Some of these services include:

- Career advisement
  - Job search techniques
  - Resume assistance
  - Interview preparation and follow-up
  - Professional networking strategies
- Career development workshops
- Placement referrals
- Virtual and on-campus career fairs and recruiting events
- Resume submissions
- On-campus job boards
- “Earn While You Learn” program

### Career Development Workshops

Career development workshops are conducted on campus, or online, for all current students and graduates. These workshops will allow students to learn and/or enhance valuable career related skills. Some of the topics include resume writing, interview skills, and professional networking. Students can learn about upcoming workshops by contacting the career services department or checking the events section of the AIMS Education website.

### What Career Services Does Not Offer

The career services department is committed to assisting students in their job search efforts, but securing employment is ultimately the responsibility of the student/graduate. The role of career



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services is not to act as an employment agency. Employment decisions are made by each individual employer. Employers often consider a graduate's attitude, grades, interview performance, work background, educational background, and other intangible factors when determining employment. No representative of AIMS promises employment or a specific starting salary.

\*\*\* AIMS Education does not warrant or guarantee that successful completion of a program offered at AIMS will result in a graduate obtaining employment in any field or profession.



## Transcripts

To request your official transcript, please visit the Transcript Request page on the AIMS website.

<https://aimseducation.edu/transcript-request>

All AIMS Education graduates are entitled to one official transcript upon graduation. Each additional copy, or transcripts requested more than 6 months after graduation, will be charged a fee of \$12 per transcript. Transcript requests from graduates, who have not met all program completion requirements, may be denied.

Non-graduates (current and former students) may also request official transcripts for \$12 each. Unofficial transcripts can be requested from the academic department at no charge.

The transcript provides detailed information of the courses taken and grades achieved. For repeated courses, all courses will appear on the transcript, but only the highest grade will be used in the CGPA calculation. All official and unofficial transcripts requested by non-graduates will have a weighted average that only reflects the courses completed by the student.

Transcript requests typically take at least 10 business days to process. Official transcripts will not be processed until clearance is granted from all relevant departments. Below are some common reasons a transcript will not be processed:

- A balance remains on the student's financial account.
- The student has not completed all required program requirements (e.g., exams, clinical hours, clinical competencies, etc.).
- Incomplete documentation (e.g., missing signatures on attendance sheets or grade cards).

If your transcript request is denied, please complete any pending requirements, and resubmit your request. If you have any questions or concerns, contact [registrar@aimseducation.edu](mailto:registrar@aimseducation.edu) for assistance.



## AIMS Education Student Library

### Overview

The AIMS Library offers a diverse collection of print material, educational media, and electronic resources that are designed to support and enhance the learning experience students receive at AIMS. The library will give students the opportunity to expand on the knowledge they learn in class, and it will serve as an important resource for all current and future AIMS students. It will also be a great resource for students who are preparing to take registry/certification examinations.

### Mission

The mission of the AIMS Education Library is to identify, organize, and preserve valuable resources for the benefit of our students, faculty, and staff. In addition to creating a balanced collection of resources, it is also the mission of the library to provide an educational environment designed for reading, learning, and research.

### Objectives

- To enhance the knowledge base of students
- To promote and strengthen the literacy skills of students
- To establish a collection of resources that can be used to support the educational endeavors of students
- To provide resources to faculty which will assist in their teaching, planning and development of curricula
- To provide resources to staff which will assist in their departmental responsibilities

### Library Collections

The AIMS Library provides access to a variety of print material and electronic resources including textbooks, reference books, journals, articles, study guides, CDs, DVDs, and videos. The collection, which includes approximately 600 print resources, is designed to support all of the programs currently offered by AIMS.

Students, faculty, and staff are also given access to a wealth of online resources through the Library and Information Resources Network (LIRN). LIRN is a consortium of educational institutions which share access to information resources. LIRN serves as an online library that can be accessed both on campus and remotely. Some of the available LIRN resources include peer-reviewed and full-text journal articles, magazines, newspapers, eBooks, podcasts, audio files, and videos.

The following LIRN resources are currently available to AIMS students:

- ProQuest Central Database
- Ebook Central

Through the subscription packages listed above, AIMS students have access to approximately 25,000 resources in the ProQuest Central database and 278,000 eBooks from Ebook Central.



## Library Access

The AIMS Education library is located in the PE Building on the Piscataway Campus. Library hours are Monday through Friday from 9:30 a.m. to 6:00 p.m. Students have access to all print material and multimedia at this location. Computer and internet access is available on site. Students are able to access all of the LIRN resources on campus or remotely via this [link](#). Login information will be provided during the new student orientation. The LIRN online library is available seven days a week, 24 hours a day.

## Librarian Assistance

AIMS Education is supported by a team of master's level librarians through the LIRN Librarian Service. For research and reference assistance, students and faculty can contact a team of LIRN Librarians by submitting a help ticket. This form can be accessed by clicking on the "Ask a Librarian" button in the bottom right corner of the LIRNPortal page. Librarians will follow up via email, phone call, or screen share as applicable during the hours listed below. Students and faculty can also email the librarian team directly at [aimseducation@lirn.net](mailto:aimseducation@lirn.net).

Day	Time	Total Hours
Monday - Friday	8am to 10pm	70 hours
Saturday - Sunday	12pm to 7pm	14 hours
<b>Total Hours/Week</b>		<b>84 hours</b>

LIRN Consortium Librarians have master's degrees in library and information studies from ALA-accredited programs. They also have extensive experience working with students and faculty in a number of different subject areas.

In addition to the LIRN librarian service, AIMS Education has support staff on site at the library to assist students with locating resources, borrowing library materials, and accessing electronic resources via LIRN.

## Library Rules

The Academic Student Library is only available to students who are currently enrolled and attending classes. Access to the library is no longer available once a student graduates. Graduates who would like to continue to use the library's resources will be required to pay a \$75 refundable deposit.

## Borrowing Physical Resources

Students are required to sign items out of the library at the time of borrowing and sign them back in when being returned. Students are not allowed to mark or deface the books/media in any way. All items should be returned in the same condition as when they were borrowed. Any items that are returned damaged will result in damage fees. This charge will depend on the extent of the damage and will be determined by the school administration. Additional consequences may be necessary depending on the circumstances.

Students should not circulate borrowed books or media amongst their friends. All books and media borrowed from the library are the sole responsibility of the student who signed them out.





## **Late/Damage Fees**

Students are only permitted to borrow two books at a time. Media items cannot be taken off the school premises. Most items from the library can be borrowed for a maximum of seven days. Certain items (e.g. exam review guides) may have shorter loan periods. Students who fail to return borrowed items on time will be subject to late fees. There will be a late fee of \$5 per day for the first seven days, and then \$10 per day for each additional day. The late fees will continue to accrue until the cost to replace the missing item (including administrative fees) has been met.

Students who fail to return items from the library or pay the required late fees will not be allowed to graduate. A diploma or certificate will only be issued to students who have clearance of all library transactions.

## **Library Hours**

Monday - Friday

9:30am to 6:00pm

\*The LIRN online library is available seven days a week, 24 hours a day.

## **Location**

The library is located in the PE Building of the main campus. The LIRN online library can be accessed on campus or remotely using a computer or mobile device (internet required).

## **Contact**

Library Administrator - Nisha Khanijow

908-222-0002, Ext. 202

nisha@aimseducation.edu

LIRN Librarian Team

aimseducation@lirn.net



## Student Representative Program

The AIMS Education Student Representative Program is a leadership opportunity for students who are dedicated to serving and representing their fellow students. Student Representatives act as the main voice of the student body and play an important role in institutional governance.

Students must be enrolled in a program of 15 credits or more to be eligible. In addition, all candidates must be in good standing in the following areas: academics, student accounts, financial aid, student conduct (no sanctions), and attendance.

All candidates are required to submit a declaration of intent (outlining their leadership experience and interest in the role), resume, and a recommendation letter from a faculty member. Program Directors are also permitted to nominate additional candidates.

Student Representatives are elected by their (program) peers.

To learn more about the candidate qualifications and Student Representative responsibilities, or to declare your intent to run for Student Representative, please contact the administrators below.

Antoinette Athill-Christmas  
Student Success Administrator  
studentaffairs@aimseducation.edu  
908-222-0002, Ext. 320

Staci DelPaoli  
Sr. Academic Success Coordinator & Registrar  
studentaffairs@aimseducation.edu  
908-222-0002, Ext. 352



## Registry/Certification Exam Assistance

### Benefits of Certification

AIMS requires all students and graduates to attempt certification for their profession when eligible. Passing the appropriate registry examination and getting certified is a great way to make yourself a more marketable job candidate. For young healthcare professionals just getting started with their careers, certification is a way to show employers that their knowledge and skills meet industry standards. Certified healthcare professionals may also have higher earning potential and see greater career advancement opportunities.

The majority of the programs at AIMS do not have state licensing requirements in New Jersey; some states do require a state license to be employed. Therefore, employment eligibility is usually determined by the hiring employer. Some employers in New Jersey require or prefer certification, while others may hire employees with the expectation that the employee will seek certification in the future.

### Registry Exam Assistance

Preparing for a registry exam can sometimes be challenging. Therefore, AIMS has created a support structure to help you. The key is that you take advantage of the resources that are available.

### AIMS Library

The library is a great source of review material for certification exams. In addition to a large collection of reference books and educational media, there are also registry exam study guides available for most programs. Students are free to borrow this material whenever it's available.

### Course/Program Reviews

Before the completion of most programs (based on registry/certification requirement), instructors will conduct general review sessions for students. These review sessions are designed to help students begin their preparation for the various registry examinations that they may be eligible to sit for. These review sessions may or may not be tailored toward specific certification exams. This will depend on the program and which exams graduates are eligible to sit for.

### Registry Exam Review Courses

For programs that do not include a review course in the curriculum plan, AIMS will offer free certification exam review courses during the final semester, or course, of each degree/certificate program. These classes are typically held in the evenings or on Saturdays and will often focus on one specific certification examination. Attendance is mandatory for some programs.

### Registration Assistance

The registry exam assistance department is available to all students and graduates who are planning to sit for a certification exam. Our knowledgeable staff will provide you with guidance and support throughout the certification process. First, a counselor will help you determine which exams you are eligible for and which ones may benefit you the most. Once you have decided which registry exam you plan to take, your counselor will discuss the requirements and explain what steps you need to take to register for the exam.



To contact the registry exam assistance department please call 908-222-0002 ext. 201 or email [registryexam@aimseducation.edu](mailto:registryexam@aimseducation.edu).

## **How to Register**

A career services representative will visit each class prior to internship/graduation to explain the registry exam process and provide written instructions to students. Before registering for an exam, students should contact the career services or registry exam assistance departments if they have additional questions. Each exam may have a different registration process. When a student is ready to register for an exam, they will need to follow the written directions that were provided by the career services department.

\*If a student is taking a certification exam at the testing center located at the main campus in Piscataway, they should first contact the registry exam assistance department to select a date and time for the exam. After selecting the date and time, they can go to the certifying body's website to register and pay for the exam.

## **When to Register**

Students and graduates should register for certification exams as soon as they become eligible. This will depend on the rules and requirements of the certifying body. Some exams can be taken while you are still enrolled in school while others can only be taken after graduation. Regardless, you want to take the exams as soon as you are eligible to do so. Immediately after you graduate is when your knowledge and training is still fresh in your mind.

## **Registry Exam Eligibility Disclaimer**

AIMS Education does not promise eligibility for any registry exam. It is the responsibility of each student/graduate to determine his or her own eligibility, and, if eligible, it is his or her responsibility to register for the examination(s). Success on any particular registry exam is not guaranteed.

The certifying bodies that offer registry/certification exams are independent organizations. Hence, the rules and requirements regarding exam eligibility are subject to change without advance notification to AIMS. Current eligibility does not guarantee future eligibility.



## National Technical Honor Society

### Overview

AIMS Education has established a chapter in the National Technical Honor Society for outstanding student effort, achievement, and academic merit. The AIMS Chapter of NTHS and our students will strive to uphold the ideals of dedication, knowledge, honesty, and leadership in the healthcare field. The chapter will give incentive for educational achievement in our institute, support society members in their educational and career objectives, sustain a strong, positive image for current and future AIMS students, practice high standards of excellence both personally and professionally, and always try to improve the growth standards of the Society not only here but throughout the United States.

### NTHS Eligibility

In order to qualify for enrollment in NTHS, students must have a minimum GPA of 3.2 and be enrolled in a certificate or certificate of achievement program that is at least 15 credits. Once a student qualifies, they can apply for membership and pay a one-time fee. Upon qualifying and becoming a member, an induction ceremony will be held for all accepted members. From that day forward, they are officially a member of NTHS and will attend and be fully committed to the society at AIMS.

Meetings for the members, advisory board for the Chapter, and chapter advisor will be held periodically to discuss and plan future meetings, community events, and maintain a long-lasting relationship with each other and the institution.

As students graduate, they are then asked to become alumni of NTHS. As alumni they are given letters of recommendation from the society. Alumni scholarships are also offered as well as an online career center for future employment assistance.

Scholarship opportunities are offered two times per year for student members. Alumni scholarships are also offered once the student graduates and becomes an alumnus of NTHS.

This opportunity for our students and graduates is something that will not only give them the spotlight but carry them through their entire career as someone who gained academic achievement and success.



## Health Services

Currently the school does not offer in-house medical services or on-campus security. In case of emergencies, including health or safety, the student should inform a school official immediately and/or call emergency services at 911. Urgent care facilities are located near the school if needed. The emergency phone numbers are posted in each classroom. If a student needs medical attention due to illness or accident during assigned clinical hours, the clinical site may be able to provide initial medical care. The student must pay any bills from the hospital and/or physicians for this treatment. AIMS requires all students to complete a physical and have up-to-date immunization records.

## Health Insurance

At AIMS Education, we are dedicated to the health and welfare of our students. We recommend that every student take the initiative to obtain their own health insurance. Health insurance coverage is essential to protecting yourself against unforeseen medical expenses that could disrupt your academic journey.

AIMS Education currently does not offer a student health insurance plan. Therefore, we recommend utilizing the healthcare exchange available at [healthcare.gov](https://www.healthcare.gov/). The healthcare exchange typically opens for new applications in November each year. Students are encouraged to research and choose a health insurance provider that best meets their individual needs.

To learn more about your eligibility and coverage options, you can visit the websites below.

<https://www.healthcare.gov/>

<https://www.healthinsurance.org/>



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## **AIM for Wellness! Program**

AIMS Education is committed to providing resources that promote and foster optimal emotional and mental health. “AIM for Wellness!” is a holistic initiative designed to nurture the many dimensions of human wellness. Through a comprehensive suite of programming and services, students are provided with compassionate and proactive support and equipped with practical strategies, tips, and resources that assist in cultivating “aware and insightful minds.”

### **How to Get Support**

For personal support and/or additional information regarding AIM for Wellness! support services, please email: [wellness@aimseducation.edu](mailto:wellness@aimseducation.edu) or call 908-222-0002, Ext. 320.

To learn more about the AIM for Wellness! program, please visit the AIMS website link below.

[www.aimseducation.edu/aim-for-wellness](http://www.aimseducation.edu/aim-for-wellness)



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## **Dining and Food Services**

The AIMS Education main campus has a cafeteria available for students. Hot food is not served, but vending services are available.





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## **STUDENT RIGHTS AND RESPONSIBILITIES**



## FERPA

The Family Educational Rights and Privacy Act (FERPA) is a federal law that gives students in higher education various rights with respect to their education records. An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution at any age. Rights afforded to you under FERPA include the right to inspect and review your education records, the right to request amendment of records you believe are inaccurate or misleading, the right to file a complaint with the U.S. Department of Education concerning FERPA violations, the right to restrict the disclosure of directory information, and the right to prevent the disclosure of personally identifiable information from your education records without your prior consent, subject to some specific exceptions.

AIMS Education observes and is guided by all laws and regulations regarding disclosures of information about students by an institution of higher learning. Nothing in this policy shall be construed to supersede any provision of federal and/or state laws governing such disclosures.

### Consent to Disclose Education Records

If a student chooses to disclose any of their education records to parents, family members, or other third parties, written consent for disclosure of education records must be signed and dated, specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the records will be disclosed.

### Disclosure of Education Records to Relevant Authorities

Relevant information from a student's education records which includes but is not limited to the student's name, major field of study, grades, attendance, address, telephone number, date and place of birth, and attendance period can be forwarded from the school's education records to relevant authorities including but not limited to the following:

- Authorized school officials
- Parties connected to Financial Aid
- Accrediting agencies
- Federal, state, and local authorities
- Appropriate officials in case of health and safety emergencies
- Other transferring schools
- Auditing agencies

Parental/guardian/spousal access to the student's records may be allowed, even without prior authorization from the student, in cases of health and safety emergencies.

### Directory Information

FERPA permits disclosure of "directory information" without a student's prior consent, for any purpose, unless the student specifically requests that it be kept confidential. Directory information is defined as information contained in the education records of a student that would not generally be considered harmful or an invasion of privacy if disclosed. AIMS Education considers the following to be directory information: student's name, address, phone number,



email address, major field of study, dates of attendance, enrollment status, degrees and awards received, and photographs.

**\*AIMS may disclose directory information without consent unless the student requests it to be kept confidential.**

All students have the right to restrict the disclosure of directory information. If a student does not want the school to share directory information with third parties, they must submit a student request form to the Office of the Registrar requesting that all directory information from their education record be kept confidential. Once the request is received, the disclosure of the information will be restricted within 10 business days.

### **Inspection and Review of Education Records**

Students wishing to exercise their rights to inspect and review their education records should submit a student request form to the Office of the Registrar stating the records they wish to review. A school official will make arrangements for access and then notify the student of the time and place where the records may be inspected within 10 business days of the written request.

If the student wishes for any amendment of information which they believe is inaccurate or misleading, the student will need to write a formal request asking the school to correct the inaccurate information. If the school decides not to amend the records, the school will inform the student about its decision and the student, if still not convinced, may submit an appeal.

### **Additional Exceptions**

FERPA permits the disclosure of personally identifiable information from students' education records, without consent of the student, if the disclosure meets certain conditions found in FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, FERPA regulations require the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose personally identifiable information from the education records without obtaining prior written consent of the student in the following cases:

- To other school officials, including teachers, within AIMS whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions.
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer.
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made in connection with an audit or evaluation of Federal or State supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their



authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
- To accrediting organizations to carry out their accrediting functions.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency.
- Information the school has designated as "directory information."
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding.
- To the general public, the final results of a disciplinary proceeding, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against them.
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21.

\*For further information regarding FERPA, please contact the U.S. Department of Education's Student Privacy Policy Office.

Student Privacy Policy Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202  
1-855-249-3072

<https://studentprivacy.ed.gov/>



## Students with Disabilities

AIMS Education is committed to ensuring that each qualified individual with a disability has an equal opportunity to take part in the educational and employment related programs and services offered by the school. AIMS Education prides itself in extending reasonable accommodations to students with documented disabilities as defined by all federal and state laws relating to the Americans with Disabilities Act (ADA). The process by which a student with disabilities can request an accommodation is detailed below. It is the responsibility of each student with a disability to make his or her needs known to the school administration.

Students who are seeking an accommodation must have a verified disability with supporting medical documentation. The school has the right to request additional medical records if necessary. Please contact the academic department at 908-222-0002, Ext. 352 or [academics@aimseducation.edu](mailto:academics@aimseducation.edu) for instructions on submitting an accommodation request.

Depending on the program, students requesting accommodations may need to present current documentation and meet with the academic department up to 30 days prior to starting class. This meeting is important, as each eligible student's accommodation is prepared on an individual and flexible basis, to provide accommodations in a timely and cost-effective manner. Accordingly, AIMS Education will adhere to all applicable federal and state laws, regulations, and guidelines with respect to providing reasonable physical and academic accommodations for affording equal access and opportunity to qualified individuals with a documented disability.

Students seeking an accommodation for the admissions entrance exam must follow the same process listed above. It is recommended that students contact the academic department immediately to avoid delays in the enrollment process.



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## **Notice of Non-Discrimination**

AIMS Education does not discriminate against any individuals on the basis of race, religion, color, sex, gender identity, age, sexual orientation, ethnicity, national origin, disability, marital status, veteran status, or any other federal or state protected classes. AIMS provides equal opportunities in education and employment for all qualified individuals.

Title IX of the Education Amendments of 1972 (“Title IX”) is a federal civil rights law that prohibits discrimination on the basis of sex, in education programs and activities. All public and private schools receiving any federal funds must comply with Title IX. Under Title IX, discrimination on the basis of sex can include sexual harassment or sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion.



## **Statement on Community, Culture, and Respect**

AIMS Education College of Health Sciences fosters an inclusive environment where our students, staff, and faculty - of all backgrounds and experiences - can work, learn and serve. We value collaboration, respect, and shared purpose and promote a culture that establishes a sense of belonging for all. As conscientious citizens, in a multicultural world, it is our goal to ensure that each graduate enters the workforce educated with a mindful approach to human dignity. We create an environment that empowers our faculty and staff with the tools necessary for developing enlightened and globally minded healthcare professionals. We also embolden them to flourish personally and professionally.

We commit to collaboratively and purposefully implementing policies and practices that facilitate a welcoming environment - where every member of our campus community feels valued and appreciated. We further commit to creating a "safe-space" that embraces and celebrates our commonalities and differences. As a multifaceted institution comprised of individuals representing a myriad of ethnicities, religions and beliefs, ages, perspectives, and journeys - collaboration, respect, and shared purpose are our building blocks for success.



## Statement on Supporting Preferred/Chosen Names

AIMS Education values the diversity of its community and is committed to providing an equitable and safe experience for students whose birth name and/or legal name does not reflect their gender identity and/or gender expression. An AIMS student wishing to select a preferred/chosen name may request to do so, provided the name change is not being used for the purpose of misrepresentation.

AIMS students who register a preferred/chosen name may request to receive two copies of their AIMS diploma/certificate: one printed with their legal name as it appears in the student records system, and one printed with their preferred name as it is registered with Academic & Student Affairs.

In an effort to increase awareness and sensitivity, AIMS administration, faculty, and staff participate in relevant in-service training sessions.

### Limitations

Designating a preferred/chosen name for use at AIMS does not constitute an institutional or legal name change. A student's birth name and/or legal name will continue to be used on AIMS documents. AIMS is unable to designate a preferred surname (last name) without documents showing that the surname has been changed legally by a court or government entity.

AIMS also reserves the right to remove preferred names that are deemed harmful to the reputation or interests of the institution, derogatory or obscene in nature, convey an offensive message, or otherwise inappropriate.

For additional information regarding Preferred/Chosen Names, please contact Academic & Student Affairs at [studentaffairs@aimseducation.edu](mailto:studentaffairs@aimseducation.edu) or 908.222.0002 ext. 352.





## Title IX Coordinator

The following individuals have been designated as Title IX Coordinators for AIMS Education. The role of the Title IX coordinator is to oversee all complaints of sex or gender-based discrimination and manage the institution's compliance with Title IX regulations.

### Title IX Coordinator

Sarah Evangelista

Sr. Admissions Specialist

4500 New Brunswick Avenue

Piscataway, New Jersey 08854

908-222-0002, Ext. 402

[titleix@aimseducation.edu](mailto:titleix@aimseducation.edu)

### Deputy Title IX Coordinator

Rishikesh Sharma

Compliance Administrator

4500 New Brunswick Avenue

Piscataway, New Jersey 08854

908-222-0002, Ext. 347

[titleix@aimseducation.edu](mailto:titleix@aimseducation.edu)

Any student, employee, or applicant for employment or admission to AIMS who believes that they have been discriminated against on the basis of sex, may file a complaint with the designated Title IX Coordinator.



## Title IX Policy Against Discrimination and Harassment

### A. INTRODUCTION

#### **Statement Of Nondiscrimination**

AIMS Education does not discriminate and prohibits discrimination against any individual based on any category protected under applicable federal, state, or local laws.

Accordingly, AIMS does not discriminate, and strictly prohibits unlawful discrimination on the basis of race (including traits historically associated with race, such as hair texture and protective hairstyles), religion, color, sex (including pregnancy, childbirth, or related medical conditions), gender, gender identity or expression, age, sexual orientation, ethnicity, national origin, disability, marital status, citizenship, veteran status, genetic information or predisposing genetic characteristics, or any other federal or state protected category or characteristic.

When brought to the attention of AIMS, any such discrimination will be appropriately addressed by AIMS consistent with the procedures below.

#### **Sex Discrimination is Prohibited**

AIMS does not discriminate in its admissions practices, in its employment practices, or in its educational programs or activities on the basis of sex. As a recipient of federal financial assistance for education activities, AIMS is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex. At AIMS, discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or related conditions.

AIMS has obligations under Title IX to provide certain supports and modifications to people experiencing pregnancy or related conditions in order to ensure their equal access to AIMS's program or activity. For example, AIMS must treat pregnancy or related conditions in the same manner and under the same policies as any other temporary medical conditions and must allow voluntary leaves of absence. Students, employees, or applicants should contact the Title IX Coordinator for more information. Employees or applicants may also contact Human Resources for more information, because additional workplace laws and policies apply.

Pregnancy or related conditions include pregnancy, childbirth, termination of pregnancy, lactation; medical conditions related to pregnancy, childbirth, termination of pregnancy, or lactation; and recovery from pregnancy, childbirth, termination of pregnancy, lactation, or related medical conditions.

AIMS also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process, whether internal or external to the institution.

#### **Application of Section 504/Americans with Disabilities Act to this Policy**

In both practice and policy, AIMS adheres to the requirements of the Americans with Disabilities Act of 1990, as amended 2008 (ADAAA); Sections 504 and 508 of the Rehabilitation Act of 1973, as amended; and all other federal and state laws and regulations prohibiting discrimination on the basis of disability. AIMS is committed to providing individuals with disabilities equal access and opportunity and strives in its policies and practices to provide for the full participation of individuals with disabilities in all aspects of AIMS life.



Parties may request reasonable accommodations for disclosed disabilities to the Title IX Coordinator at any point relating to the implementation of this policy, including making a disclosure or report, and initiating a resolution procedure. Accommodations will be granted if they are appropriate and do not fundamentally alter the process. The Title IX Coordinator will not affirmatively provide disability accommodations that have not been specifically requested by the parties, even where the parties may be receiving accommodations in other AIMS programs and activities. With the consent of the impacted student or employee, the Title IX Coordinator will work collaboratively with the appropriate academic department for students or with HR for employees to ensure that approved reasonable accommodations (disability-related) are honored as applicable throughout any process related to this policy.

### **Purpose of this policy**

This policy identifies and defines conduct prohibited under this policy, the procedures for reporting harassment and discrimination, and the process that will be used to respond to allegations of Prohibited Conduct.

AIMS will act on all notices of allegations of discrimination, harassment, or retaliation. It will take necessary measures to end conduct that is in violation of this policy, prevent its recurrence, and remedy its effect on individuals and the community. Within any process related to this policy, AIMS provides reasonable accommodations to persons with disabilities and reasonable religious accommodations, when that accommodation is consistent with applicable law.

Situations involving other conduct that may be in violation of other AIMS student or employee conduct policies will be addressed under the applicable policies.

### **To Whom This Policy Applies**

This policy applies to the entire AIMS community, including students, faculty and staff, as well as contractors and other third parties in the School's control. The policy applies to conduct occurring at AIMS' premises or facilities, at an off-campus AIMS-sponsored or approved program or activity, and in instances in which the conduct occurred outside of the campus or AIMS-sponsored activity if the conduct impedes equal access to any AIMS Education's program or activity or creates a Hostile Environment or that otherwise threatens the health or safety of a member of the AIMS community.

Members of AIMS community are expected to provide truthful information in any report, meeting, or proceeding under this policy.

Any respondent who is not an AIMS student, faculty member, or staff member is generally considered a third party. AIMS's ability to take appropriate corrective action against a third party may be limited and will depend on the nature of the third party's relationship, if any, to AIMS. When appropriate, the Title IX Coordinator will refer such allegations against third-party respondents to the appropriate office.

The status of a party may impact which resources and remedies are available to them, as described in this policy.

### **What is Prohibited by This policy**



This policy prohibits Discrimination, Harassment, and Retaliation as defined below. These acts shall also be referred to as Prohibited Conduct under this policy.

### Discrimination

Discrimination is defined as treating members of a protected category less favorably because of their actual or perceived membership in that category or as having a policy or practice that adversely impacts the members of one protected category more than others.

Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

### Discriminatory Harassment

Discriminatory Harassment is unwelcome non-verbal or physical, verbal, or online conduct where such conduct is based on actual or perceived membership in a protected category, and is sufficiently severe or pervasive that it has the effect, intended or unintended, of unreasonably interfering with an individual's work or academic performance or it has created an intimidating, hostile or offensive environment and would have such an effect on a reasonable person.

Protected categories include race (including traits historically associated with race, such as hair texture and protective hairstyles), religion, color, sex (including pregnancy, childbirth, or related medical conditions), gender, gender identity or expression, age, sexual orientation, ethnicity, national origin, disability, marital status, citizenship, veteran status, genetic information or predisposing genetic characteristics, or any other federal or state protected category or characteristic.

### Title IX Prohibited Conduct

Conduct on the basis of sex that satisfies one or more of the following and meets the jurisdictional requirements described below:

- a. Title IX Quid Pro Quo Sexual Harassment. An employee or graduate student conditioning the provision of an aid, benefit, or service of the university on an individual's participation in unwelcome sexual conduct;
- b. Title IX Hostile Environment Sexual Harassment. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the university's education program or activity.
- c. Sexual Assault, Dating Violence, Domestic Violence, Stalking, and Retaliation, as defined below.

Conduct meeting these definitions must occur within AIMS's education program or activity and inside the United States to constitute Title IX Prohibited Conduct. AIMS's program or activity includes (1) any on-campus premises of AIMS; (2) any off-campus premises over which AIMS has substantial control; (3) off-campus activities that are part of an AIMS program, including field trips and sanctioned events; and (4) activity occurring within computer and internet networks, digital platforms, and computer hardware or software owned or operated by, or used in the operations of AIMS's programs and activities over which AIMS has substantial control.

### Sex-Based Harassment

Sex-based harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, including on the basis of sex stereotypes, sex characteristics,



pregnancy or related conditions, sexual orientation, and gender identity. Sex-Based Harassment includes the following:

- a. Quid pro quo harassment: An employee, agent, or other person authorized by AIMS to provide an aid, benefit, or service under AIMS's education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct.
- b. Hostile environment harassment: Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from AIMS's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
  - The degree to which the conduct affected the complainant's ability to access AIMS's education program or activity;
  - The type, frequency, and duration of the conduct;
  - The parties' ages, roles within AIMS's education program or activity, previous interactions, and other factors about a party that may be relevant to evaluating the effects of the conduct;
  - The location of the conduct and the context in which the conduct occurred; and
  - Other sex-based harassment in AIMS's education program or activity.
- c. Sexual assault: an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation. Specifically, this includes:

Rape—The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.

Fondling—The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental incapacity.

Incest—Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

Statutory Rape—Sexual intercourse with a person who is under the statutory age of consent.

- d. Dating violence: violence committed by a person:
  - Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
  - Where the existence of such a relationship shall be determined based on a consideration of the following factors:
    - The length of the relationship;
    - The type of relationship; and



- The frequency of interaction between the people involved in the relationship.

Emotional and psychological abuse do not constitute violence for the purposes of this definition.

- e. Domestic violence: felony or misdemeanor crimes of violence committed by a person who:

- Is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction of AIMS, or a person similarly situated to a spouse of the victim;
- Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
- Shares a child in common with the victim; or
- Commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction.

Emotional and psychological abuse do not constitute violence for the purposes of this definition.

- f. Stalking: Engaging in a course of conduct, on the basis of sex, directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others; or suffer substantial emotional distress.
- g. Sexual Coercion: The application of unreasonable pressure, including emotionally or physically manipulative actions or statements, or direct or implied threats, in order to compel the person to engage in sexual activity.
- h. Sexual Exploitation is the abuse or exploitation of another person's sexuality without consent, for the perpetrators own advantage or benefit, or for the benefit or advantage of anyone other than the one being exploited. Sexual Exploitation includes, without limitation, causing or attempting to cause the incapacitation of another person in order to gain a sexual advantage over that person; causing the prostitution of another person; electronically recording, photographing, or transmitting intimate or sexual utterances, sounds or images of another person; allowing third parties to observe sexual acts; engaging in voyeurism; distributing intimate or sexual information about another person; and/or knowingly transmitting a sexually transmitted infection, including HIV, to another person.

### Retaliation:

Retaliation is any materially adverse action taken against an individual because they were involved in the disclosure, reporting, investigation, or resolution of a report of Prohibited Conduct. Retaliation includes threats, intimidation, harassment, coercion, discrimination, violence, or any other conduct against any person by AIMS, a student, or an employee or other person authorized by AIMS to provide aid, benefit, or service under AIMS's education program or activity, for the purpose of interfering with any right or privilege secured by this policy or by law, including Title IX or its regulations. Adverse action does not include perceived or petty slights, or trivial annoyances.

The prohibition against retaliation applies to any individuals who participate (or refuse to participate) in any manner in an investigation or proceeding, and to any student who refuses to participate in an investigation or proceeding.





Retaliation may occur even where there is a finding of “not responsible” under this policy. Good faith actions lawfully pursued in response to a report of Prohibited Conduct are not Retaliation.

### **Delegation of Duties Under This policy**

Obligations in this policy assigned to a particular title, such as the Title IX Coordinator, may be designated as appropriate by AIMS, including to external professionals.

### **Academic Freedom**

AIMS Education is committed to the principles of academic freedom. All faculty members are entitled to academic freedom as set forth in the 1940 Statement of Principles on Academic Freedom and Tenure, formulated by the Association of American Colleges and Universities and the American Association of University Professors.

Academic freedom allows faculty and students to freely pursue knowledge, openly share thoughts and ideas, and engage in intellectual debate without fear of censorship, harassment, or reprisal. Faculty members are free to implement and stay true to their teaching philosophies. They must, however, attempt to avoid the discussion of controversial subjects that are unrelated to the course of study.

Before proceeding with or continuing an investigation of any report of harassment or retaliation that involves an individual’s speech or other communication, AIMS will take care to distinguish between protected speech and hostile environment harassment. The Title IX Coordinator will take action as needed to restore or preserve a person’s access to AIMS’s education program or activity.

### **Title IX Coordinator and the Title IX and Equal Opportunity Office**

AIMS is committed to promoting a diverse, equitable, and inclusive working and learning environment free from discrimination and harassment. The Title IX Coordinator is charged with monitoring compliance with Title IX; providing education and training; and coordinating AIMS’s response, investigation, and resolution of all reports of Prohibited Conduct under this policy. The Title IX Coordinator acts with independence and authority and oversees all resolutions under this policy free from bias and conflicts of interest. The Title IX Coordinator is available to meet with any Student, Employee, or other individual to discuss this policy or the accompanying procedures and can be contacted at:

Title IX Coordinator  
Sarah Evangelista  
Sr. Admissions Specialist  
4500 New Brunswick Avenue  
Piscataway, New Jersey 08854  
908-222-0002, Ext. 402  
[titleix@aimseducation.edu](mailto:titleix@aimseducation.edu)

Deputy Title IX Coordinator  
Rishikesh Sharma  
Compliance Administrator  
4500 New Brunswick Avenue  
Piscataway, New Jersey 08854



908-222-0002, Ext. 347  
[titleix@aimseducation.edu](mailto:titleix@aimseducation.edu)

### **Conflicts of Interest or Bias**

Any individual carrying out any part of this policy shall be free from any actual conflict of interest or demonstrated bias that would impact the handling of a matter. Should the Title IX Coordinator have a conflict of interest, the Title IX Coordinator is to immediately notify the a designee who will either take, or reassign, the role of Title IX Coordinator for purposes of carrying out the handling and finalization of the matter at issue. Should any investigator, Decisionmaker, or Appeals Officer have a conflict of interest, the investigator, Decisionmaker, or Appeals Officer is to notify the Title IX Coordinator upon discovery of the conflict so that the Title IX Coordinator may reassign the role as appropriate. This policy will note where parties have the opportunity to challenge the participation of any individual implementing this policy based on actual conflict of interest or demonstrated bias.

### **Crime and Incident Disclosure Obligations**

The Clery Act is a federal crime and incident disclosure law. It requires, among other things, that AIMS report the number of incidents of certain crimes, including some of the Prohibited Conduct in this policy, that occur in particular campus-related locations. The Clery Act also requires AIMS to issue a warning to the community in certain circumstances.

In the statistical disclosures and warnings to the community, AIMS will ensure that a complainant's name and other identifying information is not disclosed. The Title IX Coordinator will refer information to the Clery Officer when appropriate for a determination about Clery-related actions, such as disclosing crime statistics or sending campus notifications.

### **Consensual Relationship and Conflicts of Interest**

Consensual relationships and conflicts of interests are governed by the AIMS Campus Security and Crimes Awareness Policies.

## **B. REPORTING HARASSMENT AND DISCRIMINATION**

### **Employee Reporting Obligations**

AIMS believes it is important to be proactive in taking reasonable steps to identify and prevent incidents of harassment or discrimination.

Accordingly, the following rules apply regarding employee reporting:

- If an employee learns any information about conduct that may violate this policy, the employee must report that information to the Title IX Coordinator if the matter involves a student.
- If an employee learns any information that may constitute discrimination on any other protected category (other than sex) that does not involve a student, the employee is encouraged to report the matter to HR, but reporting is not required. However supervisors are required to report all complaints of discrimination or harassment that they learn about to HR.





If the Title IX Coordinator or any employee with the authority to institute corrective measures on behalf of AIMS has knowledge about Title IX Sexual Harassment, then AIMS is considered to have actual knowledge of the report and will respond in accordance with this policy.

If an employee in a supervisory capacity has direct knowledge of an incident of harassment or discrimination on the part of, or directed toward, any employee of the Title IX Coordinator community, that supervisor is required to bring the matter to the attention of the Title IX Coordinator.

AIMS also encourages employees who themselves experience harassment, discrimination, sex-based harassment and sexual and interpersonal violence to bring their concerns to the Title IX Coordinator, though they are not required to do so.

When providing this information to the Title IX Coordinator, the employee must include their own name and contact information, and all known details about an incident, which may include, if known, the dates, times, locations, names of involved individuals and the nature of the incident.

Aside from this reporting obligation, employees will, to the fullest extent possible, maintain the privacy of an individual's information, consistent with FERPA and the AIMS FERPA policy: <https://aimseducation.edu/ferpa-policy>.

New Jersey law (NJSA 9:6-8.10) requires all persons who have reasonable cause to believe that a minor has been subject to abuse or neglect to report it to the New Jersey Division of Child Protection and Permanency, formerly the Division of Youth and Family Services (DYFS) at 1 (877) NJABUSE (652-2873).

### **How to Make a Report to AIMS**

All reports of violations of this policy will be taken seriously and in good faith. The Title IX Coordinator will provide information and guidance regarding how to file a formal complaint with AIMS and/or local law enforcement, as well as information and assistance about what course of action may best support the individual(s) involved and how best to address the report.

At the time of filing a formal complaint of Title IX Prohibited Conduct, a complainant must be participating in or attempting to participate in the education program or activity of the recipient with which the formal complaint is filed.

Every reasonable effort will be made to maintain the privacy of those making a report to the extent possible. In all cases, AIMS will give consideration to the party bringing forward a report with respect to how the matter is pursued. AIMS may, when necessary to protect the community, initiate an investigation or take other responsive actions to a report, even when the person identifying a concern chooses not to participate in a resolution process and/or requests that AIMS not initiate an investigation.

Employees, students, guests, or visitors who believe that this policy has been violated should promptly contact the Title IX Coordinator or another member of the Title IX Office as follows:

Title IX Coordinator  
Sarah Evangelista



Sr. Admissions Specialist  
4500 New Brunswick Avenue  
Piscataway, New Jersey 08854  
908-222-0002, Ext. 402  
[titleix@aimseducation.edu](mailto:titleix@aimseducation.edu)

Deputy Title IX Coordinator  
Rishikesh Sharma  
Compliance Administrator  
4500 New Brunswick Avenue  
Piscataway, New Jersey 08854  
908-222-0002, Ext. 347  
[titleix@aimseducation.edu](mailto:titleix@aimseducation.edu)

There is no timeline for making a report of harassment or discrimination, however, AIMS encourages the prompt reporting of concerns as the ability of AIMS to pursue the report to conclusion may be hindered by the passage of time.

### **Amnesty**

A student making a report to the Title IX Coordinator may be eligible for Amnesty for drug or alcohol related violations of the Code of Conduct Policy that occurred on or around the same time as the incident or that was in connection with the incident.

### **Privacy and Confidentiality**

AIMS values the privacy of its students, employees, and other community members. Community members should be able to seek the assistance they need and access this policy without fear that the information they provide will be shared more broadly.

References made to privacy mean AIMS offices and employees who cannot guarantee confidentiality, but will maintain privacy to the greatest extent possible, relaying information as necessary to investigate or seek a resolution and to notify the Title IX Coordinator or designee, who is responsible for tracking patterns and spotting systemic issues. AIMS will limit the disclosure as much as practicable.

All activities under these procedures shall be conducted with the privacy interests of those involved. While AIMS will take all reasonable steps to protect the privacy of individuals involved in a report, it may be necessary to disclose some information to individuals or offices on campus in order to address a report or provide for the physical safety of an individual or the campus. Thus, AIMS cannot, and does not, guarantee that all information related to reports will be kept confidential.

In order to maintain the privacy of evidence gathered as part of any resolution process, access to materials under the procedures in this policy will be provided only by a secure method and parties and advisors are not permitted to make copies of any documents shared or make use of the documents outside of the processes described in this policy. Parties may request to review a hard copy of materials, and AIMS will make that available in a supervised or monitored setting. Inappropriately sharing materials provided during this process may constitute retaliation and result in disciplinary action.



Individuals may speak confidentially with a Confidential Resource. Confidential Resources (e.g., licensed mental health care providers, physicians, clergy) may not report to Title IX Coordinator any identifying information about conduct that may violate AIMS's policies against harassment and discrimination without the written consent of the individual who supplied the information, unless required by law. Such disclosures will not be reported to the Title IX Coordinator or initiate any process under this policy.

AIMS offers free access to TalkCampus for students and TalkLife Workplace for employees. Talk Campus and TalkLife Workplace are peer support platforms that provide 24/7 mental health support, connecting individuals with a global community for anonymous, safe conversations. For more information, visit <https://aimseducation.edu/mental-health-support>.

### **Reporting to the Police**

Some Prohibited Conduct may constitute a violation of both the law and AIMS policy. AIMS encourages students to report alleged crimes promptly to local law enforcement agencies. All persons have the right to file with law enforcement, as well as the right to decline to file with law enforcement. The decision not to file shall not be considered as evidence that there was not a violation of AIMS policy.

Criminal investigations may be useful in the gathering of relevant evidence, particularly forensic evidence. The standards for finding a violation of criminal law are different from the standards for finding a violation of this policy. Conduct may constitute Prohibited Conduct under this policy even if law enforcement agencies lack sufficient evidence of a crime and decline to prosecute.

Proceedings under this policy may be carried out prior to, simultaneously with, or following civil or criminal proceedings off campus. However, when a report is made to AIMS as well as to law enforcement, AIMS may delay its process if a law enforcement agency requests that AIMS delay its process for a reasonable amount of time to allow law enforcement to gather evidence of criminal misconduct. Criminal or legal proceedings are separate from the processes in this policy and do not determine whether this policy has been violated.

All investigations and determinations under this policy will be thorough, reliable and impartial, and will seek to collect evidence and names of witnesses to gather information that is directly or substantially relevant to whether the alleged policy violation occurred, and will not be based on the grounds that civil or criminal charges involving the same incident have been filed or that charges have been dismissed or reduced.

In the case of an emergency, where the physical well-being of a member of AIMS community or the safety of AIMS as an institution is threatened, any individual with such knowledge should promptly inform local police. AIMS may take any immediate steps as may be necessary and appropriate under the circumstances to ensure the well-being of AIMS community and AIMS as an institution.

### **C. RESPONDING TO A REPORT**

The following process will be used following the receipt of a report of Prohibited Conduct under this policy.

#### **Initial Contact**



Following receipt of a report alleging a potential violation of this policy, the Title IX Coordinator will contact the complainant to meet with the Title IX Coordinator for an initial intake and assessment meeting, and will provide the following:

- An invitation to meet to offer assistance and explain their rights, resources, and options under this policy;
- Access to this policy;
- Information regarding available campus and community resources for counseling, health care, mental health, or victim advocacy. Upon request, information regarding legal assistance, visa and immigration assistance, student financial aid and other available services may be provided;
- The availability of Supportive Measures regardless of whether a formal complaint is filed and/or any resolution is initiated;
- The options for resolution (no action, prevention, agreement, investigation) and how to initiate such resolution processes;
- The right to notify law enforcement as well as the right not to notify law enforcement;
- The importance of preserving evidence and, in the case of potential criminal misconduct, how to get assistance from local law enforcement in preserving evidence;
- The right to an advisor of choice during AIMS proceedings under this policy including the initial meeting with the Title IX Coordinator
- A statement that retaliation for filing a formal complaint, or for participating in any way in the procedures found in this policy, is prohibited.
- Information on how to initiate the Investigation or Resolution-Based Agreement process.

### **Initial Intake & Assessment**

The Initial Assessment process seeks to gather information about the nature and circumstances of the report to determine whether this policy applies to the report and, if so, which resolution process may be appropriate, as well as which section of the resolution procedures apply based on the conduct and the status of the parties. The Title IX Coordinator may also determine that the provision of supportive measures only is the appropriate response under the policy. The initial assessment is not a finding of fact or responsibility. If the individual bringing forward the report is not the actual complainant, the Title IX Coordinator will limit communication to general information on policies and processes.

Should the complainant wish to file a formal complaint, the Title IX Coordinator will determine whether this policy applies and, if so, the appropriate process under this policy. The Title IX Coordinator will communicate to the complainant this determination.

If the information provided does not suggest a potential violation of this policy, the Title IX Coordinator will provide the complainant written notice that the matter is being referred for handling under a different policy, and/or to another appropriate office for handling.

### **Supportive Measures**

Supportive Measures are individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to the complainant or respondent to:



- Restore or preserve that party's access to AIMS's education program or activity, including measures that are designed to protect the safety of the parties or AIMS's educational environment; or
- Provide support during AIMS's resolution procedures or during an alternative resolution process.

Supportive measures may include but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, housing, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; no-contact directives (which may be mutual or unilateral at the discretion of the Title IX Coordinator); and training and education programs related to discrimination or harassment. Supportive measures are non-disciplinary and non-punitive. Supportive Measures will also be offered to respondents when they are notified of the allegations.

Any Supportive Measures put in place will be kept confidential, except when doing so impairs the ability of the institution to provide the Supportive Measures.

AIMS will offer and coordinate supportive measures as appropriate for the parties as applicable to restore or preserve their access to AIMS's program or activity or provide support during AIMS's alternative resolution process or resolution procedures. People reporting Prohibited Conduct under this policy have the right to request supportive measures from AIMS regardless of whether they desire to make a formal complaint.

A party may challenge AIMS's decision to provide, deny, modify, or terminate supportive measures when such measures are applicable to them. An impartial employee will be designated to consider modification or reversal of AIMS's decision to provide, deny, modify, or terminate supportive measures. When the individual providing Supportive Measures is a Deputy Title IX Coordinator or other individual identified by the Title IX Coordinator to provide Supportive Measures, the Title IX Coordinator will be designated to consider the challenge regarding supportive measures. The impartial employee will typically respond to the challenge within five (5) days.

The Title IX Coordinator has the discretion to implement or modify supportive measures. Violation of the parameters of supportive measures may violate existing codes or handbooks.

### **Requests for Confidentiality or No Further Action**

When a complainant requests that AIMS not use their name as part of any resolution process, or that AIMS not take any further action, AIMS will generally try to honor those requests. However, there are certain instances in which AIMS has a broader obligation to the community and may need to act against the wishes of the complainant. In such circumstances, the Title IX Coordinator will notify the complainant in writing of the need to take action. The factors the Title IX Coordinator will consider when determining whether to act against the wishes of a complainant include:

1. The complainant's request not to proceed with filing a formal complaint;
2. The complainant's reasonable safety concerns regarding filing a formal complaint;
3. The risk that additional acts of Prohibited Conduct would occur if a formal complaint is not filed;





4. The severity of the alleged Prohibited Conduct, including whether the conduct, if established, would require the removal of a respondent from campus or imposition of another disciplinary sanction to end the discrimination and prevent its recurrence;
5. The age and relationship of the parties, including whether the respondent is an employee of AIMS;
6. The scope of the alleged discrimination, including information suggesting a pattern, ongoing discrimination, or discrimination alleged to have impacted multiple individuals;
7. The availability of evidence to assist a Decisionmaker in determining whether discrimination occurred; and
8. Whether AIMS could end the alleged discrimination and prevent its recurrence without filing a formal complaint.
9. Whether the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other persons, or that the conduct as alleged prevents AIMS from ensuring equal access on the basis of sex to its education program or activity.

### **Emergency Removal**

For Title IX Prohibited Conduct, AIMS retains the authority to remove a respondent from AIMS's program or activity on an emergency basis, where AIMS (1) undertakes an individualized safety and risk analysis, (2) determines that an immediate and serious threat to the health or safety of a complainant or any student, employee, or other individual arising from the allegations of sex discrimination justifies a removal, and (3) AIMS provides the respondent with notice of and an opportunity to challenge the decision immediately following the removal.

The respondent may challenge the decision immediately following the removal, by notifying the Title IX Coordinator in writing. AIMS will designate an impartial individual, not otherwise involved in the case, to consider the challenge to the removal and determine if the emergency removal was reasonable.

For all other Prohibited Conduct, AIMS may defer to its interim suspension policies for students and administrative leave for employees.

### **Administrative Leave**

AIMS retains the authority to place an employee respondent on administrative leave during a pending formal complaint or other process under this policy, with or without pay as appropriate. Administrative leave may be a supportive measure, emergency removal, or consistent with applicable law. Administrative leave implemented as a supportive measure or as emergency removal is subject to the procedural provisions above, including the right to challenge the decision to implement that measure.

### **Formal Complaints**

A formal complaint is required in order to proceed with a resolution process under this Policy except Support-Based Resolution. A formal complaint must be written, in paper form (hand delivered or by mail or shipping service) or electronically submitted and either signed or with another indication that it is being filed by the Complainant, the Complainant's parent or guardian, or by the Title IX Coordinator, and that alleges a violation of the Policy as defined above, by a covered person, within an AIMS program or activity, and requesting that AIMS investigate the allegations.



Where the Complainant is unable or unwilling to file a formal complaint, and there have been allegations of violations of this Policy involving covered persons in AIMS's programs and activities, the Title IX Coordinator may file and sign a formal complaint. In that case, the Title IX Coordinator does not have the status of Complainant or party. A Complainant retains their rights even if they decline to participate, including but not limited to receiving notices, the opportunity to review evidence and the right to receive the final investigation report. The Title IX Coordinator will use discretion in these matters.

A formal complaint cannot be filed anonymously because the Respondent must be notified who is making the accusation against them. A person does not, however, need to file a formal complaint to obtain supportive measures. For supportive measures, the Complainant's identity may remain confidential to the extent practicable to implement the supportive measure.

In certain cases, the identity of the Respondent may not be known by the person filing the formal complaint. They may still file the formal complaint and AIMS may be able to better identify the Respondent.

### **Dismissal of a Formal Complaint**

Before dismissing a formal complaint, AIMS will make reasonable efforts to clarify the allegations with the complainant.

AIMS may dismiss a formal complaint at any time before a determination is made if:

- AIMS is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in AIMS's education program or activity and is not employed by AIMS;
- If specific circumstances prevent AIMS from gathering evidence sufficient to reach a determination regarding the formal complaint or allegations within the formal complaint; or
- The complainant voluntarily withdraws their formal complaint in writing and the Title IX Coordinator declines to file a formal complaint.

A formal complaint of Title IX Prohibited Conduct must be dismissed when:

- The conduct alleged did not occur in AIMS's education program or activity, or did not occur against a person in the United States; or
- The complainant voluntarily withdraws some but not all allegations in a complaint in writing, and AIMS determines that the conduct that remains alleged in the complaint would not constitute Prohibited Conduct under this policy; or
- AIMS determines the conduct alleged in the complaint, even if proven, would not constitute Prohibited Conduct under this policy.

Upon dismissal, AIMS will promptly notify the complainant in writing of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then AIMS will notify the parties simultaneously in writing. If a dismissal of one or more allegations changes the appropriate decision-making process under these procedures, the Title IX Coordinator will include that information in the notification.

AIMS will notify the complainant that a dismissal may be appealed on the basis outlined in the Appeals section. If dismissal occurs after the respondent has been notified of the allegations, then



AIMS will also notify the respondent that the dismissal may be appealed on the same bases. If a dismissal is appealed, AIMS will follow the procedures outlined in the Appeals section of these procedures.

When a formal complaint is dismissed, AIMS will, at a minimum:

- Offer supportive measures to the complainant as appropriate;
- If the respondent has been notified of the allegations, offer supportive measures to the respondent as appropriate; and,
- Take other prompt and effective steps, as appropriate, through the Title IX Coordinator to ensure that Prohibited Conduct does not continue or recur within AIMS's education program or activity.

A complainant who decides to withdraw a complaint or any portion of it may later request to reinstate it or refile it.

### **Referrals for Other Misconduct**

AIMS has the discretion to refer reports of misconduct not covered by this policy for handling under any other applicable AIMS policy or code. As part of any such referral for further handling, AIMS may use evidence already gathered through any process covered by this policy.

Should there be a conflict between the provision of this policy and other AIMS policies, procedures, rules, regulations, or terms or conditions of employment, the provisions of this policy will govern unless specifically stated otherwise.

This policy and these procedures are separate from AIMS's student disciplinary processes, by which AIMS may bring a discipline charge against a student for violating AIMS policy according to the provisions found in AIMS code of conduct ([link](#)).

### **Consolidation of Cases**

AIMS may consolidate reports under this policy as appropriate: for example, if there are multiple reports where the allegations of Prohibited Conduct arise out of the same facts or circumstances, or there are multiple reports with overlapping parties.

AIMS also reserves the right to use this policy to adjudicate other allegations and conduct charges as defined by policies outside of the scope of this policy in instances when the conduct is associated with an alleged issue of Prohibited Conduct under this policy. The Title IX Coordinator will address these consolidated matters in collaboration and coordination with other appropriate offices, such as Student Services and Human Resources. Allegations of a violation of a separate policy are not required to be handled using the procedural requirements set forth in this policy.

### **Student Withdrawal or Employee Resignation while Matters are Pending**

If a student or employee respondent permanently withdraws or resigns from AIMS with unresolved allegations pending, AIMS will consider whether and how to proceed with the resolution process. AIMS will continue to address and remedy any systemic issues or concerns that may have contributed to the alleged violation(s) and any ongoing effects of the alleged harassment, discrimination or retaliation.





Students will be restricted from reenrolling until the matter is resolved. The resolution may continue remotely after a student leaves.

An employee respondent who resigns with unresolved allegations pending is not eligible for rehire with AIMS and the records retained by the Title IX Coordinator will reflect that status.

## **D. OPTIONS FOR RESOLUTION**

There are multiple ways to resolve a report of Prohibited Conduct. Whenever possible, AIMS will utilize the resolution method chosen by the complainant. During the resolution of a report, the Title IX Coordinator will determine whether to implement reasonable supportive measures designed to assist all parties (complainants and respondents) and community members in maintaining access to and participation in AIMS programs, services and activities during the resolution of the report.

This section includes information on support-based resolution, agreement-based resolution, and investigation and decision-making procedures, including live hearings for Title IX Prohibited Conduct.

### **Support- Based Resolution**

A formal complaint is not required for a support-based resolution. A support-based resolution is an option for a complainant who does not wish AIMS to take any further steps to address their concern, and when the Title IX Coordinator determines that another form of resolution, or further action, is not required. Some types of support that may be appropriate include: adjustments or changes to class schedules; moving from one residence hall room to another; adjusted deadlines for projects or assignments; adjustments to work schedule or arrangements; escorts to and around campus; or counseling.

A support-based resolution does not preclude later use of another form of resolution, for example if new information becomes available to AIMS and the Title IX Coordinator determines there is need for additional steps to be taken, or the complainant later decides to pursue a formal complaint.

### **Agreement-Based Resolution**

A formal complaint is required for Agreement-Based Resolution. Agreement-Based Resolution is **not** available to resolve a student Complainant's allegation that an employee has engaged in Title IX Prohibited Conduct.

Agreement-Based Resolution is an alternative to the investigation and decision-making procedures where the Parties each voluntarily agree to resolve the complaint in a way that does not include any finding of responsibility. Agreement-Based Resolution is a voluntary, structured interaction between or among affected parties that balances support and accountability. If AIMS offers Agreement-Based Resolution to the parties, and they voluntarily consent to engage in that process, the Title IX Coordinator must still take other prompt and effective steps as needed to ensure that Prohibited Conduct does not continue or recur within the education program or activity. Parties and the Title IX Coordinator may agree to pause or exit the investigation and decision-making resolution procedures to explore Agreement-Based Resolution.

Any party may design a proposed agreement between the parties. The Title IX Coordinator must approve of the use of the Agreement-Based Resolution process, and approve the final agreement between the parties. Agreement-Based Resolution may be initiated at any time prior to the release



of the final determination. Agreement-Based Resolution does not result in a determination about whether the alleged Prohibited Conduct occurred.

The Title IX Coordinator has the discretion to determine that Agreement-Based Resolution is not an appropriate way to address the reported conduct, and that the matter must instead be resolved through the investigation and decision-making process, including the hearing procedures for Title IX Prohibited Conduct.

### Initiating the Agreement-Based Resolution Process

Prior to the initiation of Agreement-Based Resolution, the Title IX Coordinator will provide the Parties written notice that includes:

- The specific allegation and the specific conduct that is alleged to have occurred;
- The requirements of the Agreement-Based Resolution process;
- Any consequences resulting from participating in the Agreement-Based Resolution process, including the records that will be maintained or could be shared, and whether AIMS could disclose such information for use in a future AIMS resolution process, including an investigation and resolution process arising from the same or different allegations, as may be appropriate.
- Notice that an agreement resulting from the Agreement-Based Resolution process is binding only on the parties and is not subject to appeal.
- Notice that once the Agreement is finalized and signed by the Parties, they cannot initiate or continue an investigation procedure arising from the same allegations.
- A statement indicating that the decision to participate in the Agreement-Based Resolution process does not presume that the conduct at issue has occurred.
- A statement that the respondent is presumed not responsible for violating this policy, unless respondent admits to violations of this policy;
- An explanation that all parties may be accompanied by an advisor of their choice, who may be a parent, colleague, friend, or attorney;
- A statement that any party has the right to withdraw from the Agreement-Based Resolution process and initiate or resume resolution procedures at any time before agreeing to a resolution;
- The date and time of the initial meeting with staff or the Title IX Coordinator, with a minimum of 3 days' notice;
- Information regarding Supportive Measures, which are available equally to the parties; and
- The potential terms that may be requested or offered in an Agreement-Based Resolution agreement.

### Facilitating an Agreement

If all Parties are willing to explore Agreement-Based Resolution, the Title IX Coordinator will then meet separately with each party to discuss the Agreement-Based Resolution process and facilitate an agreement. If an agreement cannot be reached, either because the Parties do not agree, determine they no longer wish to participate in the Agreement-Based Resolution process, or the Title IX Coordinator does not believe that the terms of the agreement or continuing the Agreement-Based Resolution process is appropriate, the Title IX Coordinator may decide that the reported conduct will instead be addressed through the investigation and decision-making process. The Title IX Coordinator will inform the Parties of such decision, in writing.



Agreement-Based Resolution processes are managed by facilitators who do not have a conflict of interest or bias in favor of or against complainants or respondents generally or regarding the specific parties in the matter. The Title IX Coordinator may serve as the facilitator, subject to these restrictions. The investigator or Decisionmaker for the matter may not facilitate an Agreement-Based Resolution in that same matter.

Any party may craft or create the terms of their agreement and will be asked for their suggestions or ideas. Examples of agreements may include but are not limited to:

- an agreement that the respondent will change classes or housing assignments;
- an agreement that the Parties will not communicate or otherwise engage with one another;
- an agreement that the Parties will not contact one another;
- completion of a training or educational project by the respondent;
- completion of a community service project by the respondent;
- an agreement to engage in a restorative justice process or facilitated dialogue; and/or
- discipline agreed upon by all parties.

In order to facilitate Agreement-Based Resolution, information shared by any party will not be used in any related resolution process of the same formal complaint under this policy. No evidence concerning the allegations obtained within the Agreement-Based Resolution process may be disseminated to any outside person, provided that any party to the Agreement-Based Resolution process may generally discuss the allegations under investigation with a parent, advisor, or other source of emotional support, or with an advocacy organization. An admission of responsibility made during an Agreement-Based Resolution process, however, may not be incorporated into the investigation and adjudication proceeding.

### Finalizing the Resolution Agreement

Once the final terms of the Resolution Agreement have been agreed upon by all parties, in writing, and approved by the Title IX Coordinator, the matter will be considered closed, and no further action will be taken. Once signed, no appeal is permitted. The Agreement-Based Resolution process is generally expected to be completed within thirty (30) days and may be extended by the Title IX Coordinator as appropriate. All parties will be notified, in writing, of any extension and the reason for the extension.

Records of an Agreement-Based Resolution process can be shared with other offices as appropriate.

Any violations of the terms of the Resolution Agreement may result in disciplinary action.

### **Investigation & Decision-Making Resolution for Prohibited Conduct Other than Title IX Prohibited Conduct**

This investigation process consists of five stages: written notice of investigation; evidence gathering; evidence review; final written determination; option to appeal.

### Assignment of the Investigator and/or Decisionmaker



AIMS will assign a trained investigator and/or Decisionmaker to conduct an adequate, reliable, and impartial investigation and decision-making, as applicable, in a reasonably prompt timeframe. AIMS reserves the right to utilize internal or external investigators and Decisionmakers.

All parties have the option to participate in the investigation, and each have the same rights during the resolution process including the right to an advisor, to submit relevant witness names and evidence, and to review the evidence gathered by the investigator prior to the investigator providing the final report to the Decisionmaker.

The investigator will establish deadlines for submission of names of relevant witnesses and submission of evidence and communicate those deadlines to the parties in writing.

### Conflict of Interest or Bias

After a Notice of Investigation is issued to all parties, any party may object to the participation of the Title IX Coordinator or designated investigator on the grounds of a demonstrated bias or actual conflict of interest. All parties will have three (3) days from the date of the Notice of Investigation to object to the selection of the investigator or the Title IX Coordinator. Objections to the Title IX Coordinator are to be made, in writing, to the Deputy Coordinator. Objections to the appointment of the investigator are to be made in writing, to the Title IX Coordinator. All objections will be considered, and changes made as appropriate. If the objection is substantiated as to either the Title IX Coordinator or the Investigator, that individual shall be replaced. Any change will be communicated in writing.

### Timeline

AIMS strives to complete the investigation process within ninety (90) days from the date of the Notice of Investigation.

The timeline for any part of the resolution process may be extended for good cause by the Title IX Coordinator. All parties shall be notified, in writing, of any extension to the timeline that is granted, the reason for the extension, and the new anticipated date of conclusion of the investigation and/or determination. Good cause reasons for extension may include ensuring availability of witnesses and other participants and ensuring participants have sufficient time to review materials.

AIMS shall not unreasonably deny a student party's request for an extension of a deadline related to a formal complaint during periods of examinations or school closures.

The investigator and/or Title IX Coordinator shall provide the Parties with periodic status updates, in writing.

### Acceptance of Responsibility

If a respondent accepts responsibility for all or part of the Prohibited Conduct alleged, the designated sanctioning officer will issue an appropriate sanction or responsive action as to those violation(s) and continue processing any remaining allegations of Prohibited Conduct, if any.

### Burden and Standard of Review

AIMS has the burden of conducting an investigation that gathers sufficient evidence to determine whether Prohibited Conduct occurred. This burden does not rest with any party, and any party may decide to limit their participation in part or all of the process, or to decline to participate. This does



not shift the burden of proof away from AIMS and does not indicate responsibility. The standard of proof used in any investigation and decision-making process is the preponderance of the evidence standard, which means more likely than not.

### Written Notice of Meetings

AIMS will provide to a party or witness whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all meetings or proceedings with sufficient time to prepare to participate.

### Impermissible Evidence

The following types of evidence, and questions seeking that evidence, are impermissible. This means this information will not be accessed or considered, except by AIMS to determine whether one of the exceptions listed below applies. This information will not be disclosed or otherwise used, regardless of relevance:

- Evidence that is protected under a privilege recognized by Federal or State law, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- Evidence provided to an employee designated by AIMS as exempt from internal reporting under this policy, unless the person who made the disclosure or otherwise provided evidence to that employee has voluntarily consented to re-disclosure;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless AIMS obtains that party's or witness's voluntary, written consent for use in its resolution procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to alleged sex-based harassment. The fact of prior consensual sexual conduct between the parties does not by itself demonstrate or imply the complainant's consent to other sexual activity or preclude a determination that Prohibited Conduct occurred.

### Notice of Investigation

Prior to the start of an investigation, the Parties will be provided a written Notice of Investigation communicating the initiation of an investigation. Should additional allegations be brought forward, or information regarding location or date of the incident(s), a revised written Notice of Investigation shall be provided to all parties.

The Notice shall include, at a minimum:

1. AIMS's investigation procedures, including the applicable determination procedure that will be used in this investigation and resolution, and a link to the relevant policies;
2. Information about the agreement-based resolution process, with a link to the full procedures.
3. Sufficient information available at the time to allow the parties to respond to the allegations, including the identities of the parties involved in the incident(s), a description of the facts





alleged to constitute Prohibited Conduct, the type of Prohibited Conduct, and the date(s) and location(s) of the alleged incident(s);

4. A statement that retaliation is prohibited;
5. Whether the investigator, or another individual, shall serve as the Decisionmaker.
6. Expected length of the major stages of the resolution process, as well as any applicable deadlines.
7. The Notice will inform the parties that the investigator will establish and communicate, in writing, all investigation deadlines, including the final deadlines for submitting names of witnesses, evidence, and relevant questions to ask a party or witness. These deadlines may be extended by the Title IX Coordinator for good cause, and any changes will be provided, in writing, to the parties, along with the rationale for the revised deadline(s).
8. The process for raising a challenge to the appointed investigator, Decisionmaker or Title IX Coordinator, and the deadline for doing so.
9. A statement that the respondent is presumed not responsible for Prohibited Conduct until a determination is made at the conclusion of the resolution process. Prior to such a determination, the parties will have an opportunity to present relevant and not otherwise impermissible evidence to a trained, impartial Decisionmaker;
10. A statement that the parties may have an advisor of their choice who may be a friend, parent, therapist, colleague, or attorney;
11. The parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence; and
12. AIMS's Code of Conduct Policy prohibits knowingly making false statements or knowingly submitting false information during the resolution procedures.
13. The Decisionmaker will be identified. If AIMS assigns a different Decisionmaker, an updated notice will be provided to the parties.
14. The date and time of the initial interview with the Investigator, with a minimum of five (5) days' notice.

### Individual Interviews

The investigator will hold individual interviews with parties and witnesses to ask relevant and not otherwise impermissible questions and follow-up questions, including questions exploring credibility, and to request of the parties the names of relevant witnesses and relevant evidence. Only the investigator and the party or witness may attend each individual interview, and a party may be accompanied by their advisor. Additional attendees may be permitted at the discretion of the Title IX Coordinator in connection with an approved disability-related accommodation. All persons present at any time during any part of the investigation or resolution process are expected to maintain the privacy of the proceedings and not discuss or otherwise share any information learned as part of the resolution process, and may be subject to further AIMS discipline for failure to do so.

The investigator will then gather from parties, witnesses, and other sources, all relevant evidence.

At the initial interview with each party, the investigator will invite the parties to provide, in writing and in advance of the individual interviews, questions to ask of the parties and witnesses that are relevant and not otherwise permissible, including questions exploring credibility. Upon receiving



the question list, the investigator will determine whether a proposed question is relevant and not otherwise impermissible and will explain, in writing in advance of the individual interview, any decision to exclude a question as not relevant or otherwise impermissible. Questions that are unclear or harassing of the party or witness being questioned will not be permitted. The investigator must give a party an opportunity to clarify or revise any question that the investigator has determined is unclear or harassing and, if the party sufficiently clarifies or revises a question, the question will be asked.

An investigator will not permit questions that are unclear or harassing of any party or witness being questioned.

AIMS will share expectations of decorum to be observed at all times in any meeting or proceeding under this policy. These expectations are applied equally to all parties and advisors. AIMS has the discretion to remove, with or without prior warning, from any meeting or proceeding an involved party, witness, or advisor who does not comply with these expectations and any other applicable AIMS rules.

The individual interviews may be conducted with all participants physically present in the same geographic location, or, at the College's discretion, with all participants joining virtually through a video conferencing option.

The investigator will determine, in their sole discretion, whether parties and witnesses are likely to provide relevant information about the allegations and has the sole discretion to determine which parties and witnesses to call to an interview. The investigator may conduct follow-up interviews as they deem appropriate.

#### Investigator Determination of Relevance

The investigator will determine whether parties and witnesses are likely to provide relevant information about the allegations, and has the sole discretion to determine which parties and witnesses to call to individual follow-up meetings.

The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance. Character evidence that is not relevant will not be considered. If the Decisionmaker is not the investigator, the Decisionmaker is not bound by the investigator's determinations about relevance.

#### Evidence Review

At the conclusion of all fact-gathering, the investigator will provide each party and their advisor the opportunity to review all relevant and not otherwise impermissible evidence gathered. In the event that an audio or audiovisual recording is shared, the recording will only be made available at an in-person and monitored meeting on campus, and will not otherwise be transmitted for review, so as to maintain the privacy of those participating in the process.

The purpose of the inspection and review process is to allow each party the equal opportunity to meaningfully respond to the evidence prior to conclusion of the investigation and to submit any additional relevant evidence, questions for parties or witnesses, or the names of any additional witnesses with relevant information. This is the final opportunity to offer evidence or names of witnesses. Evidence not provided during the investigation process will not be considered by the



Decisionmaker. Given the sensitive nature of the information provided, AIMS will facilitate this review in a secure manner. None of the parties nor their advisors may copy, remove, photograph, print, image, videotape, record, or in any manner otherwise duplicate or remove the information provided. Any student or employee who fails to abide by this may be subject to discipline. Any advisor who fails to abide by this may be subject to discipline and/or may be excluded from further participation in the process.

The parties will have a minimum of 5 days to inspect and review the evidence and submit a written response in writing to the investigator. The Title IX Coordinator shall have the discretion to extend the evidence review period based on the volume and nature of the evidence.

When deemed appropriate by the investigator, the investigator shall then conduct any additional fact-gathering as may be necessary. If new, relevant evidence was submitted as part of evidence review, or is gathered during this second fact-gathering period, the new relevant evidence will be made available for review by the parties and their advisors. The parties shall have 5 days to provide a response to the newly-gathered evidence. No new evidence will be accepted as part of any response, except that the investigator shall have the discretion to accept relevant evidence that was not previously available or known to exist, and that was not previously discoverable with the exercise of reasonable diligence.

The investigator will consider the parties' written responses before finalizing the investigation report.

The parties may each submit a written impact statement prior to the conclusion of the resolution process. The impact statement is not evidence and will be reviewed only after a determination of responsibility is reached.

### Determination and Investigation Report

The investigator may serve as the Decisionmaker. The Decisionmaker shall evaluate the relevant and not impermissible evidence and make a factual determinations regarding each allegation.

The Decisionmaker may choose to place less or no weight upon statements by a party or witness who refused to respond to questions deemed relevant and not otherwise impermissible, or who was not available, despite reasonable diligence, for a follow-up interview. The Decisionmaker will not draw an inference about whether prohibited conduct occurred based solely on a party's or witness's refusal to respond to questions.

The Decisionmaker shall then determine, based upon the factual findings, whether a violation of AIMS policy occurred. The Decisionmaker shall prepare a report which shall include:

- A description of the prohibited conduct;
- A reference to the policies and procedures used to evaluate the allegations;
- Description of all procedural steps taken to date;
- The Decisionmaker's evaluation of the relevant evidence along with the finding of facts;
- Determinations for each allegation, with the rationale;
- Sanction determination (if applicable);
- Whether remedies will be provided;
- The procedures for an appeal.





This report shall be provided to the Title IX Coordinator. In the event that the Decisionmaker has determined that a violation of AIMS policy has occurred, the Title IX Coordinator shall then provide the report to the appropriate Sanctioning Officer to determine the sanction, and the Title IX Coordinator shall then determine the appropriate remedy(ies) for the Complainant and any impacted parties. The Sanctioning Officer may be the same person as the Decisionmaker.

The Title IX Coordinator shall then provide the parties and their advisors, if any, with a written Notice of Outcome and a copy of the Decisionmaker's report. The Notice of Outcome shall include any disciplinary sanctions for the respondent, whether remedies will be provided, and the procedures for appeal. In addition, the complainant shall be informed of any remedies that apply to the complainant.

The Title IX Coordinator will provide each party, and their advisor, written communication regarding the decision, the sanction determination, and the procedures for appeal, found below, along with a copy of the Investigation Report. The Title IX Coordinator will also provide written communication to the Complainant regarding any appropriate remedies.

### **Title IX Prohibited Conduct Investigation & Hearing Procedures**

The following procedures apply to formal complaints when the alleged Prohibited Conduct is Title IX Prohibited Conduct.

#### Acceptance of Responsibility

If a respondent accepts responsibility for all or part of the Prohibited Conduct alleged, the Coordinator or designated sanctioning officer will issue an appropriate sanction or responsive action as to those violation(s) and continue processing any remaining allegations of Prohibited Conduct, if any.

#### Assignment of the Investigator and Hearing Officer

AIMS will assign a trained investigator and Hearing Officer to conduct an adequate, reliable, and impartial investigation and determination, if applicable, in a reasonably prompt timeframe. AIMS reserves the right to utilize internal or external investigators and Hearing Officers

All parties have the option to participate in the investigation and hearing, and each have the same rights during the resolution process including the right to an advisor, to submit relevant witness names and evidence, and to review the evidence gathered by the investigator prior to the investigator providing the final report to the Hearing Officer. All parties have the same rights at the hearing, including the right to review any evidence that will be considered by the Hearing Officer prior to the hearing.

The investigator will establish deadlines for submission of names of relevant witnesses and submission of evidence and communicate those deadlines to the parties in writing.

#### Conflict of Interest or Bias

After a Notice of Investigation is issued to all parties, any party may object to the participation of the Title IX Coordinator or designated investigator on the grounds of a demonstrated bias or actual conflict of interest. All parties will have three (3) days from the date of the Notice of Investigation to



object to the selection of the investigator or the Title IX Coordinator. Objections to the Title IX Coordinator are to be made, in writing, to the Deputy Coordinator. Objections to the appointment of the investigator are to be made in writing, to the Title IX Coordinator. All objections will be considered, and changes made as appropriate. If the objection is substantiated as to either the Title IX Coordinator or the Investigator, that individual shall be replaced. Any change will be communicated in writing.

### Timeline

AIMS strives to complete the investigation process within sixty (60) days from the date of the Notice of Investigation, and complete the hearing within sixty (60) days of the Notice of Hearing.

The timeline for any part of the resolution process may be extended for good cause by the Title IX Coordinator. All parties shall be notified, in writing, of any extension to the timeline that is granted, the reason for the extension, and the new anticipated date of conclusion of the investigation and/or hearing. Good cause reasons for extension may include ensuring availability of witnesses and other participants and ensuring participants have sufficient time to review materials.

AIMS shall not unreasonably deny a student party's request for an extension of a deadline related to a formal complaint during periods of examinations or school closures.

The investigator and/or Title IX Coordinator shall provide the Parties with periodic status updates, in writing.

### Burden and Standard of Review

AIMS has the burden of conducting an investigation that gathers sufficient evidence to determine whether Prohibited Conduct occurred. This burden does not rest with any party, and any party may decide to limit their participation in part or all of the process, or to decline to participate. This does not shift the burden of proof away from AIMS and does not indicate responsibility. The standard of proof used in any determination process is the preponderance of the evidence standard, which means more likely than not.

### Written Notice of Meetings

AIMS will provide to a party or witness whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all meetings or proceedings with sufficient time to prepare to participate.

### Evidence Gathering

#### *Interviews*

The investigator will interview all parties and relevant witnesses and gather relevant and directly related documentary evidence provided by the parties and any identified witnesses. Interviews may be conducted in person, or via video conference. When a party meets with an investigator, the investigator will ask questions related to the allegations in the formal complaint and a party is given the opportunity speak to the allegations and related events. Parties may identify fact witnesses and provide evidence that is relevant or directly related to the allegations.. This will include inculpatory evidence (that tends to show it more likely that someone committed a violation) and exculpatory evidence (that tends to show it less likely that someone committed a violation). The investigator ultimately determines whom to interview to determine the facts relevant to the formal complaint.



### *Irrelevant Evidence*

The following are not relevant, as per applicable federal law.. This means this information will not be accessed or considered, except by AIMS to determine whether one of the exceptions listed below applies.

- Evidence that is protected under a privilege recognized by Federal or State law, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless AIMS obtains that party's or witness's voluntary, written consent for use in its resolution procedures; and
- Evidence and questions about the Complainant's sexual predisposition or prior sexual behavior unless:
  - o They are offered to prove that someone other than the Respondent committed the conduct alleged by the complainant, or
  - o They concern specific incidents of the complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

### Notice of Investigation

Prior to the start of an investigation, the Parties will be provided a written Notice of Investigation communicating the initiation of an investigation. Should additional allegations be brought forward, or information regarding location or date of the incident(s), a revised written Notice of Investigation shall be provided to all parties.

The Notice shall include, at a minimum:

1. AIMS's investigation and hearing procedures, including = a link to the applicable policies;
2. Information about the agreement-based, with a link to the full procedures;
3. Sufficient information available at the time to allow the parties to respond to the allegations, including the identities of the parties involved in the incident(s), a description of the facts alleged to constitute Prohibited Conduct, the type of Prohibited Conduct, and the date(s) and location(s) of the alleged incident(s);
4. A statement that retaliation is prohibited;
5. Expected length of the major stages of the resolution process, as well as any applicable deadlines.
6. The Notice will inform the parties that the investigator will establish and communicate, in writing, all investigation deadlines, including the final deadlines for submitting names of witnesses, evidence, and relevant questions to ask a party or witness. These deadlines may be extended by the Title IX Coordinator for good cause, and any changes will be provided, in writing, to the parties, along with the rationale for the revised deadline(s).
7. The process for raising a challenge to the appointed investigator, Hearing Officer, or Title IX Coordinator, and the deadline for doing so.
8. A statement that the respondent is presumed not responsible for Prohibited Conduct until a determination is made at the conclusion of the resolution process. Prior to such a



determination, the parties will have an opportunity to present relevant and directly related evidence to a trained, impartial Hearing Officer;

9. A statement that the parties may have an advisor of their choice who may be a friend, parent, therapist, colleague, or attorney;
10. The parties are entitled to an equal opportunity to access the relevant and directly related evidence or an investigation report that accurately summarizes this evidence; and
11. AIMS prohibits knowingly making false statements or knowingly submitting false information during resolution procedures.
12. The date and time of the initial interview with the Investigator, with a minimum of five (5) days' notice.

### Individual Interviews

The investigator will hold individual interviews with parties and witnesses to ask relevant questions and follow-up questions, including questions exploring credibility, and to request of the parties the names of relevant witnesses and relevant evidence. Only the investigator and the party or witness may attend each individual interview, and a party may be accompanied by their advisor. Additional attendees may be permitted at the discretion of the Title IX Coordinator in connection with an approved disability-related accommodation. All persons present at any time during any part of the investigation or resolution process are expected to maintain the privacy of the proceedings and not discuss or otherwise share any information learned as part of the resolution process, and may be subject to further AIMS discipline for failure to do so.

The investigator will then gather from parties, witnesses, and other sources, all relevant and directly evidence.

AIMS will share expectations of decorum to be observed at all times in any meeting or proceeding under this policy. These expectations are applied equally to all parties and advisors. AIMS has the discretion to remove, with or without prior warning, from any meeting or proceeding an involved party, witness, or advisor who does not comply with these expectations and any other applicable AIMS rules.

The individual interviews may be conducted with all participants physically present in the same geographic location, or, at AIMS's discretion, with all participants joining virtually through a video conferencing option. The investigator will determine, in their sole discretion, whether parties and witnesses are likely to provide relevant information about the allegations, and has the sole discretion to determine which parties and witnesses to call to an interview. The investigator may conduct follow-up interviews as they deem appropriate.

### Investigator Determination of Relevance

The investigator will determine whether parties and witnesses are likely to provide relevant information about the allegations, and has the sole discretion to determine which parties and witnesses to call to individual follow-up meetings.

The investigator will review all evidence gathered through the investigation and determine what evidence is relevant, directly related, or irrelevant.. Character evidence that is not relevant will not be considered.



## Evidence Review

At the conclusion of all fact-gathering, the investigator will provide each party and their advisor the opportunity to review all relevant and directly related evidence gathered. In the event that an audio or audiovisual recording is shared, the recording will only be made available at an in-person and monitored meeting on campus, and will not otherwise be transmitted for review, so as to maintain the privacy of those participating in the process.

The purpose of the inspection and review process is to allow each party the equal opportunity to meaningfully respond to the evidence prior to conclusion of the investigation and to submit any additional relevant evidence, questions for parties or witnesses, or the names of any additional witnesses with relevant information. This is the final opportunity to offer evidence or names of witnesses. Evidence not provided during the investigation process will not be considered by the Hearing Officer. Given the sensitive nature of the information provided, AIMS will facilitate this review in a secure manner. None of the parties nor their advisors may copy, remove, photograph, print, image, videotape, record, or in any manner otherwise duplicate or remove the information provided. Any student or employee who fails to abide by this may be subject to discipline. Any advisor who fails to abide by this may be subject to discipline and/or may be excluded from further participation in the process.

The parties will have a minimum of 10 days to inspect and review the evidence and submit a written response in writing to the investigator. The Title IX Coordinator shall have the discretion to extend the evidence review period based on the volume and nature of the evidence.

When deemed appropriate by the investigator, the investigator shall then conduct any additional fact-gathering as may be necessary. If new, relevant evidence was submitted as part of evidence review, or is gathered during this second fact-gathering period, the new relevant evidence will be made available for review by the parties and their advisors. The parties shall have 5 days to provide a response to the newly-gathered evidence. No new evidence will be accepted as part of any response, except that the investigator shall have the discretion to accept relevant evidence that was not previously available or known to exist, and that was not previously discoverable with the exercise of reasonable diligence.

The investigator will consider the parties' written responses before finalizing the investigation report.

## Investigation Report

The investigator will prepare a written report summarizing all of the relevant evidence gathered and all steps taken during the investigation process. The investigator will also include as an attachment all relevant evidence gathered during the investigation, as well as all interview notes.

## Conclusion of Investigation, Notice of Hearing

Once the investigation report is final, the report together with all attachments shall be provided to each party and to their advisor, if any, in a secure manner (e.g., by providing digital copies of the materials through a protected, "read-only" web portal). Each party shall have ten (10) days to provide a response. The response, if any, shall be provided to the Hearing Officer.





Following conclusion of the investigation, each party shall be provided with a Notice of Hearing, which shall include information regarding the date of the hearing, the identity of the Hearing Officer, the process to be used at the hearing, deadlines for submission of evidence, names of witnesses, or questions to be reviewed by the Hearing Officer to ensure they are relevant to the allegations. The hearing shall be scheduled no less than ten (10) days from the date of the Notice of Hearing.

Within three (3) days of receipt of the Notice of Hearing, either party may object to the Hearing Officer on the basis of a demonstrated bias or actual conflict of interest. Any objection is to be in writing and sent to the Title IX Coordinator. Should the Title IX Coordinator determine that there is an actual bias or conflict of interest, the Title IX Coordinator shall remove the Hearing Officer and appoint another.

### Hearing Procedures

The purpose of a hearing is for a Hearing Officer to determine whether the conduct occurred as alleged, and if so, whether that conduct violates this policy. AIMS expects that all individuals who participate in the hearing process do so truthfully and that all who have a responsibility for carrying out one or more aspects of the hearing process do so fairly and without prejudice or bias. Hearings may be conducted in person or via videoconferencing. The Title IX Coordinator may determine that the hearing will continue in the absence of any party or any witness.

AIMS will appoint a Hearing Officer, who will determine whether a violation of AIMS policy has occurred. The Hearing Officer shall have the authority to determine the relevance of evidence submitted, and of questions asked, to limit the time allotted to any phase of the hearing, and/or to limit the time allotted to the full hearing. The Hearing Officer shall not draw an inference about the determination regarding responsibility based solely on a party's absence from the hearing or refusal to answer questions posed.

Each hearing shall be recorded by AIMS and this recording will be considered the only official recording of the hearing. No other individual is permitted to record while the hearing is taking place. The recording is the property of AIMS but shall be available for listening until the conclusion of the appeals process to complainant, respondent, their respective advisors, Hearing Officer, and Appeal Officer by contacting the Title IX Coordinator.

### *Prior to the Hearing*

The parties and the Hearing Officer all have the right to call witnesses. Witnesses participating in the hearing must have information relevant to the allegations. Parties who wish to call witnesses must submit the name of the witness at least five (5) days in advance of the hearing.

Only witnesses who participated in the investigation will be permitted to participate in the hearing, unless the witness was otherwise unknown or not known to have relevant information during the course of the investigation. If the witness did not participate in the investigation, the party must also provide the reason the witness was not interviewed by the investigator, and what information the witness has that is relevant to the allegations. The Hearing Officer will then determine whether the witness has relevant information and if there is sufficient justification for permitting the witness to participate. The Hearing Officer may instead send the case back to the investigator to interview the newly proffered witness prior to the hearing taking place.



A list of witnesses approved by the Hearing Officer will be provided to the parties at least three (3) days prior to the hearing.

Three (3) days prior to the hearing, each party shall submit to the Hearing Officer a preliminary list of questions they wish to pose to the other party, or to a witness. If the Hearing Officer determines that any questions are not relevant the Hearing Officer shall exclude the question and explain the reason for the exclusion of the question at the hearing. Questions that are unclear or harassing of the party or witness being questioned will not be permitted.

#### *Advisor*

Each party is entitled to be accompanied by one advisor at the hearing. The role of the advisor is to assist the party with understanding and navigating the proceedings, and at the direction of the Hearing Officer, pose questions developed by their advisee to the other party or witnesses. The advisor may not represent, advocate for, respond for, or otherwise speak on behalf of, the party during the hearing.

In the event that a party does not appear for the Hearing, the advisor for that party may not participate in the hearing and or submit questions to be asked on behalf of the absent party.

An advisor of AIMS's choosing shall be provided for any party who does not have an advisor.

#### *Hearing Participation Guidelines*

The Hearing Officer shall have the authority to maintain order and decorum at the hearing, including responding to disruptive or harassing conduct, and when necessary to adjourn the hearing or exclude the disruptive person. In the event the Hearing Officer removes an advisor, the Hearing Officer will have the discretion to appoint another advisor for the remainder of the hearing. The Hearing Officer also has the authority to determine whether any questions are not relevant, abusive, intimidating, or disrespectful, and will not permit such questions. The Hearing Officer cannot draw an inference about the determination regarding responsibility based solely on a party's absence from the live hearing.

#### *Statements, Questioning and Presentation of Evidence*

During the hearing, each party will be permitted to provide an introductory statement. Following introductory statements, the Hearing Officer will call parties and witnesses for questioning. The order of questioning shall be determined by the Hearing Officer. The Hearing Officer will pose questions to the parties and witnesses and provide each party an opportunity to pose questions to the other party or witnesses through their advisor. If the Hearing Officer determines that any questions are not relevant to the allegations, the Hearing Officer shall not permit a response to the question and explain the reason for excluding a response to the question. Neither party may directly question the other party or witness.

Following the questioning of parties and witnesses, each party will be permitted to provide a closing statement. An advisor is not permitted to provide a closing statement on behalf of their party.

#### Hearing Officer's Report

Following the hearing, the Hearing Officer shall prepare a determination report. All findings shall be made by a preponderance of the evidence, meaning more likely than not. To the extent credibility



determinations need to be made, such determinations shall not be based on a person's status as complainant, respondent, or witness.

The determination report will include:

- A description of the prohibited conduct alleged;
- A reference to the policies and procedures used to evaluate the allegations;
- Description of all procedural steps taken to date;
- The Hearing Officer's evaluation of the relevant evidence along with the finding of facts;
- Determinations for each allegation, with the rationale;
- Sanction determination (if applicable)
- Whether remedies will be provided;
- The procedures for an appeal, including How to challenge participation by the Appeal Panel for bias or conflict of interest – which the Title IX Coordinator will resolve in their sole discretion.

The Hearing Officer's report shall be provided to the Title IX Coordinator. If the Hearing Officer determines that there is no finding of responsibility, the Title IX Coordinator shall communicate the findings to each party, and their advisor should the party wish the advisor to receive it, a written Notice of Outcome along with a copy of the Hearing Officer's report, to the parties, together with procedures for appeal.

If there is a finding of responsibility, the Title IX Coordinator shall contact the appropriate sanctioning officer who will determine the sanction and notify the Title IX Coordinator of the sanctioning determination. The Title IX Coordinator will then provide each party, and their advisor should the party wish the advisor to receive it, a written Notice of Outcome regarding the Hearing Officer's decision, including the Hearing Officer's report. The Title IX Coordinator will also provide written communication to the complainant regarding any appropriate remedies.

## **E. APPEALS**

Dismissals of formal complaints and determinations made in the investigation and hearing processes may be appealed in writing by either party. Appeals will be sent to the Title IX Coordinator, who will then send the appeal to the Appeals Officer assigned to conduct a written review of the appeal(s) and to make a final determination. Appeals must be in writing and filed within ten (10) days following the issuance of the outcome letter.

When an appeal is filed, the other party shall be notified and provided with a copy of the filed appeal within one (1) day, and have five (5) days to respond to the appeal in writing. Any party's decision not to submit a reply to an appeal is not evidence that the non-appealing party agreed with the appeal.

Within three (3) days of an Appeal Officer being assigned, either party may provide written objection to the Appeal Officer on the basis of an actual bias or conflict of interest. Any objection is to be sent to the Title IX Coordinator. Should the Title IX Coordinator determine that there is an actual bias or conflict of interest, the Title IX Coordinator will appoint another Appeal Officer.

Appeals may be filed only on the following three grounds:





1. Procedural Error: A procedural error occurred would change the outcome. A description of the error and its impact on the outcome of the case must be included in the written appeal; or,
2. New Evidence: New evidence or information has arisen that was not available or known to the party during the investigation or hearing, that would change the outcome. Information that was known to the party during the resolution process but which they chose not to present is not considered new information. The new evidence, an explanation as to why the evidence was not previously available or known, and an explanation of its potential impact on the investigation findings must be included in the written appeal; or
3. Actual Conflict of Interest or Demonstrated Bias: The Title IX Coordinator, investigator, or others with a role in the process with an actual conflict of interest or demonstrated bias for or against complainants or respondents generally, or the individual complainant or respondent, that would change the outcome. Any evidence supporting the alleged conflict of interest or demonstrated bias must be included in the written appeal.

The Appeal Officer will make a determination regarding the appeal and communicate that decision, along with a rationale for the decision to the Title IX Coordinator who will communicate the Appeal Officer's decision to the parties. The decision of the Appeals Officer is final.

## **F. FAILURE TO COMPLETE SANCTIONS**

All responding parties are expected to comply with conduct sanctions/responsive actions/corrective actions within the timeframe specified by AIMS. Responding parties needing an extension to comply with their sanctions must submit a written request to the Title IX Coordinator stating the reasons for needing additional time.

Failure to follow through on conduct sanctions/responsive actions/corrective actions by the date specified, whether by refusal, neglect or any other reason, may result in additional sanctions/responsive actions/corrective actions, such as suspension, expulsion, termination, or another action. Students who fail to comply will be referred to the Code of Conduct Policy and employees will be referred to Human Resources.

## **G. RECORD RETENTION**

In implementing this policy, records of all reports and resolutions will be kept by the Coordinator in accordance with the applicable AIMS records retention schedule. All records will be afforded the confidentiality protections required by law, including but not limited to the Family Educational Rights and Privacy Act governing confidentiality of student information.

## **H. ADDITIONAL ENFORCEMENT INFORMATION**

The U.S. Equal Employment Opportunity Commission (EEOC) investigates reports of unlawful discrimination and harassment in employment.

The U.S. Department of Education, Office for Civil Rights (OCR) investigates complaints of unlawful discrimination and harassment of students and employees in education programs or activities.



For more information, contact the nearest office of the EEOC or OCR.

U.S. Equal Employment Opportunity Commission (EEOC)

1-800-669-4000

1-800-669-6820 (TTY for Deaf/Hard of Hearing callers only)

1-844-234-5122 (ASL Video Phone for Deaf/Hard of Hearing callers only)

info@eeoc.gov

U.S. Department of Education

Office for Civil Rights

1-800-421-3481

TDD: 800-877-8339

OCR@ed.gov

## I. POLICY REVIEW & REVISION

These policies and procedures will be reviewed and updated regularly by the Title IX Coordinator. The Title IX Coordinator will submit modifications to this policy in a manner consistent with institutional policy upon determining that changes to law, regulation or best practices require policy or procedural alterations not reflected in this policy and procedure. Procedures in effect at the time of its implementation will apply. The policy definitions in effect at the time of the conduct will apply even if the policy is changed subsequently, unless the parties consent to be bound by the current policy.

This policy may be revised at any time without notice. All revisions supersede prior policy and are effective immediately upon posting to AIMS website.

## J. KEY DEFINITIONS

**Advisor:** Each party has the right to choose and consult with an advisor of their choice at their own expense. The advisor may be any person, including a friend, family member, therapist, or an attorney. AIMS will not limit their choice of advisor. Parties in this process may be accompanied by an advisor of choice to any meeting or proceeding to which they are required or are eligible to attend.

Except where explicitly stated by this policy, advisors shall not participate directly in the process. AIMS will provide the parties equal access to advisors; any restrictions on advisor participation will be applied equally.

The advisor may not represent, advocate, or speak on behalf of a complainant or respondent. An advisor may not disrupt or impede any resolution proceeding.

**Formal Complaint:** A formal complaint means a written document (hard copy or electronic) that alleges that a Respondent committed Prohibited Conduct and requests initiation of the procedures consistent with the Policy to investigate the allegation of the conduct. A “formal complaint” can only be filed by a Complainant with a signature or other indication that the Complainant is the person filing the Formal Complaint or signed by the Title IX Coordinator.

**Complainant:** Any individual who has reported being or is alleged to be impacted by Prohibited Conduct as defined by this policy, and who was participating in a AIMS program or activity at the time of the alleged misconduct.



**Confidential Resources:** any individual identified by AIMS who receives information about conduct prohibited under this policy in their confidential capacity and who are privileged under state law will not report prohibited conduct disclosed to them without written consent. Designation as a confidential resource under this policy only exempts such individuals from disclosure to the Title IX Coordinator. It does not affect other mandatory reporting obligations under state child abuse reporting laws, the Clery Act as a campus security authority, or other laws that require reporting to campus or local law enforcement.

### **Consent, Incapacitation, Force/Coercion**

*Consent* is clear and unambiguous communication and mutual agreement for the act in which the participants are involved. Consent will be assessed objectively from the standpoint of a reasonable person in the position of the Respondent. In understanding the meaning of consent, the following principles apply:

- A sexual interaction is considered consensual when individuals willingly and knowingly engage in the interaction.
- Consent can be given by words or actions, as long as those words or actions express willingness to engage in the sexual contact or activity. If there is confusion or ambiguity, participants in sexual activity are expected to stop and clarify each person's willingness to continue.
- Consent to one form of sexual activity does not imply consent to other forms of sexual activity. Previous relationships or previous consent for sexual activity is not consent to sexual activity on a different occasion. (For example, consent to certain acts at one point in an evening does not mean consent to the same acts later in the same evening.)
- Consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another.
- Silence or the absence of resistance is not the same as consent.
- Consent must be continually assessed and can be withdrawn at any time through reasonable and clear communications through words or actions..
- The use of alcohol or drugs does not justify or excuse behavior that violates this Policy and never makes someone at fault for being the victim of a violation of this Policy.
- Minors cannot consent to sexual activity except in limited circumstances dictated by law.

Consent cannot be given if any of the following are present: Incapacitation, Coercion, or Force.

*Incapacitation* occurs when someone cannot make rational, reasonable decisions because they lack the capacity to give knowing and informed consent (e.g., to understand the “who, what, when, where, why, and how” of their sexual interaction). Incapacitation is determined through consideration of all relevant indicators of a person's state and is not synonymous with intoxication, impairment, or being under the influence of drugs or alcohol. This policy also covers a person whose incapacity results from temporary or permanent physical or mental health condition, involuntary physical restraint, and/or the consumption of incapacitating drugs, or who are sleeping.

Under this policy, AIMS will consider whether a respondent knew or should have known the complainant to be incapacitated, based on an objective, reasonable person standard that assumes the reasonable person is both sober and exercising sound judgment. The fact that the respondent was unaware of the complainant's incapacity due to the respondent's own drug or alcohol use shall not be considered as an excuse.



**Coercion/Force:** Consent cannot be procured by the use of physical force, compulsion, threats, intimidating behavior, or coercion. Sexual activity accompanied by coercion or force is not consensual.

- Coercion refers to unreasonable pressure for sexual activity. When someone makes it clear that they do not want to engage in sexual activity or do not want to go beyond a certain point of sexual interaction, continued pressure beyond that point can be considered coercive. The use of coercion can involve the use of pressure, manipulation, substances, or force. Ignoring objections of another person is a form of coercion.
- Force refers to the use of physical violence or imposing on someone physically to engage in sexual contact or intercourse. Force can also include threats, intimidation (implied threats), or coercion used to overcome resistance.

**Days:** any reference to days refers to business days when AIMS is in normal operation.

**Decisionmaker:** Trained professional designated by AIMS to decide responsibility, sanction, or appeals. A Decisionmaker may be one person, or a panel of multiple people as determined by AIMS. The investigator may be appointed as the Decisionmaker in matters besides Title IX Sexual Harassment. For Title IX Prohibited Conduct, the Decisionmaker is the Hearing Officer.

**Disclosure or Report:** A disclosure or report may be made by anyone, whether they learned about conduct potentially constituting discrimination or harassment under this policy, or whether they personally experienced such conduct. A person making a disclosure or report may or may not be seeking to initiate an investigation.

**Education Program or Activity:** AIMS's "education program or activity" includes all campus operations, including off-campus settings that are operated or overseen by AIMS, including, for example, field trips, online classes, and athletic programs; conduct subject to AIMS's disciplinary authority that occurs off-campus; conduct that takes place via AIMS-sponsored electronic devices, computer and internet networks and digital platforms operated by, or used in the operations of, AIMS. Conduct that occurs outside of the education program or activity may contribute to a hostile environment within the program or activity.

**Finding:** a written conclusion by a preponderance of the evidence, issued by an Investigator, that the conduct did or did not occur as alleged.

**No-Contact Directive:** A No Contact Directive is a document issued by a AIMS administrator that is designed to limit or prohibit contact or communications between the parties. A No-Contact Directive may be mutual or unilateral, with the exception that a No-Contact Directive issued as either a sanction or remedy shall be unilateral, directing that the respondent does not contact the complainant.

**Notice:** All notices under this policy are written and sent to the student or employee's assigned AIMS email address or delivered via Certified Mail to the local or permanent address(es) of the parties as indicated in official AIMS records, or personally delivered to the intended recipient.

**Party/parties:** Referring to complainant(s), respondent(s), or both/all complainant(s) and respondent(s).

**Remedies:** Remedies means measures provided, as appropriate, to a complainant or any other person AIMS identifies as having had their equal access to AIMS's education program or activity limited or denied by discrimination or other prohibited conduct covered by this policy. These measures are provided to restore or preserve that person's access to the education program or activity after a AIMS determines that discrimination occurred. Only the complainant will be informed of any remedies pertaining to them. Some examples are academic support and/or opportunity to retake a class or resubmit work or time extensions on course or degree completion,



or non-academic support such as counseling, or changes to work assignments or locations. The Title IX Coordinator is responsible for implementation of remedies.

**Respondent:** an individual, or group of individuals such as a student organization, who has been reported to be the perpetrator of conduct that could constitute Prohibited Conduct under this policy; or retaliation for engaging in a protected activity.

**Sanctions:** One or more of the sanctions or disciplinary steps listed here may be imposed on a respondent who is found responsible for a violation of AIMS's policies. Sanctions or disciplinary steps not listed here may be imposed in consultation with the Title IX Coordinator.

The form of sanction or discipline used will depend on the nature of the offense, as well as any prior disciplinary history. Such discipline or sanction will be imposed pursuant to and in accordance with any and all applicable AIMS rules, policies, and procedures. Factors considered when determining a sanction/responsive action may include:

- The nature, severity of, and circumstances surrounding the violation.
- An individual's disciplinary history.
- Previous resolutions or allegations involving similar conduct.
- The need for sanctions/responsive actions to bring an end to the discrimination, harassment, or retaliation.
- The need for sanctions/responsive actions to prevent the future recurrence of discrimination, harassment, or retaliation.
- The need to remedy the effects of the discrimination, harassment or retaliation on the victim and the campus community.

Student sanctions imposed are implemented when the decision is final (after an appeal, or, if there was no appeal, after the appeals period expires).

Faculty found responsible for violating this policy may be referred to the appropriate academic official for any other applicable processes.

Possible sanctions and disciplinary steps for student respondents include, but are not limited to the following:

- Formal written warning;
- Performance Improvement Plan (a plan intended to require reflection and remediation of behavior found to have violated this policy);
- No contact order pertaining to certain AIMS community members or physical locations;
- Probation (a written reprimand for violation of institutional policy, providing for more severe disciplinary sanctions in the event that the student or organization is found in violation of any institutional policy, procedure, or directive within one academic year. Terms of the probation will be articulated and may include denial of specified social privileges, exclusion from co-curricular activities, exclusion from designated areas of campus, no-contact orders, and/or other measures deemed appropriate.);
- Suspension (termination of student status for a definite period of time not to exceed one academic year and/or until specific criteria are met. Students who return from suspension are automatically placed on probation through the remainder of their tenure as a student at AIMS);
- Withholding of a degree or certificate;



- Referral to counseling services and/or Student Solutions for the Respondent; and/or
- Dismissal from AIMS.

Possible sanctions and disciplinary steps for staff and faculty respondents include, but are not limited to:

- Warning – Verbal or Written
- Performance Improvement Plan
- Referral for Counseling
- Required Training or Education
- Probation
- Loss of Variable or Annual Pay Increase
- Loss of Oversight or Supervisory Responsibility
- Demotion
- Suspension with pay
- Suspension without pay
- Termination
- Other Actions: In addition to or in place of the above sanctions, AIMS may assign any other sanctions as deemed appropriate.

**Student:** Any person who has (or will have) attained student status by way of:

1. Admission, housing, or other service that requires student status.
2. Registration for one or more credit hours.
3. Enrollment in any non-credit, certificate or other program offered by AIMS.





## Student Complaint Process

AIMS Education strongly encourages students to attempt to resolve any complaints directly with the appropriate person, persons, or administrative offices. If, after all reasonable efforts, the complaint cannot be resolved, the student may submit a formal complaint. The student affairs department is responsible for overseeing the student complaint process.

To file an official complaint, the student must submit a student complaint form to the student affairs department at [studentaffairs@aimseducation.edu](mailto:studentaffairs@aimseducation.edu), or in person to an academics and student affairs administrator. Complaint forms can be requested from the student affairs department, or they can be downloaded from the AIMS Education website.

Once a formal complaint is submitted, the student affairs committee will have 10-14 business days to investigate the complaint and render a decision. The complainant will be informed when a decision has been rendered.

All appeals related to grades or other academic issues must be submitted to the academic department.

### Filing External Complaints

When a student complaint cannot be resolved by the institution, the student may choose to file a complaint with the institution's accreditor, state licensing entity, or SARA state portal entity.

Accrediting Bureau of Health Education Schools (ABHES)  
6116 Executive Blvd., Suite 730  
North Bethesda, MD 20852  
(301) 291-7550

To submit a student complaint to ABHES, please fill out the [ABHES complaint form](#) and submit it online. Questions should be directed to [complaints@abhes.org](mailto:complaints@abhes.org).

Office of the Secretary of Higher Education  
ATTN: Complaints  
P.O. Box 542  
Trenton, New Jersey 08625-0542

To submit a student complaint to the NJ Office of the Secretary of Higher Education (NJ OSHE), please fill out the [NJ OSHE complaint form](#) and mail it to the address above. Instructions for filing a complaint are provided on the [NJ OSHE website](#).

### SARA Complaint Process

NJ OSHE is the SARA state portal entity for New Jersey. Out-of-state students who wish to submit a complaint related to distance education activities, should follow the NJ OSHE complaint process provided above.



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education

Additional information regarding the SARA complaint process is provided on the [NC SARA website](#).





## Student Records and Access

The school will maintain student records for a period of seven years. Transcripts will be maintained indefinitely. Upon graduation, students will be given a copy of their student transcript. The records that the school will maintain are as follows:

1. Enrollment Records
2. Medical Records (if applicable)
3. Attendance Records
4. Academic Records
5. Financial Records
6. Placement Data
7. Record of meetings, appeals, disciplinary actions, and dismissals
8. Student Transcript

### Student Record Access

Student records are maintained by the administration and are available for review by the student, in the presence of an administrator, by filing a request form. A request to view student records is typically processed in 3 to 5 business days. Students are encouraged to submit updates to their records, such as, address changes or changes in financial status, as soon as possible. All school records are considered private and confidential.



## Professional Licensure Disclosure

The programs offered at AIMS Education are designed to meet the educational requirements to work in New Jersey. Licensure requirements and laws regulating specific professions vary from state to state and are subject to change. If you live in a state other than New Jersey at the time of enrollment, please speak with the admissions team regarding licensure/certification eligibility in your state.

## Determination of Student Location

Per federal regulations, AIMS Education is not permitted to enroll students in a professional licensure program until it has determined that the program meets the education requirements for state licensure or certification in the state in which the student is located, or the state in which the student plans to work after graduation. If it is determined that the program does not meet the education requirements for state licensure or certification, then the student will not be permitted to enroll.

The institution will use the student's place of residence on the first day of class to determine their location. The student must provide a government issued ID, signed student attestation, or other documentation proving physical location.

If a student is planning to work in a different state upon graduation, then the student may provide a signed attestation indicating which state they will be working in.

## Relocation

Each student's state of residence is collected at the time of enrollment. The state of residence is determined by the student's government issued identification, signed student attestation, or other documentation proving physical location.

Students are required to notify the school in writing if their home address changes. Notification must be provided within 14 days of moving.

Relocating to a state other than New Jersey may impact a student's ability to complete their program, obtain licensure, or gain employment. Students who are planning to move to a new state should contact their program director to discuss the potential impact of relocating.



## Information Security Program

### Overview

The Gramm-Leach-Bliley Act (GLBA) addresses the safeguarding and confidentiality of customer information held in the possession of financial institutions such as banks and investment companies. GLBA contains no exemption for postsecondary educational institutions. As a result, educational institutions that engage in financial activities, such as processing student loans, are required to comply. GLBA and other emerging legislation could result in standards of care for information security across all areas of data management practices both electronic and physical (employee, student, customer, alumni, etc.). Therefore, AIMS Education has adopted the following Information Security Program for all student and/or third-party records containing nonpublic personal information.

Federal regulations state that any institution of higher education that complies with the Family Educational Rights and Privacy Act (FERPA), and that is also a financial institution subject to the requirements of GLBA, shall be deemed to be in compliance with the Privacy Rule of GLBA. All institutions of higher education are still subject to the Safeguards Rule.

### Purpose and Scope

This security program applies to customer financial information that AIMS receives in the course of business as required by GLBA, as well as other confidential financial information the Institution has voluntarily chosen as a matter of policy to include within its scope. This program is in addition to any other institutional policies and procedures that may be required pursuant to other federal and state laws and regulations, including FERPA.

The purposes of this document are to:

- Establish a comprehensive information security program for AIMS Education with policies designed to safeguard sensitive data that is maintained by the Institution, in compliance with federal and state laws and regulations.
- Establish employee responsibilities in safeguarding data according to its classification level; and
- Establish administrative, technical, and physical safeguards to ensure the security of sensitive data.

### Roles and Responsibilities

- Designating A qualified individual to oversee and implement the ISP.
- Data stewards of respective departments are designated to oversee the approval process of access to PII data.
- The department head along with its team members as authorized, shares joint responsibility for securing the data.
- All employees of AIMS Education is responsible for maintaining the privacy and integrity of all sensitive data and must protect the data from unauthorized use, access, disclosure, or alteration.



- All employees of AIMS Education are required to access, store, and maintain records containing sensitive data in compliance with this Program.
- All concerned parties within AIMS Education including third parties wherein there would be an exchange of PII data for taking any financial services as defined under GLB Act and FERPA policy should sign a written consent or agreement.
- Any change in employee's status such as termination, leaves of absence, significant changes in position responsibilities, transfer to another department, or any other change that might affect an employee's access to the PII data should be promptly communicated by HR to the concerned parties.
- The Security Team oversees maintaining, updating, and implementing this Program.

## **Definitions**

### Data

Data refers to any information stored, accessed, or collected at the Institution about students and employees of AIMS Education.

### Data Steward

A data steward acts as a liaison between the IT and other departments within AIMS Education and is responsible for the data content and authorizing access to the data.

### PII data

All information that must be protected under GLBA. This includes the financial information that the Institution has included within the scope of this Information Security Program. PII data also includes any information collected from a student in the course of offering a financial product or service (e.g. student loans), or such information provided from another institution. Examples include mailing addresses, phone numbers, bank and credit card account numbers, and social security numbers. PII data consists of both paper and electronic records that are handled by the Institution or its affiliates.

### Nonpublic personal information (NPI)

Any "personally identifiable financial information" that the Institution collects about an individual in connection with providing a financial product or service, unless that information is otherwise "publicly available." Examples of NPI include name, address, income, social security number, or other information on an application.

## **Information Security Program Coordinator**

In order to comply with GLBA, AIMS Education has designated an Information Security Program Coordinator. This individual must work closely with the President's Office, the Information Security Committee, the Information Technology team, and all relevant academic and administrative departments throughout the Institution.



The Coordinator is responsible for assisting all department supervisors in identifying internal and external risks to the security, confidentiality, and integrity of covered/ PII data; evaluate the effectiveness of current safeguards; design and implement a safeguards program, and regularly monitor and test the program.

## **Risk Assessment**

The Information Security Program will identify internal and external risks to the security, confidentiality, and integrity of PII data that could result in the unauthorized disclosure, misuse, alteration, destruction, or otherwise compromise such information, and assess the sufficiency of any safeguards in place to control these risks. Risk assessments will include consideration of risks in each area that has access to PII data. Risk assessments will include, but not be limited to, consideration of employee training and management; information systems, including network and software design, as well as information processing, storage, transmission and disposal; and systems for detecting, preventing, and responding to attacks, intrusions, or other system failures.

The Coordinator will work with the Information Security Committee, and all department supervisors, to carry out comprehensive risk assessments. Risk assessments will include institution-wide risks, as well as risks unique to each department with PII data. The Coordinator will ensure that risk assessments are conducted at least annually, and more frequently where required. The Coordinator may identify a responsible party from the Information Technology team to conduct a system-wide risk assessment. The Coordinator may identify a responsible party in each department with access to PII data to conduct the risk assessment considering the factors set forth above, or employ other reasonable means to identify risks to the security, confidentiality and integrity of PII data in each area of the Institution with PII data.

The Coordinator will provide copies of complete and current risk assessments for institution-wide and department-specific risks at least annually with the Coordinator's report to the President's Office.

## **Information Safeguards and Monitoring**

The Information Security Program will verify that safeguards are in place to control the risks identified in the risk assessments. The Coordinator will ensure that reasonable safeguards and monitoring are implemented and cover each department that has access to PII data.

These safeguards will include the following:

### Employee Awareness, Management and Training

Safeguards for security will include the management and training of all employees with authorized access to PII data. The Coordinator will, work with the Information Security Committee, identify which employees have access to PII data. The Coordinator will ensure that appropriate training and education is provided to all employees who have access to PII data. The training will include education on relevant policies and procedures, and other safeguards used to protect PII data.

### Additional safeguards will include the following:

- Background checks before hiring employees who will have access to PII data.



- Requiring new employees to sign an agreement that they will abide by the institution's security and confidentiality standards.
- Job-specific training on maintaining security and confidentiality.
- Periodic training on security awareness, phishing emails and FERPA to be conducted.
- Requiring "strong" user-specific passwords that must be changed every 90 days.
- Passwords, if compromised should be promptly changed and any incident should be reported to IT Support Team.
- Limiting access to PII data to employees with a legitimate business need to see it.
- Preventing former employees from accessing customer information by deactivating their usernames and passwords.
- Other measures that provide reasonable safeguards based upon the risks identified.

## **Vulnerability Management**

A vulnerability is a security weakness in one of the Information technology (IT) servers that hackers can exploit. It may result in a denial of service or another kind of cyberattack, injection of malware into the servers, a data breach that steals valuable personal data, or a ransomware attack. The vulnerability management process is a continuous cycle of detection, remediation, and verification. This continuous process is called the vulnerability management lifecycle.

## **Financial Records Management**

IT department Asset Management (ITAM) enables organizations to manage their IT assets on an ongoing basis. It enables businesses to establish controls, gain visibility into their environment, optimize costs and maintain license compliance. ITAM joins the financial, inventory, contractual and risk management responsibilities to manage the overall lifecycle of these assets including tactical and strategic decision making. ITAM encompasses Hardware Asset Management (HAM), Software Asset Management (SAM) and Software as a Service (SaaS) management. This is something related to the management of all the assets whether it is physical, software or anything else. It includes everything from their use, renewal on time, updating, control to use it etc.

## **Information Systems**

Information systems include network and software design, as well as information processing, storage, transmission, retrieval, and disposal.

Network and software systems will be designed to limit the risk of unauthorized access to PII data. This may include designing limitations to access and maintaining appropriate screening programs to detect computer hackers and viruses and implementing security patches.

Safeguards for information processing, storage, transmission, retrieval, and disposal may include the following:

- Requiring electronic PII data to be entered into a secure, password-protected system.



- Using secure connections to transmit data outside the Institution by the process of Encryption.
- Using secure servers.
- Ensuring PII data is not stored on transportable media (USB drives, portable hard drives, etc.).
- Permanently erase PII data from computers, hard drives, or other electronic media before transferring, recycling, or disposing of them.
- Storing physical records in a secure area and limiting access to that area.
- Providing safeguards to protect PII data and systems from physical hazards such as fire or water damage.
- Shredding confidential paper records before disposal.
- Maintaining an inventory of servers or computers with PII data.
- Enable multi-factor authentication in applicable softwares.
- Mandating creation of passwords by following the below guidelines:
  - Has at least 8 characters
  - Contains a combination of at least three of the four character types: uppercase and lowercase letters, numbers, and special characters (e.g., @ \$ # !)
  - Does not contain words in any language, slang, dialect, jargon, etc., even if they are separated by numbers or special character (e.g., Wel67come)
  - Does not contain repeated characters or a sequence of keyboard letters (e.g., qwerty, 12345, or yyy99)
  - Does not contain any part of the user's name, username, birthday, or social security or those of friends and family (e.g., Miss1030)
  - For password resets, the new password cannot be the one of the last three passwords as a best practice.
  - Do not use the same / similar password as used in Social Media Apps
- Other reasonable measures to secure PII data

### **Access to student record policies**

Access to student record policy refers to a data that prevents unauthorized physical or remote access to student data. This technique aims to minimize the security risks to the physical and logical systems of an organization. Physical access control enables organizations to secure their physical file, while logical access control helps protect the software.

### **Managing System Failures**

The Institution will maintain effective systems to prevent, detect, and respond to attacks, intrusions, and other system failures. Such systems may include the following:

- Maintaining and implementing current anti-virus software
- Monitoring the websites of software vendors for news of software vulnerabilities and available security patches
- Maintaining appropriate firewall technologies





- Alerting those with access to PII data of threats to security
- Backing up data regularly and storing back up information off site
- Other reasonable measures to protect the integrity and safety of information systems

## **Business Continuity and Disaster recovery**

A continuity plan details how we will continue operating and serving our student body, during a dramatic event like a natural disaster, major IT failure, or a cyberattack. The end goal is to preserve student and or company's financial records viability, position, reputation, and future enrollments, even in the face of a crisis.

Disaster recovery will focus on how to bring systems back online after a disaster, and to develop a proactive process that would keep the school operating even in the face of a major crisis. Accordingly, a disaster recovery plan is limited to ensuring data protection, preventing damage to systems, and recovering them as quickly as possible, while a continuity plan covers all aspects of the processes.

Disaster recovery plans are mandatory to overcome a difficult situation after any natural or cyberattack. With proper plans we can continue our day to day operations, and recover from the loss that happened due to that attack. For. Eg. Student payments, student ledgers, attendance. Etc.

## **Monitoring and Testing**

The Coordinator, working with other designated personnel, will regularly test and monitor the effectiveness of information security safeguards. Monitoring will be conducted to reasonably ensure that safeguards are being followed, and to swiftly detect and correct breakdowns in security. The level of monitoring will be appropriate based upon the potential impact and probability of the risks identified, as well as the sensitivity of the information provided. Monitoring may include system checks, reports of access to systems, reviews of logs, audits, and any other reasonable measures to verify that the Information Security Program's controls, systems, and procedures are working.

## **Service Providers**

In the course of business, the Institution may share PII data with third parties. Such activities may include collection activities, transmission of documents, destruction of documents or equipment, or other similar services. This Information Security Program will ensure that reasonable steps are taken to select and retain service providers that are capable of maintaining appropriate safeguards for the PII data at issue and requiring service providers by contract to implement and maintain such safeguards.

The coordinator will identify service providers who are provided access to PII data. The coordinator will work with the President's Office, and other departments as appropriate, to make certain that service provider contracts contain appropriate terms to protect the security of PII data. Our third party servicer has a comprehensive internal and an external security team in place to govern cyber security concerns to include GLBA guidelines, incident response, risk assessment and penetration testing. Multifactor is implemented in the application and network resources.





## **Program Maintenance**

The coordinator, working with the Information Security Committee, will evaluate and adjust the Information Security Program based on the results from regular monitoring and testing, as well as any material changes to operations or business arrangements, and any other circumstances which may reasonably have an impact on the Information Security Program. Our institution currently does not meet the criteria for student count to report the findings on a regular basis. However, we will do so to assure that the proper protocols are in place and resolved in a timely manner.

## **Reporting Attempted or Actual Breaches of Security**

The coordinator should be immediately informed of any incident of a breach or attempted breach of the information safeguards adopted under this Program. Appropriate actions in their response will be taken upon discussion with the ISC. All incidents and its responses are to be documented by the ISC.

## **Enforcement**

Any willful accesses, discloses, misuses, alters, destroys, or otherwise compromise of PII data without authorization by any employee of AIMS Education or student, or who fails to comply with this Program in any other respect, will be subject to disciplinary action. The ISC will discuss and determine the course of action.

## **Audit and Log Management**

Audit logging is the process of documenting activity within the software systems used across AIMS. Audit logs will document all occurrences of an event, time at which it occurred, responsible user or service, and the impacted area. All the devices in our network, cloud services, and applications to generate logs that may be used for auditing purposes. Whenever anyone opens, edit, save or do any alteration to any data it will be captured there and continue to follow the trail of the accessed file can and will be audited and documented. This is to eliminate any exposure from future occurrences and to re-train the responsible parties from making changes or alterations to any data.



## Campus Security and Crime Awareness Policies

*AIMS EDUCATION IS IN COMPLIANCE WITH THE JEANNE CLERY ACT*

### **AIMS Education Annual Security Report**

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (the Clery Act) requires that postsecondary schools participating in Title IV student financial aid programs publish a statistical report of crimes occurring on or near the institution's campus and provide information about security policies, procedures and programs. The intent of the report is to inform you of the extent of reported crimes occurring in the previous calendar year. Data is collected from a variety of sources including local law enforcement, internal departments such as academics, Human Resources.

Please visit the link below to get the annual security report.

[www.aimseducation.edu/notifications](http://www.aimseducation.edu/notifications)

Complaints, concerns, and/or questions related to this document can be directed to the AIMS Education Title IX coordinator.

### **Sexual Harassment and/or Solicitation**

It is against the policy of AIMS Education for any member of the AIMS Education community, male or female, to sexually harass any employee, student or other person having dealings with AIMS Education. AIMS Education is committed to providing a working, living, and learning environment that is free from all forms of sexually abusive, harassing, or coercive conduct. This policy seeks to protect the rights of all members of the educational community (faculty, administrators, staff, and students) and other person(s) dealing with AIMS Education, to be treated with respect and dignity.

Sexual Harassment is a form of behavior, which fundamentally undermines the integrity of academic relationships. It is a particular concern within the educational framework of AIMS Education where all members of the community, but especially students, faculty, administrators, and staff, are connected by strong bonds of intellectual interdependence and trust. Both the Federal and State Courts and the Equal Employment Opportunity Commission have ruled that sexual harassment constitutes sex discrimination as defined under Title VII of the Civil Rights Act of 1964.

#### **A. DEFINITION**

1. Sexual harassment consists of unwelcome verbal, nonverbal and/or physical behavior of a sexual nature which has the effect of interfering with student, employment, academic, or other status, or of creating a sexually intimidating environment. Sexual harassment incidents can involve a male/female harasser and a female/male victim, or same gender harassment.
2. The definition applies to any individual of either sex who participates in the educational community as a student, faculty member, administrator staff member or other person dealing with AIMS Education.



3. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment.
  - a) Submission to such conduct is made either explicitly or implicitly a term or condition of individual's employment or education.
  - b) Submission to, or rejection of, such conduct by an individual is used as a basis for academic or employment decisions affecting that individual.
  - c) Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating a sexually intimidating, hostile or offensive employment, educational or living environment.

## B. CONSENSUAL RELATIONSHIPS

1. Under this policy, consenting romantic and /or sexual relationships between faculty and student, staff and student, or administrator and student, are deemed unprofessional. Because such relationships interfere with or impair required professional responsibilities and relationships, they are looked upon with disfavor and are strongly discouraged under this policy.
2. Codes of ethics for most professional associations forbid professional/client sexual relationships. Many elements of the relationship between administrators/staff and students, are similar to those of the instructor/student relationship because of a similar need for trust. For purposes of this policy, therefore, these relationships are also discouraged and looked upon with disfavor.

## C. MEASURES TO CONFRONT SEXUAL HARASSMENT

Whenever it will be properly determined that sexual harassment has occurred, AIMS Education administration will take prompt and corrective action including appropriate disciplinary action. In determining whether the alleged conduct constitutes sexual harassment, AIMS Education administration will look at the entire record and the circumstances, such as the nature of the sexual conduct and the context in which the alleged incidents occurred and will make a decision on a case-by-case basis. The administration is committed to promoting, to the greatest degree possible, an environment free from sexual harassment.

## D. COMPLAINT PROCEDURES

AIMS Education complaint procedure will serve as a system of review and resolution for both informal claims and formal complaints of sexual harassment. Any member of the AIMS Education community who believes they have been a victim of sexual harassment may initiate the formal complaint procedure by contacting the management.



## Student Health & Safety

### Drug and Alcohol Free Policy

AIMS Education has a drug and alcohol-free campus. The unlawful possession of drugs or alcohol is not permitted at any time on school premises. Violation of this policy may result in dismissal from the school or termination of employment. If it is determined that a student or staff member has broken the law, the school will contact law enforcement officials.

### On-Campus Emergencies

Currently the school does not offer in-house medical services or on-campus security. In case of emergencies, including health or safety, the student should inform a school official immediately and/or call emergency services at 911. Emergency phone numbers are posted in each classroom. The school does not offer medical insurance to students. All fees and/or charges incurred from emergency medical treatment will be the sole responsibility of the student.

### Off-Campus Emergencies

If a student needs medical attention due to illness or accident during assigned clinical hours, the hospital or clinical site may provide initial medical care. The student will be responsible for any bills from the hospital and/or physicians for this treatment.

If a student has an illness that could jeopardize a patient's health, they must be seen by a doctor at the clinical site (or the student's personal physician) immediately for medical clearance (in writing) in order to continue clinical hours.

### Incident Report

If a student is involved in an accident/incident while on school premises, the student must report the incident to his/her instructor or a school official as soon as possible. The school official who handles the incident is required to fill out an incident report. The report will include an account of the incident in the student's own words. It should include the following information:

- a) Student's name
- b) Date, time, and location of the incident
- c) Names of others involved
- d) Names of witnesses to the incident
- e) Brief description of the incident

The incident report will be added to the student's permanent file for future reference.

### Video Surveillance

The main campus is monitored by video surveillance. Only authorized personnel are permitted to access the surveillance system.

### Weapons Policy

Faculty, students, and staff are not permitted to carry weapons of any type on campus. AIMS Education wishes to provide a threat-free learning environment. Violation of this policy may result in immediate suspension or dismissal from the college. Any clear violations of the law will be reported to local law enforcement.



## Dress Code and Personal Hygiene

### Dress Code

Students must maintain a clean and professional appearance at all times. All students are expected to adhere to the following dress code:

1. AIMS Education scrubs (light blue only)\*
2. Closed toe shoes
3. ID card (if applicable)

\* Students are permitted to wear long sleeve shirts under their scrubs, or jackets over the scrubs, during cold weather. Students are also permitted to purchase their own scrubs as long as they are the same color as the AIMS scrubs and the AIMS patch is attached to the scrub top. The patch can be purchased at the front desk.

### Personal Hygiene

1. Maintain a high level of personal hygiene.
2. Maintain short nails and properly groomed hair.
3. Jewelry and visible piercings should be kept to a minimum. In some healthcare settings, jewelry and/or piercings may be considered inappropriate or even hazardous. Students may be required to remove such items during classroom and/or lab time.
4. Tattoos that may be considered offensive to others must be covered.



## Drug and Alcohol Policy for Students

The American Institute of Medical Sciences & Education is a Drug & Alcohol Free Campus and has adopted and implemented programs and policies to prevent the unlawful possession, use, sale, manufacturing, or distribution of controlled and illicit drugs by students and employees. This includes the unlawful sale, distribution, dispensation, possession, or illegal/misuse of any prescription drug.

### **Standards of Conduct**

*The policy includes the following:*

- Prohibition against the unlawful presence of controlled substances on campus, during AIMS sponsored or affiliated off-campus events and programs (meetings, etc.), and during off-campus educational experiences (clinical internships, Earn While You Learn, etc.).
- Prohibition against the unauthorized presence of alcoholic beverages on-campus, during AIMS sponsored or affiliated off-campus events and programs (meetings, etc.) and during off-campus educational experiences (clinical internships, Earn While You Learn, etc.).
- Prohibition against being under the influence of any controlled substance and/or alcoholic beverage on-campus, during AIMS sponsored or affiliated off-campus events and programs (meetings, etc.) and during off-campus educational experiences (clinical internships, Earn While You Learn, etc.).

### **Consequences of Violation of Policy**

All members of the AIMS community are expected to comply with applicable local, state and federal laws regarding the possession, use or sale of alcohol or other drugs, whether on or off-campus, and the AIMS Drug & Alcohol Policy. Any student who violates policies or applicable law may be subject to disciplinary actions. Disciplinary actions for students may include, but are not limited to, sanctions by the Student Conduct Committee as well as other formal institutional sanctions (up to expulsion). The severity of the sanctions will depend, in part, on whether there have been repeated violations and on the seriousness of the misconduct. In addition to the internal consequences for violation of policy, students may be subject to external civil and criminal penalties.

### **Random Drug Screening**

Any AIMS student who demonstrates behavior suspected consistent with the use of drugs or alcohol may be subject to drug testing. Students testing positive will be required to meet with the Student Affairs Coordinator and be subject to discipline or mandatory therapeutic and/or educational intervention.

### **Medical Amnesty**

AIMS seeks to promote a community of care through providing Medical Amnesty for students who seek medical attention related to medical emergencies for alcohol and drugs. To ensure



that a student obtains the help they need for these potential life-threatening emergencies, AIMS seeks to reduce barriers to seeking assistance.

- No student seeking emergency medical treatment for themselves or for whom medical treatment was sought - due to the effects of drug or alcohol use - will be subject to discipline for violations pertaining to drug or alcohol possession/use as outlined in the AIMS Drug & Alcohol Policy.
- No student seeking assistance for someone else in need of emergency medical treatment will be subject to violations pertaining to alcohol possession/use as outlined in the AIMS Drug & Alcohol Policy.

### AIMS Medical Amnesty:

- 1. Eliminates judicial consequences for:**
  - a. student seeking assistance (individual seeking emergency medical assistance)
  - b. the assisted student (individual for whom emergency medical assistance was sought)
  - c. others involved (individual/s seeking medical assistance for someone else)
- 2. Applies when the allegations under the Drug & Alcohol Policy involve:**
  - a. underage consumption of alcohol
  - b. use of drugs
  - c. disorderly conduct
- 3. Does not preclude disciplinary action regarding other violations, such as:**
  - a. causing or threatening physical harm
  - b. sexual violence
  - c. damage to property
  - d. fake identification
  - e. unlawful provision of alcohol or other drugs
  - f. harassment

### Limitations:

- In order for this protocol to apply, the assisted student and/or involved parties (if mandated) must comply with stipulations and interventions (examples: administrative meeting, counseling, education, etc.), as assigned by the Institution.  
\*Stipulations/interventions are dependent on the level of concern for student health and safety.
- Failure to complete mandated and/or recommended stipulations/interventions (within the designated period) will normally result in revocation of judicial amnesty.
- In cases of repeated Drug & Alcohol Policy violations, the Institution reserves the right to take disciplinary action on a case-by-case basis - regardless of the manner in which the incident is reported. Further, the Institution reserves the right to adjudicate any case in which the violations are determined egregious.
- AIMS reserves the right to report truthfully to licensing bodies.

### Support & Education Resources

Along with disciplinary consequences, AIMS is committed to providing resources and education - as appropriate - to assist members of the community. The school maintains Drug &





Alcohol education information which can be obtained from the Student Affairs Coordinator. Students may also self-report drug & alcohol issues/concerns and/or voluntarily request confidential professional assistance without stigma or penalty by scheduling an appointment with the Student Affairs Coordinator or designee. The Institution also offers educational workshops/events through the campus wellness initiative - Aim for Wellness! ([wellness@aimseducation.edu](mailto:wellness@aimseducation.edu)).

Drug and Alcohol Counseling and Rehabilitation are available through [www.drugfreenj.org](http://www.drugfreenj.org) or by calling 973-467-2100. The school's goal is to provide all students with effective and compassionate assistance before irreversible harm is done to their health, educational process, eligibility for licensure, or ability to function competently upon graduation.

### **Student Conduct Process**

Students in violation of the AIMS Drug & Alcohol Policy are subject to disciplinary action as determined by the Student Conduct Committee. The student conduct process is intended to protect the interests of the AIMS community as well as its clinical partners/affiliates and address behavior inconsistent with the code of conduct. Interventions and sanctions are intended to assist the student in developing effective decision-making in accordance with community standards.

**Note:** Violations applicable to the AIMS Drug & Alcohol Policy will be adjudicated in accordance with the outlined potential consequences listed below. Drug & Alcohol Policy violations that involve additional Institutional Student Code of Conduct violations may also be subject to applicable Student Code of Conduct Policy sanctions.

### **Levels of Potential Consequences**

Please Note: The summary of violations captures the more common alcohol and other drug offenses, but not all possible offenses.

#### **First Offense**

- Verbal warning with a written summary of discussion, recommended interventions, potential sanctions for recurring violations.
- Intervention Meeting with Student Affairs Coordinator or designee
- Follow-up meeting with Student Affairs Coordinator

#### *Summary of violations:*

- Underage possession and/or consumption of alcohol, possession of alcohol on campus, at an AIMS affiliated activity, etc.
- Possession and/or use of drugs, controlled substances, and/or paraphernalia; misuse/abuse of prescription drugs on campus, at an AIMS affiliated activity, etc.

#### **Recurring or Severe Offense**

##### **Level 1**

- Written warning. \*Warning remains on file indefinitely unless otherwise noted.





- Intervention Meeting with the Student Affairs Coordinator or designee
- Satisfactory completion of a defined drug or alcohol education program.

## Level 2

- Written warning. \*Warning remains on file indefinitely unless otherwise noted.
- Satisfactory completion of a recommended alcohol or drug counseling program.
- Periodic intervention meetings with Student Affairs Coordinator or designee
- **Disciplinary Probation** for an appropriately defined period of time, after which the student is eligible to return to normal status.

## Level 3

*Based on the severity of misconduct:*

- **Temporary Suspension** – separation for a period not exceeding 5 days. Student is not allowed on campus during this period.

OR

- **Institutional Suspension** – separation for an appropriately defined period, after which the student is eligible to resume coursework.
- Satisfactory completion of a recommended alcohol or drug counseling program.
- Periodic intervention meetings with Student Affairs Coordinator or designee

## Level 4

- **Expulsion** - academic separation from AIMS with no consideration for readmission.

*Summary of violations:*

- Drug Possession of controlled substance with an intention to distribute or deliver
- Distribution or delivery of controlled substance
- Distribution or delivery of prescription drug or inhalant
- DUI/DWI (drug or alcohol-related)
- Manufacture/growing controlled substance
- Supplying/providing/purchasing alcohol for underage students
- Public intoxication/disorderly conduct
- Possession of common containers and kegs
- Drinking games; possession of rapid consumption devices

## Drug and Alcohol Abuse Prevention Program

*The Drug-Free Schools and Communities Act requires institutions of higher education to develop a drug and alcohol abuse prevention program.*

AIMS Education is a drug and smoke free campus for students, and employees, and has adopted and implemented programs and policies to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and staff. More information about this program is available on our website and through our administrative offices.

The Anti-Drug Abuse Act of 1988 includes provisions that authorize federal and state judges to deny certain federal benefits, including student aid, to persons convicted of drug trafficking or



possession. A federal or state drug conviction can disqualify a student for FSA funds and render him/her ineligible for the funds until the Federal and State standards are again met by the individual.

## **Health Risks Associated with the Use and Abuse of Illicit Drugs and/or Alcohol**

- The use of illegal drugs, and the misuse of prescription and other drugs, poses a serious threat to health.
- The use of marijuana may cause impairment of short-term memory, comprehension, and ability to perform tasks requiring concentration. Additionally, the use of marijuana also may cause lung damage, paranoia, and possible psychosis.
- The use of narcotics, depressants, stimulants, and hallucinogens may cause nervous system disorders and possible death as the result of an overdose. Illicit inhalants can cause liver damage.
- Alcohol consumption causes a number of marked changes in behavior. Even low doses of alcohol significantly impair the judgment and coordination required to drive a car safely, increasing the likelihood that the driver will be involved in an accident.
- The use of even small amounts of alcohol by a pregnant woman can damage the fetus. Low to moderate doses of alcohol also increases the likelihood of a variety of aggressive acts.
- Moderate to high doses of alcohol cause marked impairment in higher mental functions, severely altering a person's ability to learn and remember information. Heavy use may result in chronic depression and suicide and may also be associated with the abuse of other drugs.
- Very high doses can cause respiratory depression and death. If combined with other depressants of the central nervous system, much lower doses of alcohol will produce effects described above for very high doses.
- Long-term, heavy alcohol use can cause digestive disorders, cirrhosis of the liver, circulatory system disorders and impairment of the central nervous system, all of which may lead to early death.
- Repeated use of alcohol can lead to dependence, and at least 15-20 percent of heavy users eventually will become problem drinkers or alcoholics if they continue drinking.
- Sudden cessation of alcohol intake is likely to produce withdrawal symptoms, including severe anxiety, tremors, hallucinations and convulsions, which can be life threatening.
- There are significant risks associated with the use of alcohol and drugs. Risks include and are not limited to - impaired academic or work performance; lost potential; financial problems; poor concentration; blackouts; conflicts with friend and others; vandalism; theft; murder; sexual assault and other unplanned sexual relationships; spouse and child abuse; sexually transmitted diseases; and unusual or inappropriate risk-taking which may result in physical or emotional injury or death.

## **Drug and Alcohol Programs - Counseling, Treatment, and Rehabilitation**

Here is a list of drug and alcohol programs available in New Jersey.

- Partnership for a Drug Free New Jersey  
<http://www.drugfreenj.org/>



- Central Jersey Intergroup (Alcoholics Anonymous for Central Jersey)  
<http://centraljerseyintergroup.org/>
- Alcoholics Anonymous  
<https://www.aa.org/>
- Narcotics Anonymous  
<https://www.nanj.org/>
- Substance Abuse Facilities in NJ  
<https://www.addicted.org/new-jersey-long-term-drug-rehab.html>
- Advanced Recovery Systems  
<https://www.drugrehab.com/>

## **Notice of Federal Student Financial Aid Penalties for Drug Law Violations**

Drug-related convictions no longer affect a student's eligibility for federal student aid.

## **Notification of Drug and Alcohol Abuse Prevention Program**

AIMS Education abides by The Drug-Free Schools and Communities Act. Students and employees of AIMS Education have received this policy which explains the following:

- Dangers of drug and alcohol abuse in the school/workplace
- Policy maintaining a drug-free environment
- List of available drug and alcohol counseling, treatment, rehabilitation programs
- Penalties that may be imposed for drug and alcohol abuse violations occurring in the school

## **Smoke Free Environment**

In order to provide a healthy environment for all members of the school community, AIMS Education does not permit smoking in or around any of its premises. This also includes the use of e-cigarettes. Designated areas for smoking have been assigned outside or away from campus buildings. Any student found smoking outside of designated areas may be subject to disciplinary actions.



## Code of Conduct

Students are required to abide by a code of conduct while attending AIMS Education. The behavior listed below will not be tolerated. Violation of the code of conduct may result in suspension or dismissal from the college. All Code of Conduct violations should be reported to the Office of Student Affairs.

1. Physical or verbal abuse, intimidation or harassment of another person or group of persons, including any harassment based on race, religion, color, age, sex, sexual orientation, national origin, disability, gender, gender identity, or any other protected status.
2. Any and all forms of sexual harassment, including, without limitation, creating a hostile environment and quid pro quo (forcing an individual to perform sexual favors in return for something).
3. Any and all types of dishonesty, including, without limitation, cheating, plagiarism, knowingly furnishing false information to the institution, forgery and/or alteration. Falsification of any information on his or her enrollment agreement or any other documentation that the student provides to the school, including, without limitation, his or her educational status. The use of institution documents for identification with intent to defraud is strictly prohibited.
4. Improper use of cell phones during scheduled class hours. Cell phones are to be turned off or put in silent mode during class hours. Persistent use of cell phones for any purpose can lead to confiscation of cell phones during class hours.
5. Obstruction or disruption of any regular school activities, including, without limitation, teaching, research, administration, student services, organized events, and operation and maintenance of facilities; interference with the free speech and movement of academic community members; refusal to identify oneself upon request or to obey any other lawful instruction from a school official or faculty member to discontinue or modify any action which is judged disruptive.
6. Physical, mental, or emotional abuse of any person on school premises or at functions sponsored or supervised by the school.
7. Theft, abuse, or unauthorized use of school property, the personal property of others, or public property, including, without limitation, unauthorized entrance into the school facilities or information technology systems, possession of stolen property and littering.
8. Failure to comply with the lawful directions of any school official, staff member, or faculty member who is acting in the performance of their duties or is explicitly assuming responsibility on behalf of the school in the absence of a particular official. (Emergency orders may supersede some written regulations).
9. Failure to respond to written or verbal communication from school officials.
10. Violation of the law on school premises in a way that affects the school community's pursuit of its proper educational objectives, including, without limitation, the illegal use, distribution, or possession of stimulants, intoxicants, or drugs, and/or the use, distribution, or possession of alcoholic beverages on school premises or at organized school activities or events.
11. The unlawful possession, use, sale, manufacturing, or distribution of controlled and illicit drugs.
12. Failure to behave in a manner that reflects favorably upon the student's association with the school, including, without limitation, intent to cause issues to arise impeding the



school's ability to impart knowledge to its students, instigating fellow students to act in a non-professional manner, or any additional actions that may be deemed harmful to the peaceful execution of the school's primary responsibility.

13. Deliberate or careless endangerment of others; tampering with safety alarms or equipment; violation of safety regulations; failure to render reasonable cooperation in any emergency; possession or use on school premises or at organized school activities of any firearm (except for law enforcement officers who are required to carry a firearm at all times and who have notified the school president of, and documented, that requirement), explosive, or fireworks. No weapons of any type are allowed on campus.
14. Obscene, indecent, or insubordinate behavior towards any faculty member or school official; exposure of others to offensive conditions; disregard for the privacy of self and others.
15. Gambling on school premises or at organized school events.
16. Violation of any federal, state, or local law.
17. Intentional or careless destruction, damage, or defacement of school property. The school may, in addition to imposing disciplinary actions, hold any student who is responsible for any such destruction, damage, or defacement liable for the repair or replacement of the property.
18. Failure to strictly adhere to any term, provision, requirement, policy, or procedure stated in this catalog/handbook or the student's enrollment agreement.
19. Breach of any term of the student's enrollment agreement or any other agreement between the student and the school.
20. Failure to exhibit good citizenship and respect for the community and other persons.
21. Hazing, defined as any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student, as determined by the school, for the purpose of initiation or admission into an affiliation with any organization within the school.
22. Incitement of others to commit any of the acts prohibited above; providing assistance or encouragement to others to engage or be engaged in prohibited acts; or failure to separate oneself clearly from a group which others are so engaged.
23. Unauthorized use of technological devices during classroom instruction. Use of audio or video recording equipment in the classroom, on school premises, at a clinical site, or any school sponsored events without prior consent.



## Disciplinary Procedures

Violations of the code of conduct policy and failure to abide by the policies and procedures of the college will result in the disciplinary actions provided below. Based on the severity of the offense, the Student Disciplinary Committee - a subcommittee of the Office of Student Affairs - has the authority to move to a higher-level disciplinary action, including immediate suspension or dismissal.

### Stage One – Formal Verbal Warning

School administrators and faculty are empowered to issue formal verbal warnings. The formal warning will advise the student of the reasons for the warning, the seriousness of the issue, and the possible consequences if there is no improvement or if an offence is repeated.

### Stage Two – Formal Written Warning

If the offence is considered to be more serious, or if there has been further failure to conform to the required standards following the verbal warning, the student will be given a formal written warning. The formal warning will advise the student of the reasons for the warning, the seriousness of the issue, and the possible consequences if there is no improvement or if an offence is repeated.

### Stage Three – Final Written Warning

If the offence is considered to be more serious, or if there has been further failure to conform to the required standards following two warnings, the student will be given a final written warning. The final written warning will advise the student of the reasons for the warning, the gravity of the situation, and the appropriate disciplinary action (e.g., suspension or dismissal) if there is no improvement or if an offence is repeated. A review period may be established during which the behavior will be monitored.

### Stage Four – Suspension

If the student continues the offence, despite the final written warning, the student will be suspended from class. During the suspension, the student will be forbidden from attending any classes or clinical internship hours, and will not be compensated for any missed lectures or material.

In such cases, the student will be notified of the suspension in writing. The official notification will include the period of suspension, including the start and end date, and what is expected from the student during the suspension period. The period of the suspension will be no longer than two weeks (unless the school is awaiting the outcome of criminal proceedings).

### Stage Five – Dismissal

Gross misconduct, multiple violations of the code of conduct, or repeatedly failing to abide by the policies and procedures of the college are grounds for dismissal. In severe cases of misconduct, AIMS Education will not issue verbal or written warnings prior to dismissing a student from the college. Examples of gross misconduct which may lead to a student's dismissal include:

- a) Stealing from any classmates, faculty, or staff; stealing from the college
- b) Sexual offences including sexual misconduct, sexual harassment, or sexual assault
- c) Fighting or physical assault





- d) Malicious damage to the school's property
- e) Serious breaches of safety regulations which endanger other people
- f) Deliberate damage to, neglect of, or misappropriation of fire and other safety equipment
- g) Criminal behavior adversely affecting the college's reputation
- h) Verbal or physical threats to the college or its faculty, students, or staff

The list provided above is not comprehensive. There may be other offences which constitute gross misconduct and may lead to dismissal.

### **Disciplinary Hearing**

In cases of gross misconduct, where the student faces possible dismissal, the student has the right to request a disciplinary hearing. The student will be given at least five days' notice in writing of the date, time, and location of the disciplinary hearing. When given this notice, the student will:

- a) Be informed of the nature and details of the alleged misconduct.
- b) Be supplied with a copy of any reports or documentation related to the alleged misconduct.

The student has the right to submit a written statement prior to the hearing. The student will be informed of who will conduct the hearing and the names of any witness to be called. The student can bring one person of their choice to the hearing. If a student fails to attend a disciplinary hearing, without good cause, the hearing will be held, and a decision will be made in their absence.

At the hearing, the student will be given the opportunity to defend his/her actions. The student may be questioned regarding the statement they provided. The school official presenting the case may be questioned by the student on any relevant aspect of the case. The student is also given the opportunity to question any witnesses present at the hearing.

After the hearing is complete, the Student Disciplinary Committee will provide a written decision to the student within five business days. The written decision will include the reason for the decision and inform the student of their right to appeal and the process for an appeal.



## Appeals Process

Students who have been dismissed from their program have the right to appeal the decision. The student must submit a written appeal to the Office of Student Affairs. All appeals must be made within 30 days of the disputed issue.

Students have the right to submit appeals for the following:

- Dismissal from their program or the institution
- Disputed grade for an exam and/or course
- Discipline for policy violations
- Other academic or school-related issues

After receiving a written appeal, the Student Disciplinary Committee will review the appeal and gather all required evidence. Depending on the circumstances of the appeal, the student may be required to meet with the committee or attend an appeal hearing. Once a decision has been made, the committee will notify the student in writing. All appeal decisions made by the Student Disciplinary Committee are final.





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### **Copyright Infringement Policy**

1. It is the policy of AIMS Education to comply with all copyright laws. This includes but is not limited to copying textbooks, manuals, periodicals, as well as peer-to-peer file sharing.
2. All students and staff are expected to be aware of and follow these laws.
3. Any faculty, students, or staff practicing unauthorized use or distribution of copyrighted material will be subject to disciplinary procedures, up to and including dismissal from the school.
4. Individuals will also be subject to federal criminal offenses for copyright law violations.



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## ACADEMIC PROGRAMS



## Programs

AIMS Education offers degree, certificate, and certificate of achievement programs. All programs utilize distance education as the method of delivery. Below is a list of the current program offerings.

### Associate Degree:

- Associate of Applied Science in Cardiovascular Technology
- Associate of Applied Science in Diagnostic Medical Sonography
- Associate of Applied Science in MRI Technology
- Associate of Applied Science in Neurodiagnostic Technology
- Associate of Applied Science in Surgical Technology

### Certificate:

- Cardiovascular Invasive Specialist
- Diagnostic Cardiac Sonography

### Certificate of Achievement:

- Anesthesia Technician
- Cardiac Monitor Technician
- EKG/Phlebotomy
- Medical Assistant
- Medical Billing and Coding
- Patient Care Technician
- Pharmacy Technician
- Phlebotomy
- Sterile Processing Technician

## Program Delivery Mode

**Hybrid/Blended** - The program will be delivered using a blend of online and in-person instruction. Lectures may be offered on campus or remotely via a Learning Management System (LMS). Laboratory classes will typically be held on campus or at clinical site.

**Full Distance** - Lectures and labs will be offered remotely via a Learning Management System (LMS). Clinical internships will be completed in person at an assigned clinical site. On-campus and/or proctored exams may be required.

## Course Delivery Mode Definitions

**Residential (R)** - All instruction within a course is delivered at an approved on-ground location.

**Blended/Hybrid (B)** - Instruction within a course is provided in on-ground and distance education formats.

**Full Distance (F)** - All instruction within a course is provided through distance education.

**Clinical Experience (C)** - A supervised practical experience where students demonstrate knowledge and skills acquired that includes specific learning objectives and evaluation criteria. This experience may be campus-based or field-based and may be actual or simulated.



## Cardiovascular Technology

Associate of Applied Science

CAAHEP Accredited Program

66 credits

105 weeks | 24 months

### Objectives

#### Cognitive

- Give a registry exam review to assist students in preparation for the national registry exam.
- Demonstrate cardiac and valvular abnormalities.
- Define anatomy and physiology of the human body.

#### Psychomotor

- Describe standard echocardiographic views and measurements.
- Perform a complete echocardiography exam.

#### Affective

- Identify a sonographer's role regarding administrative and quality control procedures.
- Demonstrate patient care techniques including patient transfer, safety, and emergency situations.
- Instruct ergonomic safety.

### Program Description

The Cardiovascular Technology (CVT) program is programmatically accredited by CAAHEP for the adult echocardiography concentration. This program prepares students to become entry-level cardiovascular technologists. Graduates will be able to find employment in hospitals, diagnostic imaging centers, and other healthcare related facilities. The CVT program is taught using a hybrid/blended learning environment.

Students will learn to perform cardiac and vascular examinations utilizing ultrasound equipment. During these examinations students will learn to locate, evaluate, and record critical, functional, pathological, and anatomical data. Upon completion of the program, graduates will be proficient in non-invasive cardiac sonography and peripheral vascular sonography. CVT graduates will demonstrate behaviors consistent with professional standards and will meet employer expectations for an entry-level position.

Upon satisfactory completion of this program graduates will be prepared to take the Registered Cardiac Sonographer (RCS) certification exam offered by Cardiovascular Credentialing International (CCI), and the Sonography Principles and Instrumentation (SPI) and Adult Echocardiography exams offered by the American Registry for Diagnostic Medical Sonography (ARDMS).

After completing all program requirements, graduates will be awarded an Associate of Applied Science in Cardiovascular Technology.

### Contracting Agreement for General Education Coursework



AIMS Education has entered into a contracting agreement with Geneva College in partnership with Portage Learning (Geneva-Portage). This agreement involves specific arrangements for general education coursework.

As part of the Cardiovascular Technology program, students will complete some of their first semester general education credits through Geneva-Portage. These credits must be completed during the first semester.

All Geneva-Portage courses are offered exclusively online through PortageLearning.edu. The Geneva-Portage courses will be delivered asynchronously and will align with the academic calendar at AIMS Education, ensuring course completion by the end of the first semester. Asynchronous courses are not self-paced. Students receive a schedule for completing assignments and exams, and all course requirements must be finished by the end of the semester.

The cost-per-credit for the Geneva-Portage courses will be equivalent to the cost-per-credit for the Cardiovascular Technology program at AIMS Education.

Students also have the option to take the general education courses directly through Portage Learning. Courses taken directly through Portage Learning may have a different cost-per-credit rate, and eligible students will not be able to utilize federal financial aid.

### **Program Goals for Cardiovascular Technology**

- To prepare competent entry-level cardiovascular technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for the adult echocardiography concentration and noninvasive vascular study.
- Student will demonstrate behaviors consistent with professional and employer expectations as an entry-level cardiovascular technologist.
- Proficiency in normal and abnormal cardiovascular imaging and invasive techniques.

### **Accreditation Disclosure**

The Cardiovascular Technology program offered at AIMS Education is programmatically accredited for the adult echocardiography concentration by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

### **Graduation Requirements**

- Pass all academic coursework with a grade of C or better.
- Pass all clinical internship courses with a grade of B- or better.
- Complete all coursework with a CGPA of 2.0 or higher.
- Pass the Registered Cardiac Sonographer (RCS) exam from CCI or the Sonography Principles and Instrumentation (SPI) exam from ARDMS.
- Complete all required clinical competencies.
- Obtain clearance from the bursar office and/or financial aid department.

### **Prerequisite for Admission**

Applicants must have at least one of the prerequisites listed below.

- At least 30 college credits



- 1 year of healthcare experience related to direct patient care
- Graduate of the Patient Care Technician program at AIMS Education
- Graduate of the Medical Assistant program at AIMS Education

## **Textbooks Utilized in Cardiovascular Technology Program**

<b>Textbook ISBN</b>	<b>Price</b>
9780357690918	TBD
9780323479912	TBD
9781260265224	TBD
9781975120108	TBD
9781265013479	TBD
9781719641944	TBD
9780962644450	TBD
9780323882088	TBD
9780702083600	TBD
9780941022859	TBD



## CARDIOVASCULAR TECHNOLOGY ASSOCIATE OF APPLIED SCIENCE

### First Semester\*

Course Code	Course Name	Credits	Weekly Hours			Delivery
			Lecture	Lab	Clinical	
ENG 101	English Composition I (GE)	3	3			F
PHI 103	Ethics of Healthcare (GE)	3	3			F
MAT 104	Math Concepts (GE)	3	3			F
PHY 101	Introduction to Physics (GE)	3	3			F
<b>Total</b>		<b>12</b>	<b>12</b>	<b>0</b>	<b>0</b>	

### Second Semester

Course Code	Course Name	Credits	Weekly Hours			Delivery
			Lecture	Lab	Clinical	
ALH 101	Medical Terminology	3	3			F
BIO 106	Anatomy and Physiology I (GE)	4	4	1		B
CVT 110	Introduction to Echocardiography	2	2	4		B
EKG 120	Electrocardiography	3	3	3		B
<b>Total</b>		<b>12</b>	<b>12</b>	<b>8</b>	<b>0</b>	

### Third Semester

Course Code	Course Name	Credits	Weekly Hours			Delivery
			Lecture	Lab	Clinical	
BIO 109	Anatomy and Physiology II (GE)	4	4	1		B
CVT 102	Ultrasound Physics and Applications I	3	3	1		B
CVT 120	Adult Echocardiography I	3	3	3		B
BIO 110	Cardiovascular Anatomy and Pathophysiology	2	2			F
<b>Total</b>		<b>12</b>	<b>12</b>	<b>5</b>	<b>0</b>	

### Fourth Semester

Course Code	Course Name	Credits	Weekly Hours			Delivery
			Lecture	Lab	Clinical	
CVT 220	Adult Echocardiography II	3	3	3		B
CVT 122	Ultrasound Physics and Applications II	3	3	1		B
CVT 230	Vascular Ultrasound I	5	5	5		B
CVT 212	Clinical Internship I (100 hrs)	1			7	C
<b>Total</b>		<b>12</b>	<b>11</b>	<b>9</b>	<b>7</b>	

### Fifth Semester

Course Code	Course Name	Credits	Weekly Hours			Delivery
			Lecture	Lab	Clinical	
CVT 221	Adult Echocardiography III	6	6	4		B
CVT 231	Vascular Ultrasound II	2	2	3		B
CVT 232	Advanced Vascular Ultrasound	3	3	2		B
CVT 213	Clinical Internship II (100 hrs)	1			7	C
<b>Total</b>		<b>12</b>	<b>11</b>	<b>9</b>	<b>7</b>	

### Sixth Semester

Course Code	Course Name	Credits	Weekly Hours			Delivery
			Lecture	Lab	Clinical	
CVT 233	Clinical Internship III (600 hrs)	6			40	C
<b>Total</b>		<b>6</b>	<b>0</b>	<b>0</b>	<b>40</b>	
<b>Program Credits</b>		<b>66</b>				

\*This program will be delivered using hybrid learning. All hybrid programs include online learning and in-person instruction. The schedule for this program is based on a 15-week semester. The weekly hours will vary each semester based on the required lecture, lab, and clinical hours. The general education (GE) courses in the first semester will be offered fully online through AIMS Education and Geneva College in partnership with Portage Learning.



**ALH 101      Medical Terminology      3 credits**

This course provides a detailed study of the language of medicine. The most common medical roots, prefixes, and suffixes are covered. The course will describe how medical language is used in the medical field. Basic diagnostic tests and procedures will be discussed.

Prerequisite(s): None

**BIO 106      Anatomy and Physiology I      4 credits**

This course is the first part of a two-course sequence. It is the study of the anatomy and physiology of the human body. Students will learn about the cells, tissues, and organs of the integumentary, skeletal, muscular, endocrine, and digestive systems. Structure, functions, and terminology of the body systems are focused on. Students will have the opportunity to learn the dissection process using a virtual anatomy lab during the lab component.

Prerequisite(s): None

General Education Course

**BIO 109      Anatomy and Physiology II      4 credits**

This course is a continuation of BIO 106. Topics include the structure and function of the cardiac and nervous systems. Anatomical locations and physiology functions of both systems are briefly discussed. Terminology will also be reinforced. Students will have the opportunity to learn the dissection process using a virtual anatomy lab during the lab component.

Prerequisite(s): BIO 106

General Education Course

**BIO 110      Cardiovascular Anatomy and Pathophysiology      2 credits**

This course provides students with a basic understanding of cardiac and valvular abnormalities. Topics include various forms of arrhythmias, cardiomyopathies, and therapeutic procedures pertaining to the heart.

Prerequisite(s): BIO 106

Corequisite(s): BIO 109

\*The course prerequisites and corequisites provided above are for the Cardiovascular Technology program.

**CVT 102      Ultrasound Physics and Applications I      3 credits**

This course provides the basic principles of diagnostic physics and its applications. Topics include acoustical physics as well as wave propagation and its effects on tissue characteristics. The course will cover basic two-dimensional imaging principles, controls of the system, and image processing. The lab component offers students an introduction to the ultrasound machine and various scanning techniques.

Prerequisite(s): None

Course equivalent: DMS 102

**CVT 110      Introduction to Echocardiography      2 credits**





This course introduces cardiac sonography. Modalities in a healthcare setting will be briefly discussed. Patient care techniques are addressed to include patient transfer, safety, and emergency situations. Ergonomic safety is discussed. This course also introduces the student to a sonographer's role regarding administrative and quality control procedures. HIPPA guidelines and patient communication is stressed. Future trends in the field of cardiac sonography are discussed.

Prerequisite(s): None

## **CVT 120      Adult Echocardiography I      3 credits**

This course provides detailed knowledge of the normal anatomy and physiology of the heart. A basic understanding of cardiac pathology will be discussed. Students will learn 2D, M-mode, spectral, and color Doppler. Standard echocardiographic views and measurements for each modality are discussed. Students will be introduced to scanning techniques in the lab. Students will learn detailed echo protocol in preparation for the clinical internship.

Prerequisite(s): EKG 120

Corequisite(s): BIO 109, BIO 110, CVT 102

## **CVT 122      Ultrasound Physics and Applications II      3 credits**

This course is a continuation of Ultrasound Physics and Applications I. The course provides the basic principles of real time imaging and instrumentation. Topics also include digital image processing, quality assurance, and bio effects. The course will cover basic Doppler principles, quality control, and image processing. The lab component offers students an introduction to the ultrasound machine and the Doppler mode of scanning. In preparation for ARDMS certification, this course includes a review of the Sonography Principles and Instrumentation (SPI) exam.

Prerequisite(s): CVT 102

Course equivalent: DMS 122

## **CVT 212      Clinical Internship I      100 hours, 1 credit**

Students will spend one day a week at a designated clinical site. Specific cardiovascular objectives will be given. The clinical objective for this course is to be clinically proficient in the given procedures that were taught in the lab. Students will be tested on specific psychomotor and cognitive skills.

Prerequisite(s): CVT 120

Corequisite(s): CVT 122, CVT 220

## **CVT 213      Clinical Internship II      100 hours, 1 credit**

Students will continue their clinical experience at a designated clinical site. They will spend one day a week at the site mastering the required clinical competencies explained in the clinical handbook. Under direct supervision by a registered sonographer, students will have the opportunity to practice the cardiovascular protocols with the goal of performing medical imaging proficiently.

Prerequisite(s): CVT 212, CVT 220



Corequisite(s): CVT 221, CVT 231, CVT 232

**CVT 220      Adult Echocardiography II      3 credits**

This course provides detailed knowledge of the normal anatomy and physiology of the heart. A basic understanding of cardiac pathology will be discussed. Students will learn 2D, M-mode, spectral, and color Doppler. Standard echocardiographic views and measurements for each modality are demonstrated. Image orientation, scan techniques for each view, normal anatomical structures, and patient positioning are also covered. By the end of the course, students will be clinically proficient in performing limited echocardiography examinations.

Prerequisite(s): CVT 102, CVT 120

**CVT 221      Adult Echocardiography III      6 credits**

Abnormal cardiac pathologies and congenital malformations will be discussed. Protocols that include signs and symptoms, sonographic appearance and the role of Doppler imaging will be covered. Scan techniques, patient positioning and patient care skills will be addressed. Students will continue to practice in the lab and become proficient in performing a complete echocardiography exam. A registry exam review will be provided to assist students in preparation for the national registry exam.

Prerequisite(s): CVT 122, CVT 220

**CVT 230      Vascular Ultrasound I      5 credits**

This course will introduce students to physics and its relationship to color flow, hemodynamics, and Doppler instrumentation. It will continue with normal and abnormal anatomy of the carotid, peripheral venous, and arterial system. This course will focus on carotid, peripheral venous, arterial testing (ABPI), and venous mapping procedures. Students will practice and learn scanning techniques and protocol for the carotid, lower extremity venous, and arterial system.

Prerequisite(s): CVT 120

Corequisite(s): CVT 122, CVT 220

Course equivalent: DMS 230

**CVT 231      Vascular Ultrasound II      2 credits**

Vascular Ultrasound II will focus on abdominal vascular sonography. Basic venous and arterial extremities will be reviewed to include hemodialysis, grafting, arterial testing, and venous mapping in detail. Vascular abnormal findings will be discussed to include the importance of Doppler instrumentation. The lab component will correlate with the lecture. A registry review will be provided to assist students in preparation for the national registry exam.

Prerequisite(s): CVT 230

Course equivalent: DMS 231

**CVT 232      Advanced Vascular Ultrasound      3 credits**

Advanced Vascular Ultrasound covers abdominal arterial (renal and mesenteric) ultrasound assessment for peripheral arterial disease and lower limb venous insufficiency. Topics will include venous mapping



transcranial, PVR testing, and protocols and procedures for renal artery stenosis. Doppler physics and Hemodynamics will be reviewed.

Prerequisite(s): CVT 230

Corequisite(s): CVT 221, CVT 231

## **CVT 233      Clinical Internship III**

**600 hours, 6 credits**

The clinical internship of the cardiovascular technology program is designed for students to become proficient in scanning the heart and blood vessels. Students are assigned to a clinical site and given specific clinical objectives. Students are required to complete all required clinical competencies as stated in the clinical handbook.

Prerequisite(s): CVT 213, Passing Score on RCS or SPI Exam

\*All core respective major courses need to be completed prior to this course.

## **EKG 120      Electrocardiography**

**3 credits**

This course provides a detailed anatomy of the heart. The importance of performing an EKG as part of a cardiac study is emphasized. This course prepares the student with the knowledge and purpose of performing an EKG during an ECHO study. Students simulate performing an EKG in the lab, focusing on equipment set-up, patient preparation, performance of 12-lead EKGs, and assistance with stress testing. Normal and abnormal 12-lead EKG recordings will be reviewed and analyzed.

Prerequisite(s): None

## **ENG 101      English Composition I**

**3 credits**

English Composition I is a course designed to introduce the student to college-level work with an emphasis on the writing process: to include conceiving, drafting, organizing, developing, formatting, writing, and revising an essay. Students will learn to analyze written texts and collaborate with their peers. Library resources will be taught to assist students in their writing skills.

Prerequisite(s): None

General Education Course

## **MAT 104      Math Concepts**

**3 credits**

A review of the basic principles of algebra and their applications, including unit conversions, solving equations, solving systems of equations, evaluating functions, graphing, and word problems. This is followed by an introduction to intermediate and advanced subjects including polynomials, factoring, exponential and logarithmic functions, conic sections, probability, and arithmetic and geometric sequences.

Prerequisite(s): None

General Education Course

## **PHI 103      Ethics of Healthcare**

**3 credits**

This course will cover various ethical principles as related to healthcare professionals. Group and case studies are incorporated into the theoretical material. Topics include understanding the causes of ethical



dilemmas, the difference between capacity and competency regarding an individual's decision-making capacity. Advance care planning and an introduction to bioethics will be discussed.

Prerequisite(s): None

General Education Course

## **PHY 101      Introduction to Physics**

**3 credits**

A single-semester, comprehensive exploration of the fundamental laws, theories, and mathematical concepts as they relate to a college-level survey of physics. Course content includes classical mechanics, electricity and magnetism, and modern physics. Specific topics include, some basics of science, kinematics, dynamics, energy, momentum, waves, electricity, magnetism, quantum mechanics and relativity. While there is no lab component to this course, students will be expected to learn the material on a conceptual level as well as solve mathematic problems using algebra-based physics equations.

Prerequisite(s): None

General Education Course



## **Diagnostic Medical Sonography**

**Associate of Applied Science**

CAAHEP Accredited Program

66 credits

105 weeks | 24 months

### **Objectives**

#### Cognitive

- Discuss the study of the anatomy and physiology of the human body and medical terminology.
- Identify normal and abnormal abdominal anatomy and its clinical application.
- Recognize normal and abnormal anatomy of the carotid, peripheral venous, and arterial system.

#### Psychomotor

- Perform clinical competencies and be evaluated under direct supervision of a Registered Diagnostic Medical Sonographer.
- Simulate ultrasound images in the lab.

#### Affective

- Practice sonographic fundamentals including patient history, laboratory data, transducer selection, and scanning protocols.

### **Program Description**

The Diagnostic Medical Sonography (DMS) program is programmatically accredited by CAAHEP for the Abdominal – Extended and Obstetrics and Gynecology concentrations. This program prepares students for an entry-level career as a diagnostic medical sonographer. Graduates will be able to work in hospitals, imaging centers, and other healthcare related facilities. The DMS program is taught using a hybrid/blended learning environment.

Students will learn to competently perform ultrasound scans on the abdomen, organs, pelvic area, and vascular system. They will learn to schedule and coordinate tests, record test results, and prepare and maintain operational logs. DMS graduates will demonstrate behaviors consistent with professional standards and will meet employer expectations for an entry-level position.

Upon successful completion of this program, they will be prepared to take the Sonography Principles and Instrumentation (SPI), Abdomen, and Ob/Gyn exams offered by the American Registry for Diagnostic Medical Sonography (ARDMS).

After completing all program requirements, graduates will be awarded an Associate of Applied Science in Diagnostic Medical Sonography.

### **Contracting Agreement for General Education Coursework**

AIMS Education has entered into a contracting agreement with Geneva College in partnership with Portage Learning (Geneva-Portage). This agreement involves specific arrangements for general education coursework.



As part of the Diagnostic Medical Sonography program, students will complete some of their first semester general education credits through Geneva-Portage. These credits must be completed during the first semester.

All Geneva-Portage courses are offered exclusively online through PortageLearning.edu. The Geneva-Portage courses will be delivered asynchronously and will align with the academic calendar at AIMS Education, ensuring course completion by the end of the first semester. Asynchronous courses are not self-paced. Students receive a schedule for completing assignments and exams, and all course requirements must be finished by the end of the semester.

The cost-per-credit for the Geneva-Portage courses will be equivalent to the cost-per-credit for the Diagnostic Medical Sonography program at AIMS Education.

Students also have the option to take the general education courses directly through Portage Learning. Courses taken directly through Portage Learning may have a different cost-per-credit rate, and eligible students will not be able to utilize federal financial aid.

### **Program Goals for Diagnostic Medical Sonography**

- To prepare competent entry-level sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for the Abdominal - Extended and Obstetrics & Gynecology sonography concentrations.
- To provide education designed to prepare our students for an entry-level career as a diagnostic medical sonographer according to the criteria set by ACR.
- To prepare students to successfully pass the registry examinations offered by ARDMS.
- To provide the medical community with individuals qualified to perform ultrasound procedures.
- To instill in students to achieve professional and academic excellence throughout their career.
- To exhibit professional and ethical behaviors, which are recognized and contained in the Professional code of ethics and scope of practice as set by the society of diagnostic medical sonographers.
- To administer competency examinations that measure theoretical knowledge and clinical skills necessary to competently perform the tasks of a diagnostic medical sonographer.

### **Accreditation Disclosure**

The Diagnostic Medical Sonography program offered at AIMS Education is programmatically accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) for the Abdominal - Extended and Obstetrics and Gynecology concentrations.

### **Graduation Requirements**

- Pass all academic coursework with a grade of C or better.
- Pass all clinical internship courses with a grade of B- or better.
- Complete all coursework with a CGPA of 2.0 or higher.
- Complete all required clinical competencies.
- Pass the Sonography Principles and Instrumentation (SPI) exam
- Pass a clinical exit exam.



- Obtain clearance from the bursar office and/or financial aid department.

### **Prerequisite for Admission**

Applicants must have at least one of the prerequisites listed below.

- At least 30 college credits
- 1 year of healthcare experience related to direct patient care
- Graduate of the Patient Care Technician program at AIMS Education
- Graduate of the Medical Assistant program at AIMS Education

### **Textbooks Utilized in Diagnostic Medical Sonography Program**

Textbook ISBN	Price
9780357690918	TBD
9780323824439	TBD
1266924000	TBD
9781975120108	TBD
9780962644450	TBD
9780323826464	TBD
9780941022859	TBD



## DIAGNOSTIC MEDICAL SONOGRAPHY ASSOCIATE OF APPLIED SCIENCE

First Semester*			Weekly Hours			
Course Code	Course Name	Credits	Lecture	Lab	Clinical	Delivery
ENG 101	English Composition I (GE)	3	3			F
ALH 101	Medical Terminology	3	3			F
MAT 104	Math Concepts (GE)	3	3			F
PHY 101	Introduction to Physics (GE)	3	3			F
Total		12	12	0	0	

Second Semester			Weekly Hours			
Course Code	Course Name	Credits	Lecture	Lab	Clinical	Delivery
BIO 106	Anatomy and Physiology I (GE)	4	4	1		B
DMS 101	Introduction to Sonography	2	2	4		B
DMS 129	Ultrasound Physics and Applications	6	6	5		B
Total		12	12	10	0	

Third Semester			Weekly Hours			
Course Code	Course Name	Credits	Lecture	Lab	Clinical	Delivery
PHI 103	Ethics of Healthcare (GE)	3	3			F
BIO 109	Anatomy and Physiology II (GE)	4	4	1		B
DMS 220	Vascular Sonography	5	5	12		B
Total		12	12	13	0	

Fourth Semester			Weekly Hours			
Course Code	Course Name	Credits	Lecture	Lab	Clinical	Delivery
DMS 226	Abdominal Sonography I	5	5	7		B
DMS 256	Ob/Gyn Sonography I	7	7	5		B
Total		12	12	12	0	

Fifth Semester			Weekly Hours			
Course Code	Course Name	Credits	Lecture	Lab	Clinical	Delivery
DMS 227	Abdominal Sonography II	7	7	7		B
DMS 257	Ob/Gyn Sonography II	3	3	5		B
DMS 232	Clinical Internship I (200 hrs)	2			14	C
Total		12	10	12	14	

Sixth Semester			Weekly Hours			
Course Code	Course Name	Credits	Lecture	Lab	Clinical	Delivery
DMS 242	Clinical Internship II (600 hrs)	6			40	C
Total		6	0	0	40	
Program Credits		66				

\*This program will be delivered using hybrid learning. All hybrid programs include online learning and in-person instruction. The schedule for this program is based on a 15-week semester. The weekly hours will vary each semester based on the required lecture, lab, and clinical hours. The general education (GE) courses in the first semester will be offered fully online through AIMS Education and Geneva College in partnership with Portage Learning.

\*\*The curriculum above is effective for the Spring 2025 semester (May 5, 2025). Students who started prior to the effective date will follow the curriculum plans provided at the time of enrollment.





**ALH 101      Medical Terminology      3 credits**

This course provides a detailed study of the language of medicine. The most common medical roots, prefixes, and suffixes are covered. The course will describe how medical language is used in the medical field. Basic diagnostic tests and procedures will be discussed.

Prerequisite(s): None

**BIO 106      Anatomy and Physiology I      4 credits**

This course is the first part of a two-course sequence. It is the study of the anatomy and physiology of the human body. Students will learn about the cells, tissues, and organs of the integumentary, skeletal, muscular, endocrine, and digestive systems. Structure, functions, and terminology of the body systems are focused on. Students will have the opportunity to learn the dissection process using a virtual anatomy lab during the lab component.

Prerequisite(s): None

General Education Course

**BIO 109      Anatomy and Physiology II      4 credits**

This course is a continuation of BIO 106. Topics include the structure and function of the cardiac and nervous systems. Anatomical locations and physiology functions of both systems are briefly discussed. Terminology will also be reinforced. Students will have the opportunity to learn the dissection process using a virtual anatomy lab during the lab component.

Prerequisite(s): BIO 106

Corequisite(s): BIO 107

General Education Course

**DMS 101      Introduction to Sonography      2 credits**

This course introduces cardiac and general sonography. Modalities in a healthcare setting will be briefly discussed. Patient care techniques are addressed to include patient transfer, safety, and emergency situations. Ergonomic safety is discussed. This course also introduces the student to a sonographer's role regarding administrative and quality control procedures. HIPPA guidelines and patient communication is stressed. Future trends in the field of cardiac and general sonography are discussed.

Prerequisite(s): PHI 103

**DMS 129      Ultrasound Physics and Applications      6 credits**

This course provides the principles of ultrasound physics and instrumentation. The following topics that will be discussed in this course will include wave propagation, two-dimensional, Doppler imaging principles, and image and digital processing. The Sonography Principles and Instrumentation (SPI) exam will be reviewed in preparation for the ARDMS national registry examination. The lab component will cover instrumentation and various scanning techniques to include Doppler scanning principles.

Prerequisite(s): PHY 101

**DMS 220      Vascular Sonography      5 credits**



The course content will include vascular physics and its relationship to color flow, hemodynamics, and Doppler instrumentation. Normal and abnormal anatomy of the carotid, peripheral venous, and arterial system. Carotid, peripheral venous, arterial testing (ABPI), venous mapping and abdominal vascular will be covered. Students will practice and learn scanning techniques and show proficiency for venous and arterial procedures. Registry review will be conducted. Lab hours will be used for lecture classes. Please refer to the course syllabus for details.

Prerequisite(s): DMS 129

Corequisite(s): BIO 109

## **DMS 226      Abdominal Sonography I**

**5 credits**

The course is a comprehensive review of the cross-sectional anatomy of the abdominal organs. The areas that will be covered will include the abdominal cavities, liver, gallbladder, spleen, pancreas, gastrointestinal tract, urinary system and abdominal vasculature. Normal versus abnormal anatomy will be discussed. Students will begin hands-on scanning in the lab component in this course.

Prerequisite(s): BIO 109

Corequisite(s): DMS 256

## **DMS 227      Abdominal Sonography II**

**7 credits**

This course is a continuation of DMS 226. Normal and abnormal sonography and their clinical application will be addressed. Small parts imaging will be covered. Abdomen extension content will be taught. The retroperitoneum and non-cardiac chest are also included. The neonatal brain, hip, spine, and pediatric abdomen will be covered in detail. Invasive/interventional guided procedures and contrast enhanced imaging will be taught with image interpretation... Students will continue hands-on scanning in the lab component in this course.

Prerequisite(s): DMS 226

Corequisite(s): DMS 257, DMS 232

## **DMS 232      Clinical Internship I**

**200 hours, 2 credits**

Students are assigned to a clinical site to master their sonography skills. Students will begin to practice scanning in the areas of abdomen, small parts, vascular, and Ob/Gyn, and complete the required clinical competencies as specified in the clinical handbook. Clinical competencies will be evaluated under direct supervision of a registered diagnostic medical sonographer.

Prerequisite(s): DMS 224, DMS 231, DMS 256

Corequisite(s): DMS 225, DMS 257

## **DMS 242      Clinical Internship II**

**600 hours, 6 credits**

Students will continue to master their sonography skills at their assigned designated clinical site. They will have the opportunity to practice scanning in the areas of abdomen, small parts, vascular, and Ob/Gyn. Students are required to complete all specified clinical competencies as stated in the clinical manual by



completion of this rotation. Students will work toward performing clinical competencies with minimal supervision direction of a registered diagnostic medical sonographer.

Prerequisite(s): DMS 232, Passing Score on SPI Exam

\*All core respective major courses need to be completed prior to this course.

## **DMS 256      Ob/Gyn Sonography I      5 credits**

This course provides a detailed study of the pelvis and obstetrics/gynecology as related to ultrasound imaging. Sonographic techniques, which include patient history, laboratory data, transducer selection, and scanning protocols, are provided. Fetal development, including abnormal etiology and diagnostic techniques, is presented. Students will practice scanning techniques in the lab component of the course.

Prerequisite(s): BIO 107, DMS 122

Corequisite(s): DMS 224

## **DMS 257      Ob/Gyn Sonography II      3 credits**

This course is a continuation of DMS 256. The course provides detailed fetal pathologies as related to ultrasound imaging. These include abnormal etiology of the intrauterine environment to evaluate the placenta, umbilical cord, and amniotic fluid. Abnormal fetal anatomy will be presented to include face, neck, neural axis, thorax, abdomen, and skeletal pathologies. Students will continue to practice scanning techniques in the lab component of the course.

Prerequisite(s): DMS 256

Corequisite(s): DMS 225, DMS 232

## **ENG 101      English Composition I      3 credits**

English Composition I is a course designed to introduce the student to college-level work with an emphasis on the writing process: to include conceiving, drafting, organizing, developing, formatting, writing, and revising an essay. Students will learn to analyze written texts and collaborate with their peers. Library resources will be taught to assist students in their writing skills.

Prerequisite(s): None

General Education Course

## **MAT 104      Math Concepts      3 credits**

A review of the basic principles of algebra and their applications, including unit conversions, solving equations, solving systems of equations, evaluating functions, graphing, and word problems. This is followed by an introduction to intermediate and advanced subjects including polynomials, factoring, exponential and logarithmic functions, conic sections, probability, and arithmetic and geometric sequences.

Prerequisite(s): None

General Education Course

## **PHI 103      Ethics of Healthcare      3 credits**

This course will cover various ethical principles as related to healthcare professionals. Group and case studies are incorporated into the theoretical material. Topics include understanding the causes of ethical



dilemmas, the difference between capacity and competency regarding an individual's decision-making capacity. Advance care planning and an introduction to bioethics will be discussed.

Prerequisite(s): None  
General Education Course

## **PHY 101                      Introduction to Physics    3 credits**

A single-semester, comprehensive exploration of the fundamental laws, theories, and mathematical concepts as they relate to a college-level survey of physics. Course content includes classical mechanics, electricity and magnetism, and modern physics. Specific topics include, some basics of science, kinematics, dynamics, energy, momentum, waves, electricity, magnetism, quantum mechanics and relativity. While there is no lab component to this course, students will be expected to learn the material on a conceptual level as well as solve mathematic problems using algebra-based physics equations.

Prerequisite(s): None  
General Education Course

### **Discontinued Courses**

*These courses have been discontinued for all future cohorts.*

## **DMS 102                      Ultrasound Physics and Instrumentation I    3 credits**

This course provides the basic principles of diagnostic physics and instrumentation. Topics include acoustical physics as well as wave propagation and its effects on tissue characteristics. The course will cover basic two-dimensional imaging principles, controls of the system, and image processing. The lab component offers students an introduction to the ultrasound machine and various scanning techniques.

Prerequisite(s): PHY 101  
Course equivalent: CVT 102

## **DMS 122                      Ultrasound Physics and Instrumentation II    3 credits**

This course is a continuation of Ultrasound Physics and Instrumentation I. The course provides the basic principles of real time imaging and instrumentation. Topics also include digital image processing, quality assurance, and bio effects. The course will cover basic Doppler principles, quality control, and image processing. The lab component offers students an introduction to the ultrasound machine and the Doppler mode of scanning. In preparation for ARDMS certification, this course includes a review of the Sonography Principles and Instrumentation (SPI) exam.

Prerequisite(s): DMS 101, DMS 102  
Corequisite(s): DMS 230  
Course equivalent: CVT 122

## **DMS 214                      Abdominal Sonography I    2 credits**

This course includes a comprehensive review of the cross-sectional anatomy of gastrointestinal systems. Anatomical landmarks and an understanding of normal versus abnormal anatomy will be discussed. The students will learn cross-sectional planes as it relates to abdominal anatomy. These areas include abdominal cavities and its quadrants, liver, gallbladder, and abdominal vasculature. Anatomy and pathophysiology of these organs will be covered.



Prerequisite(s): BIO 106

Corequisite(s): BIO 109

## **DMS 224      Abdominal Sonography II**

**5 credits**

This course is a continuation of DMS 214. Normal and abnormal sonography and their clinical application will be addressed. Spleen, pancreas, gastrointestinal tract, and the urinary system will be covered. The retroperitoneum and non-cardiac chest are also included. Contrast enhance imaging will be taught with image interpretation. The anatomy and pathophysiology as it relates to these organs will be discussed. Students will begin hands-on scanning in the lab component in this course.

Prerequisite(s): DMS 122, DMS 214

Corequisite(s): DMS 232

## **DMS 225      Abdominal Sonography III**

**5 credits**

This course is a continuation of DMS 224. This course covers small parts imaging to include thyroid, parathyroid, breast, and musculoskeletal. Abdomen extension content will be taught. These areas include non-vascular extremities, neck, superficial structures, and the abdominal wall. The neonatal brain, hip, and spine, and pediatric abdomen, will be covered in detail. Invasive/interventional guided procedures will be presented and simulated in the lab component of the course. Simulated procedures are a requirement for this course. Lab scanning will continue in evaluating the abdominal and small parts anatomy.

Prerequisite(s): DMS 224

Corequisite(s): DMS 232, DMS 257

## **DMS 230      Vascular Sonography I**

**5 credits**

This course will introduce students to physics and its relationship to color flow, hemodynamics, and Doppler instrumentation. It will continue with normal and abnormal anatomy of the carotid, peripheral venous, and arterial system. This course will focus on carotid, peripheral venous, arterial testing (ABPI), and venous mapping procedures. Students will practice and learn scanning techniques and protocol for the carotid, lower extremity venous, and arterial system.

Prerequisite(s): DMS 102

Corequisite(s): DMS 122

Course equivalent: CVT 230

## **DMS 231      Vascular Sonography II**

**2 credits**

Vascular Sonography II will focus on abdominal vascular sonography. Basic venous and arterial extremities will be reviewed to include hemodialysis, grafting, arterial testing, and venous mapping in detail. Vascular abnormal findings will be discussed to include the importance of Doppler instrumentation. The lab component will correlate with the lecture. A registry review will be provided to assist students in preparation for the national registry exam.

Prerequisite(s): DMS 122, DMS 230

Course equivalent: CVT 231



**MRI Technology**  
**Associate of Applied Science**  
ARMRIT Accredited Program  
66 credits  
105 weeks | 24 months

## Objectives

### Cognitive

- Provide didactic education and clinical experience to produce a comprehensive MRI program.
- Apply a competency-based education to all students to help ensure their success in the program.
- Demonstrate and prepare graduates to pass the ARRT and ARMRIT certification exams.
- Support students in the use of critical thinking for decision making in the MRI field.

### Psychomotor

- Train students in MRI procedures in preparation for an entry-level position.
- Conduct MRI protocols including patient screening and positioning.

### Affective

- Demonstrate the practice of MRI technology within an ethical and legal framework.

## Program Description

The MRI Technology program is programmatically accredited by ARMRIT. This program prepares students for entry-level employment as an MRI technologist. Graduates will be able to seek employment opportunities in hospitals, imaging centers, and other healthcare related facilities. The MRI program is taught using a hybrid/blended learning environment.

Graduates will have the basic skills and knowledge required for a career in Magnetic Resonance Imaging. They will be able to perform MRI procedures competently and safely on patients, and they will be capable of explaining procedures, preparing patients for scans, and monitoring and adjusting scans. MRI graduates will demonstrate behaviors consistent with professional standards and will meet employer expectations for an entry-level position.

Upon successful completion of the program, graduates will be prepared to take the MRI certification exams offered by the American Registry of Magnetic Resonance Imaging Technologists (ARMRIT) and the American Registry of Radiologic Technologists (ARRT).

After completing all program requirements, graduates will be awarded an Associate of Applied Science in MRI Technology.

## Contracting Agreement for General Education Coursework

AIMS Education has entered into a contracting agreement with Geneva College in partnership with Portage Learning (Geneva-Portage). This agreement involves specific arrangements for general education coursework.





As part of the MRI Technology program, students will complete some of their first semester general education credits through Geneva-Portage. These credits must be completed during the first semester.

All Geneva-Portage courses are offered exclusively online through PortageLearning.edu. The Geneva-Portage courses will be delivered asynchronously and will align with the academic calendar at AIMS Education, ensuring course completion by the end of the first semester. Asynchronous courses are not self-paced. Students receive a schedule for completing assignments and exams, and all course requirements must be finished by the end of the semester.

The cost-per-credit for the Geneva-Portage courses will be equivalent to the cost-per-credit for the MRI Technology program at AIMS Education.

Students also have the option to take the general education courses directly through Portage Learning. Courses taken directly through Portage Learning may have a different cost-per-credit rate, and eligible students will not be able to utilize federal financial aid.

### **Program Goals for MRI Technology**

- To prepare competent entry level MRI technologists in the cognitive (knowledge), clinical (psychomotor) (skills), and affective (behavior) learning domains.
- To provide education designed to prepare our graduates for an entry level career as an MRI technologist.
- To provide quality education in the radiologic sciences for the preparation of MRI technologists for entry level positions according to the criteria set by ACR.
- To encourage the accomplishment in the graduate students to successfully pass the registry examination.
- To instill in students to achieve professional and academic excellence throughout their career.
- To Exhibit professional and ethical behaviors, which are recognized and contained in the Professional Code of Ethics and Scope of Practice as set by the Society of MRI technologists
- To administer competency examinations that measure theoretical knowledge and clinical skills necessary to competently perform the tasks of an MRI technologist.

### **Graduation Requirements**

- Pass all academic coursework with a grade of C or better.
- Pass all clinical internship courses with a grade of B- or better.
- Complete all coursework with a CGPA of 2.0 or higher.
- Complete all required clinical competencies.
- Obtain clearance from the bursar office and/or financial aid department.

### **Prerequisite for Admission**

Applicants must have at least one of the prerequisites listed below.

- At least 30 college credits
- 1 year of healthcare experience related to direct patient care
- Graduate of the Patient Care Technician program at AIMS Education
- Graduate of the Medical Assistant program at AIMS Education



## Textbooks Utilized in MRI Technology Program

Textbook ISBN	Price
9780357690918	TBD
9780323824439	TBD
1266924000	TBD
9781975192518	TBD
9781119391968	TBD
9780323414876	TBD
9780323569613	TBD
9781260121940	TBD
9780615833903	TBD





## MRI TECHNOLOGY ASSOCIATE OF APPLIED SCIENCE

### First Semester\*

Course Code	Course Name	Credits	Weekly Hours			Delivery
			Lecture	Lab	Clinical	
ENG 101	English Composition I (GE)	3	3			F
PSY 102	General Psychology (GE)	3	3			F
MAT 104	Math Concepts (GE)	3	3			F
ALH 101	Medical Terminology	3	3			F
<b>Total</b>		<b>12</b>	<b>12</b>	<b>0</b>	<b>0</b>	

### Second Semester

Course Code	Course Name	Credits	Weekly Hours			Delivery
			Lecture	Lab	Clinical	
PHI 103	Ethics of Healthcare (GE)	3	3			F
BIO 106	Anatomy and Physiology I (GE)	4	4	1		B
RMI 123	Introduction to Imaging Technology	1	1	3		B
MRI 102	Introduction to MRI Physics I	4	4			B
<b>Total</b>		<b>12</b>	<b>12</b>	<b>4</b>	<b>0</b>	

### Third Semester

Course Code	Course Name	Credits	Weekly Hours			Delivery
			Lecture	Lab	Clinical	
BIO 109	Anatomy and Physiology II (GE)	4	4	1		B
MRI 112	Introduction to MRI Physics II	7	7			B
MRI 114	Clinical Internship I (60 hrs)	1			4	C
<b>Total</b>		<b>12</b>	<b>11</b>	<b>1</b>	<b>4</b>	

### Fourth Semester

Course Code	Course Name	Credits	Weekly Hours			Delivery
			Lecture	Lab	Clinical	
MRI 211	MRI Cross-Sectional Anatomy and Pathophysiology I	6	6			B
MRI 220	MRI Applications: Procedures and Techniques I	5	5	3**		B
MRI 224	Clinical Internship II (100 hrs)	1			7	C
<b>Total</b>		<b>12</b>	<b>11</b>	<b>3</b>	<b>7</b>	

### Fifth Semester

Course Code	Course Name	Credits	Weekly Hours			Delivery
			Lecture	Lab	Clinical	
MRI 212	MRI Cross-Sectional Anatomy and Pathophysiology II	4	4			B
MRI 221	MRI Applications: Procedures and Techniques II	5	5	3**		B
MRI 203	MRI Advanced Safety	1	1			F
MRI 234	Clinical Internship III (200 hrs)	2			14	C
<b>Total</b>		<b>12</b>	<b>10</b>	<b>3</b>	<b>14</b>	

### Sixth Semester

Course Code	Course Name	Credits	Weekly Hours			Delivery
			Lecture	Lab	Clinical	
MRI 235	Clinical Internship IV (600 hrs)	6			40	C
<b>Total</b>		<b>6</b>	<b>0</b>	<b>0</b>	<b>40</b>	
<b>Program Credits</b>		<b>66</b>				

\*This program will be delivered using hybrid learning. All hybrid programs include online learning and in-person instruction. The schedule for this program is based on a 15-week semester. The weekly hours will vary each semester based on the required lecture, lab, and clinical hours. The general education (GE) courses in the first semester will be offered fully online through AIMS Education and Geneva College in partnership with Portage Learning.

\*\*The lab hours in MRI 220 and MRI 221 will be completed via the ScanLabMR simulator.



**ALH 101      Medical Terminology      3 credits**

This course provides a detailed study of the language of medicine. The most common medical roots, prefixes, and suffixes are covered. The course will describe how medical language is used in the medical field. Basic diagnostic tests and procedures will be discussed.

Prerequisite(s): None

**BIO 106      Anatomy and Physiology I      4 credits**

This course is the first part of a two-course sequence. It is the study of the anatomy and physiology of the human body. Students will learn about the cells, tissues, and organs of the integumentary, skeletal, muscular, endocrine, and digestive systems. Structure, functions, and terminology of the body systems are focused on. Students will have the opportunity to learn the dissection process using a virtual anatomy lab during the lab component.

Prerequisite(s): None

General Education Course

**BIO 109      Anatomy and Physiology II      4 credits**

This course is a continuation of BIO 106. Topics include the structure and function of the cardiac and nervous systems. Anatomical locations and physiology functions of both systems are briefly discussed. Terminology will also be reinforced. Students will have the opportunity to learn the dissection process using a virtual anatomy lab during the lab component.

Prerequisite(s): BIO 106

General Education Course

**ENG 101      English Composition I      3 credits**

English Composition I is a course designed to introduce the student to college-level work with an emphasis on the writing process: to include conceiving, drafting, organizing, developing, formatting, writing, and revising an essay. Students will learn to analyze written texts and collaborate with their peers. Library resources will be taught to assist students in their writing skills.

Prerequisite(s): None

General Education Course

**MAT 104      Math Concepts      3 credits**

A review of the basic principles of algebra and their applications, including unit conversions, solving equations, solving systems of equations, evaluating functions, graphing, and word problems. This is followed by an introduction to intermediate and advanced subjects including polynomials, factoring, exponential and logarithmic functions, conic sections, probability, and arithmetic and geometric sequences.

Prerequisite(s): None

General Education Course

**MRI 102      Introduction to MRI Physics I      4 credits**



Students learn the basics of MRI physics. Course topics include magnetism, image weighting, contrast, spatial localization, K-space, sampling, and the physical hardware involved in MRI imaging.

Prerequisite(s): None

Corequisite(s): RMI 123

## **MRI 112      Introduction to MRI Physics II      7 credits**

This course is a continuation of MRI 102. Foundational basic physics are reviewed to include how it is incorporated and used in a clinical setting. Course topics include parameters and trade-offs, pulse sequences, image artifacts, MRAs, gating, safety, and advanced imaging techniques in diffusion, perfusion, and spectroscopy.

Prerequisite(s): MRI 102

## **MRI 114      Clinical Internship I      60 hours, 1 credit**

This course introduces the student to the MRI suite in a clinical setting. Students will focus on hands-on learning of the MRI equipment. Land marking, setup, and patient positioning will be covered. The student will also learn how to use the scanner controls and run basic sequences. Basic MR Safety will also be covered.

Prerequisite(s): MRI 102

## **MRI 203      MRI Advanced Safety      1 credit**

This course deals with MRI Safety. This important aspect of MRI imaging provides detailed information concerning ACR guidelines and implant and device safety. Screening techniques and the possible health hazards associated with all aspects of the MRI environment will be discussed.

Prerequisite(s): MRI 114

Corequisite(s): MRI 112

## **MRI 211      MRI Cross-Sectional Anatomy and Pathophysiology I      6 credits**

This course covers MRI cross-sectional anatomy and pathophysiology of the human body. Students will learn essential anatomical and physiological topics affecting image quality. Head, neck, spine, and thorax will be covered. Emphasis is placed on recognizing anatomy in all three planes simultaneously.

Prerequisite(s): BIO 109

## **MRI 212      MRI Cross-Sectional Anatomy and Pathophysiology II      4 credits**

This course is a continuation of MRI 211. Students will learn about the essential anatomical and physiological topics affecting image quality. The abdomen, pelvis, and upper and lower extremities will be covered. Emphasis is placed on recognizing anatomy in all three planes simultaneously.

Prerequisite(s): MRI 211

## **MRI 220      MRI Applications: Procedures and Techniques I      5 credits**



Clinical imaging techniques used in clinical practice will be covered. MRI Applications I will focus on the head, neck, spine, and chest. Recognition of pathology will be covered to include the sequences required for MRI imaging. PACS usage and image post-processing will be included.

Prerequisite(s): MRI 112, MRI 114

Corequisite(s): MRI 211

## **MRI 221                      MRI Applications: Procedures and Techniques II                      5 credits**

MRI applications II will continue to teach clinical imaging techniques used in clinical practice. This course will focus on the abdomen, pelvis, and upper and lower extremities. Correlation of pathology with these topics will be addressed. Students will learn the sequences required for MRI imaging. PACS usage and image post-processing will also be included.

Prerequisite(s): MRI 220

Corequisite(s): MRI 212

## **MRI 224                      Clinical Internship II                      100 hours, 1 credit**

Students will learn the basic skills required of an MRI technologist in a clinical setting. Students will perform MRI procedures under direct supervision from a credentialed MRI technologist at the clinical site. Students will be introduced and trained in skills areas including patient screening and positioning, sequence selection, scanning, and post-processing procedures.

Prerequisite(s): MRI 114

Corequisite(s): MRI 211, MRI 220

## **MRI 234                      Clinical Internship III                      200 hours, 2 credits**

Students are assigned to a radiology imaging facility or hospital under direct supervision of a clinical supervisor. Students are required to meet the professional competencies as specified in the ARRT rules and regulations. This includes completion of quality diagnostic procedures and comprehension of MRI safety.

Prerequisite(s): MRI 224

Corequisite(s): MRI 212

## **MRI 235                      Clinical Internship IV                      600 hours, 6 credits**

Students continue to achieve the required professional competencies as specified in the ARRT rules and regulations. All clinical competencies as indicated in the clinical manual must be completed prior to graduation and for certification eligibility.

Prerequisite(s): MRI 234

\*All core respective major courses need to be completed prior to this course.

## **PHI 103                      Ethics of Healthcare                      3 credits**

This course will cover various ethical principles as related to healthcare professionals. Group and case studies are incorporated into the theoretical material. Topics include understanding the causes of ethical



dilemmas, the difference between capacity and competency regarding an individual's decision-making capacity. Advance care planning and an introduction to bioethics will be discussed.

Prerequisite(s): None

General Education Course

## **PSY 102      General Psychology**

**3 credits**

General Psychology addresses the major areas of psychology. It includes theories of personality, emotions, character, motivation, environmental influences, and student development. This course takes a realistic approach based on the principles of general psychology. It is designed to assist the student in coping with life situations and applying these principles to their professional and personal lives.

Prerequisite(s): None

General Education Course

## **RMI 123      Introduction to Imaging Technology**

**1 credit**

This course provides an overview of imaging modalities. Students will gain an understanding of the basic principles, guidelines, and knowledge needed for members of the medical imaging field. Students will learn about patient care, medical law and ethics, venipuncture and intravenous administration skills, MRI safety, and HIPAA guidelines. An introduction to RIS and PACS will also be provided. Topics in this course are covered as they pertain to MRI imaging.

Prerequisite(s): PHI 103



## Neurodiagnostic Technology

Associate of Applied Science

CAAHEP Accredited Program

60 credits

87 weeks | 20 months

### Objectives

#### Cognitive

- Discuss and prepare graduates to successfully challenge the Registered EEG Technologist (R. EEG T.) exam offered by ABRET.

#### Psychomotor

- Simulate EEG procedures in the lab with detailed protocols and collect data for interpretation.

#### Affective

- Demonstrate professional and ethical behaviors, which are recognized and contained in the Professional Code of Ethics and Scope of Practice as set by ASET - The Neurodiagnostic Society.

### Program Description

The Neurodiagnostic Technology (NDT) program is programmatically accredited by CAAHEP. This program prepares students for entry-level employment as an EEG technologist. Graduates will be able to seek employment opportunities in hospitals, surgical centers, outpatient clinics, and physicians' offices. The NDT program is taught using a hybrid/blended learning environment.

Students will learn to use a variety of techniques and instruments to record electrical activity from the brain, spinal cord, peripheral nerves, somatosensory, and motor nerve systems. They will become proficient in performing EEG procedures and understanding EEG pattern recognition. They will also gain basic knowledge in intraoperative neuromonitoring, long-term monitoring, polysomnography, evoked potential studies, and nerve conduction studies. NDT Graduates will demonstrate behaviors consistent with professional standards and will meet employer expectations for an entry-level position.

Upon satisfactory completion of the program, graduates will be prepared to take the EEG certification exam offered by ABRET.

After completing all program requirements, graduates will be awarded an Associate of Applied Science in Neurodiagnostic Technology.

### Contracting Agreement for General Education Coursework

AIMS Education has entered into a contracting agreement with Geneva College in partnership with Portage Learning (Geneva-Portage). This agreement involves specific arrangements for general education coursework.



As part of the Neurodiagnostic Technology program, students will complete some of their first semester general education credits through Geneva-Portage. These credits must be completed during the first semester.

All Geneva-Portage courses are offered exclusively online through PortageLearning.edu. The Geneva-Portage courses will be delivered asynchronously and will align with the academic calendar at AIMS Education, ensuring course completion by the end of the first semester. Asynchronous courses are not self-paced. Students receive a schedule for completing assignments and exams, and all course requirements must be finished by the end of the semester.

The cost-per-credit for the Geneva-Portage courses will be equivalent to the cost-per-credit for the Neurodiagnostic Technology program at AIMS Education.

Students also have the option to take the general education courses directly through Portage Learning. Courses taken directly through Portage Learning may have a different cost-per-credit rate, and eligible students will not be able to utilize federal financial aid.

### Program Goals for Neurodiagnostic Technology

- To prepare competent entry-level neurodiagnostic technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.
- Describe the principles behind EEG studies to enable students to demonstrate an understanding of interrelated procedures and concepts.
- Students will understand machine operation and instrumentation, and EEG pattern recognition and morphology.
- Demonstrate photic stimulation, hyper ventilation.
- Exhibit professional and ethical behavior, which is recognized and contained in the Professional Code of Ethics and Scope of Practice as set by the American Clinical Neurophysiology Society, American Academy of Neurology, and ASET - The Neurodiagnostic Society.

### Graduation Requirements

- Pass all academic coursework with a grade of C or better.
- Pass all clinical internship courses with a grade of B- or better.
- Complete all coursework with a CGPA of 2.0 or higher.
- Complete all required clinical competencies.
- Pass a clinical exit exam.
- Obtain clearance from the bursar office and/or financial aid department.

### Textbooks Utilized in Neurodiagnostic Technology Program

Textbook ISBN	Price
9780357690918	TBD
1264529627	TBD
9780323479912	TBD
9781260265224	TBD
9780443348365	TBD
9780323796866	TBD
9781441974358	TBD



## NEURODIAGNOSTIC TECHNOLOGY ASSOCIATE OF APPLIED SCIENCE

### First Semester\*

Course Code	Course Name	Credits	Weekly Hours			Delivery
			Lecture	Lab	Clinical	
ENG 101	English Composition I (GE)	3	3			F
ALH 101	Medical Terminology	3	3			F
MAT 104	Math Concepts (GE)	3	3			F
CIS 150	Introduction to Computer Science (GE)	3	3			F
<b>Total</b>		<b>12</b>	<b>12</b>	<b>0</b>	<b>0</b>	

### Second Semester

Course Code	Course Name	Credits	Weekly Hours			Delivery
			Lecture	Lab	Clinical	
PHI 103	Ethics of Healthcare (GE)	3	3			F
BIO 106	Anatomy and Physiology I (GE)	4	4	1		B
BIO 112	Neuro Anatomy and Pathophysiology	5	5			B
<b>Total</b>		<b>12</b>	<b>12</b>	<b>1</b>	<b>0</b>	

### Third Semester

Course Code	Course Name	Credits	Weekly Hours			Delivery
			Lecture	Lab	Clinical	
BIO 109	Anatomy and Physiology II (GE)	4	4	1		B
ALH 131	Healthcare Practical Skills	3	3	3		B
NDT 120	Introduction to NDT Techniques	7	7	4		B
<b>Total</b>		<b>14</b>	<b>14</b>	<b>8</b>	<b>0</b>	

### Fourth Semester

Course Code	Course Name	Credits	Weekly Hours			Delivery
			Lecture	Lab	Clinical	
NDT 121	Advanced Electroencephalogram (EEG)	5	5	4		B
NDT 230	Other Neurodiagnostic Techniques	5	5	4		B
NDT 231	Intraoperative Neuromonitoring (IONM)	4	4			B
<b>Total</b>		<b>14</b>	<b>14</b>	<b>8</b>	<b>0</b>	

### Fifth Semester

Course Code	Course Name	Credits	Weekly Hours			Delivery
			Lecture	Lab	Clinical	
NDT 233	Clinical Internship (600 hrs)	6			40	C
NDT 211	EEG Certification Review	2	2			F
<b>Total</b>		<b>8</b>	<b>2</b>	<b>0</b>	<b>40</b>	
<b>Program Credits</b>		<b>60</b>				

\*This program will be delivered using hybrid learning. All hybrid programs include online learning and in-person instruction. The schedule for this program is based on a 15-week semester. The weekly hours will vary each semester based on the required lecture, lab, and clinical hours. The general education (GE) courses in the first semester will be offered fully online through AIMS Education and Geneva College in partnership with Portage Learning.





**ALH 101      Medical Terminology      3 credits**

This course provides a detailed study of the language of medicine. The most common medical roots, prefixes, and suffixes are covered. The course will describe how medical language is used in the medical field. Basic diagnostic tests and procedures will be discussed.

Prerequisite(s): None

**ALH 131      Healthcare Practical Skills      3 credits**

This course demonstrates the responsibilities and duties of the neurodiagnostic student. Effective communication skills, including verbal and non-verbal communication, is addressed. The importance of effective communication and the need to build and maintain quality relationships with patients will be highlighted. Students also learn about the different methods of infection control and how they should be applied in a healthcare environment.

Prerequisite(s): PHI 103

**BIO 106      Anatomy and Physiology I      4 credits**

This course is the first part of a two-course sequence. It is the study of the anatomy and physiology of the human body. Students will learn about the cells, tissues, and organs of the integumentary, skeletal, muscular, endocrine, and digestive systems. Structure, functions, and terminology of the body systems are focused on. Students will have the opportunity to learn the dissection process using a virtual anatomy lab during the lab component.

Prerequisite(s): None

General Education Course

**BIO 109      Anatomy and Physiology II      4 credits**

This course is a continuation of BIO 106. Topics include the structure and function of the cardiac and nervous systems. Anatomical locations and physiology functions of both systems are briefly discussed. Terminology will also be reinforced. Students will have the opportunity to learn the dissection process using a virtual anatomy lab during the lab component.

Prerequisite(s): BIO 106

General Education Course

**BIO 112      Neuro Anatomy and Pathophysiology      5 credits**

This course provides detailed anatomy and pathophysiology of the central and peripheral nervous system. Students will be taught the applied principles of nerve conduction.

Prerequisite(s): None

Corequisite(s): BIO 106

**CIS 150      Introduction to Computer Science      3 credits**



This course will explore basic concepts involved in computer science and its application in various fields. Fundamentals such as hardware, software, networks, and databases will be covered. Students will learn Microsoft Suite and understand the importance of ethical practice with technology usage.

Prerequisite(s): None  
General Education Course

## **ENG 101      English Composition I      3 credits**

English Composition I is a course designed to introduce the student to college-level work with an emphasis on the writing process: to include conceiving, drafting, organizing, developing, formatting, writing, and revising an essay. Students will learn to analyze written texts and collaborate with their peers. Library resources will be taught to assist students in their writing skills.

Prerequisite(s): None  
General Education Course

## **MAT 104      Math Concepts      3 credits**

A review of the basic principles of algebra and their applications, including unit conversions, solving equations, solving systems of equations, evaluating functions, graphing, and word problems. This is followed by an introduction to intermediate and advanced subjects including polynomials, factoring, exponential and logarithmic functions, conic sections, probability, and arithmetic and geometric sequences.

Prerequisite(s): None  
General Education Course

## **NDT 120      Introduction to NDT Techniques      7 credits**

This introductory course is designed to explain the concepts and objectives of neurodiagnostic techniques. Students are provided with the basic knowledge and application of EEG procedures. Protocols and use of proper instrumentation will be demonstrated.

Prerequisite(s): BIO 112

## **NDT 121      Advanced Electroencephalogram (EEG)      5 credits**

This course focuses on detailed EEG procedures. Emphasis is placed on EEG precision and performance in EEG protocols. The lab component prepares the student for clinical proficiency and preparation for clinical education.

Prerequisite(s): NDT 120

## **NDT 211      EEG Certification Review      2 credits**

This review course is intended to help the student prepare to take the credentialing exam for EEG technology. Students will attend class on-campus during the internship component of the program. Practice exams and test taking strategies will be presented. Attendance is mandatory and students are expected to come prepared with study materials learned in the program.

Prerequisite(s): None



Corequisite(s): NDT 233

**NDT 230      Other Neurodiagnostic Techniques      5 credits**

This course provides an understanding of nerve conduction studies, electromyography, and an understanding of an evoked potential or evoked response recorded from the nervous system. Basic theory is covered regarding electromyography, including the practical aspect of electrode placement. Students will also be introduced to polysomnography and intraoperative neurophysiological monitoring (IONM).

Prerequisite(s): NDT 120

Corequisite(s): NDT 121

**NDT 231      Intraoperative Neuromonitoring (IONM)      4 credits**

This course provides an introduction to IONM concepts. Topics include neuroanatomy and physiology of the somatosensory, motor, auditory and visual systems. Practical aspects of monitoring spinal motor and brain stem will be covered. Instrumentation and monitoring techniques will be demonstrated.

Prerequisite(s): NDT 120

Corequisite(s): NDT 230

**NDT 233      Clinical Internship      600 hours, 6 credits**

Students are assigned to a neurodiagnostic department in order to gain clinical experience. The main objective is to become clinically proficient in EEG studies. The options for site placement include hospitals, outpatient clinics, physicians' offices, and research facilities. Students will be given the opportunity to perform the required number of EEG procedures needed for registry exam eligibility.

Prerequisite(s): NDT 231

\*All core respective major courses need to be completed prior to this course.

**PHI 103      Ethics of Healthcare      3 credits**

This course will cover various ethical principles as related to healthcare professionals. Group and case studies are incorporated into the theoretical material. Topics include understanding the causes of ethical dilemmas, the difference between capacity and competency regarding an individual's decision-making capacity. Advance care planning and an introduction to bioethics will be discussed.

Prerequisite(s): None

General Education Course



**Surgical Technology**  
**Associate of Applied Science**  
ABHES Accredited Program  
60 credits  
87 weeks | 20 months

## Objectives

### Cognitive

- Apply educational knowledge of anatomy specific to surgical practice.
- Define microbiology pathogenicity, sterilization, aseptic, and disinfection techniques.
- Prepare graduates to successfully challenge the Certified Surgical Technologist and the Tech in Surgery-Certified exams through didactic education and clinical experience.

### Psychomotor

- Implement student training with the knowledge and skills required to enter the field of Surgical Technology in accordance with the American Medical Association and the Association of Surgical Technologist guidelines.

### Affective

- Practice proper surgical procedure to include preoperative, intraoperative, and postoperative phases.

## Program Description

The Surgical Technology (ST) program is programmatically accredited by ABHES. This program prepares students to become skilled entry-level surgical technologists. Graduates will be able to work in hospitals, surgical centers, and outpatient clinics. The ST program is taught using a hybrid/blended learning environment.

Graduates will understand the vital principles and instrumentation of surgical technology. They will be capable of preparing an operating room for surgery, maintaining a sterile environment, and distributing surgical instruments during surgical procedures. Graduates will be able to assist with preoperative and postoperative patient care, and they will be able to communicate clearly and effectively with patients, physicians, and coworkers. ST graduates will demonstrate behaviors consistent with professional standards and will meet employer expectations for an entry-level position.

Upon satisfactory completion of the program curricula content, all students will be required to attempt the Certified Surgical Technologist (CST) exam offered by the National Board of Surgical Technology and Surgical Assisting (NBSTSA) or the Tech in Surgery - Certified (TS-C) exam offered by the National Center for Competency Testing (NCCT). The exam will be administered by AIMS Education.

After completing all program requirements, graduates will be awarded an Associate of Applied Science in Surgical Technology.

## Contracting Agreement for General Education Coursework



AIMS Education has entered into a contracting agreement with Geneva College in partnership with Portage Learning (Geneva-Portage). This agreement involves specific arrangements for general education coursework.

As part of the Surgical Technology program, students will complete some of their first semester general education credits through Geneva-Portage. These credits must be completed during the first semester.

All Geneva-Portage courses are offered exclusively online through PortageLearning.edu. The Geneva-Portage courses will be delivered asynchronously and will align with the academic calendar at AIMS Education, ensuring course completion by the end of the first semester. Asynchronous courses are not self-paced. Students receive a schedule for completing assignments and exams, and all course requirements must be finished by the end of the semester.

The cost-per-credit for the Geneva-Portage courses will be equivalent to the cost-per-credit for the Surgical Technology program at AIMS Education.

Students also have the option to take the general education courses directly through Portage Learning. Courses taken directly through Portage Learning may have a different cost-per-credit rate, and eligible students will not be able to utilize federal financial aid.

### **Program Goals for Surgical Technology**

- To prepare competent entry-level surgical technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.
- Apply knowledge and skills from the biological sciences to safely perform during the pre-operative, intra-operative, and post-operative phases of patient care.
- Utilize appropriate medical terminology to communicate clearly and effectively with patients, physicians, and co-workers and provide for accurate documentation.
- Employ appropriate ethical, professional, and respectful values while providing care to diverse populations within the healthcare system.
- Demonstrate a strong surgical conscience, accountability, and legal implications of an individual's actions as a member of the surgical team.

### **Graduation Requirements**

- Pass all academic coursework with a grade of C or better.
- Pass all clinical internship courses with a grade of B- or better.
- Complete all coursework with a CGPA of 2.0 or higher.
- Complete all required clinical competencies.
- Pass a clinical exit exam.
- Attempt a national certification exam administered at AIMS Education.
- Obtain clearance from the bursar office and/or financial aid department.



## Textbooks Utilized in Surgical Technology Program

Textbook ISBN	Price
9780357690918	TBD
9780323834803	TBD
9780323824439	TBD
1266924000	TBD
9780357625736	TBD
9780357625750	TBD
9780803694774	TBD
9781435469808	TBD
9780323776936	TBD



## SURGICAL TECHNOLOGY ASSOCIATE OF APPLIED SCIENCE

### First Semester\*

Course Code	Course Name	Credits	Weekly Hours			Delivery
			Lecture	Lab	Clinical	
ENG 101	English Composition I (GE)	3	3			F
PSY 102	General Psychology (GE)	3	3			F
ALH 101	Medical Terminology	3	3			F
BIO 113	Introduction to Microbiology (GE)	3	3			F
<b>Total</b>		<b>12</b>	<b>12</b>	<b>0</b>	<b>0</b>	

### Second Semester

Course Code	Course Name	Credits	Weekly Hours			Delivery
			Lecture	Lab	Clinical	
PHI 103	Ethics of Healthcare (GE)	3	3			F
BIO 106	Anatomy and Physiology I (GE)	4	4	1		B
SRG 130	Perioperative Pharmacology and Anesthesiology	3	3	2		B
SRG 120	Introduction to Surgical Technology	4	4	3		B
<b>Total</b>		<b>14</b>	<b>14</b>	<b>4</b>	<b>0</b>	

### Third Semester

Course Code	Course Name	Credits	Weekly Hours			Delivery
			Lecture	Lab	Clinical	
BIO 109	Anatomy and Physiology II (GE)	4	4	1		B
SRG 121	Surgical Environment I	3	3	2		B
BIO 111	Applied Surgical Anatomy	3	3			B
SRG 131	Aseptic Techniques and Sterilization	2	2	1		B
<b>Total</b>		<b>12</b>	<b>12</b>	<b>6</b>	<b>0</b>	

### Fourth Semester

Course Code	Course Name	Credits	Weekly Hours			Delivery
			Lecture	Lab	Clinical	
SRG 221	Surgical Environment II	7	7	6		B
SRG 236	Specialty Surgical Procedures	7	7	5		B
<b>Total</b>		<b>14</b>	<b>14</b>	<b>11</b>	<b>0</b>	

### Fifth Semester

Course Code	Course Name	Credits	Weekly Hours			Delivery
			Lecture	Lab	Clinical	
SRG 225	Clinical Internship (600 hrs)	6			40	C
SRG 200	CST Clinical Seminar and Review	2	2			F
<b>Total</b>		<b>8</b>	<b>2</b>	<b>0</b>	<b>40</b>	
<b>Program Credits</b>		<b>60</b>				

\*This program will be delivered using hybrid learning. All hybrid programs include online learning and in-person instruction. The schedule for this program is based on a 15-week semester. The weekly hours will vary each semester based on the required lecture, lab, and clinical hours. The general education (GE) courses in the first semester will be offered fully online through AIMS Education and Geneva College in partnership with Portage Learning.

\*\*In the updated curriculum above, ALH 101 moved to the first semester, PHI 103 and SRG 130 moved to the second semester, and BIO 111 moved to the third semester. These changes impact all cohorts starting in May 2025 or later.



**ALH 101                      Medical Terminology                      3 credits**

This course provides a detailed study of the language of medicine. The most common medical roots, prefixes, and suffixes are covered. The course will describe how medical language is used in the medical field. Basic diagnostic tests and procedures will be discussed.

Prerequisite(s): None

**BIO 106                      Anatomy and Physiology I                      4 credits**

This course is the first part of a two-course sequence. It is the study of the anatomy and physiology of the human body. Students will learn about the cells, tissues, and organs of the integumentary, skeletal, muscular, endocrine, and digestive systems. Structure, functions, and terminology of the body systems are focused on. Students will have the opportunity to learn the dissection process using a virtual anatomy lab during the lab component.

Prerequisite(s): None

General Education Course

**BIO 109                      Anatomy and Physiology II                      4 credits**

This course is a continuation of BIO 106. Topics include the structure and function of the cardiac and nervous systems. Anatomical locations and physiology functions of both systems are briefly discussed. Terminology will also be reinforced. Students will have the opportunity to learn the dissection process using a virtual anatomy lab during the lab component.

Prerequisite(s): BIO 106

General Education Course

**BIO 111                      Applied Surgical Anatomy                      3 credits**

This is a foundational course that offers an understanding of anatomy specific to surgical practice. The purpose of this course is to provide sound knowledge of applied anatomy that will be required for a surgical career and a comprehensive understanding of the operative environment.

Prerequisite(s): None

Corequisite(s): BIO 106

**BIO 113                      Introduction to Microbiology                      3 credits**

This three-credit course introduces basic principles of microbiology and human disease. Topics include historical overview of microbiology pathogenicity, sterilization, antiseptics, and disinfection techniques.

Prerequisite(s): BIO 106

Corequisite(s): BIO 109

General Education Course

**ENG 101                      English Composition I                      3 credits**





English Composition I is a course designed to introduce the student to college-level work with an emphasis on the writing process: to include conceiving, drafting, organizing, developing, formatting, writing, and revising an essay. Students will learn to analyze written texts and collaborate with their peers. Library resources will be taught to assist students in their writing skills.

Prerequisite(s): None  
General Education Course

**PHI 103                      Ethics of Healthcare    3 credits**

This course will cover various ethical principles as related to healthcare professionals. Group and case studies are incorporated into the theoretical material. Topics include understanding the causes of ethical dilemmas, the difference between capacity and competency regarding an individual's decision-making capacity. Advance care planning and an introduction to bioethics will be discussed.

Prerequisite(s): None  
General Education Course

**PSY 102                      General Psychology    3 credits**

General Psychology addresses the major areas of psychology. It includes theories of personality, emotions, character, motivation, environmental influences, and student development. This course takes a realistic approach based on the principles of general psychology. It is designed to assist the student in coping with life situations and applying these principles to their professional and personal lives.

Prerequisite(s): None  
General Education Course

**SRG 120                      Introduction to Surgical Technology    4 credits**

This course provides an introduction to hospital structure with a concentration on surgical areas. Interpersonal relationships are discussed, including the importance of patient care safety and the "surgical team" concept. Students learn about infection control and the surgical technologist's role in maintaining aseptic technique.

Prerequisite(s): None

**SRG 121                      Surgical Environment I    3 credits**

This course addresses the surgical environment and the importance of environmental hazards with the objective of decreasing the risk for complications and infection. Instruments will be taught. Students will learn how to position the surgical patient through light energy source techniques.

Prerequisite(s): SRG 120  
Corequisite(s): SRG 130, SRG, 131

**SRG 130                      Perioperative Pharmacology and Anesthesiology    3 credits**

Students will be given an opportunity to learn medication usage in regard to surgical procedures. Anesthesia education will be provided to include certain types used and anesthesia preparation.



Prerequisite(s): SRG 120

Corequisite(s): SRG 121, SRG, 131

## **SRG 131      Aseptic Techniques and Sterilization**

**2 credits**

This course provides an introduction to the principles of aseptic techniques. Standards and practices and the essential responsibility of providing a sterile technique will be demonstrated.

Prerequisite(s): SRG 120

Corequisite(s): SRG 121, SRG, 130

## **SRG 200      CST Clinical Seminar and Review**

**2 credits**

This review course is designed to help students prepare for the Certified Surgical Technologist exam. It is designed for students to attend the review class during the clinical internship. Practice tests, study guides, and quizzes will assist in preparation for the certification exam. Attendance is required.

Prerequisite(s): None

Corequisite(s): SRG 225

## **SRG 221      Surgical Environment II**

**7 credits**

This course is a continuation of Surgical Environment I. Students will review the objectives stated in SRG 121. Case preparation, including instrumentation, sutures, and surgical supplies and equipment, will be covered. The stages of a proper surgical procedure including preoperative, intraoperative, and postoperative phases, will be addressed.

Prerequisite(s): SRG 121

## **SRG 225      Clinical Internship**

**600 hours, 6 credits**

Students build on their knowledge and skills by actively participating in select surgical procedures in a clinical environment. Students will spend 600 hours in a clinical setting that will include an observation rotation. An emphasis is placed on demonstrating proficiency in basic surgical procedures. Upon completion of the required clinical hours, students will have completed the mandatory number of surgical scrubs needed for eligibility for the national certification exam.

Prerequisite(s): SRG 236

\*All core respective major courses need to be completed prior to this course.

## **SRG 236      Special Surgical Procedures**

**7 credits**

This course is an introduction to specific surgical specialties including obstetrics and gynecology, urology, and orthopedics. The instrumentation and surgical modalities of each specialty will be discussed as they relate to the practice of surgical technology. Students will practice the principles of sterile draping methods and skin preparation.

Prerequisite(s): SRG 121

Corequisite(s): SRG 221



## Cardiovascular Invasive Specialist

### Certificate

42 credits

70 weeks | 16 months

### Objectives

#### Cognitive

- Provide registry exam review to assist students in preparation for the national registry exam.
- Demonstrate the importance of performing and assisting Invasive Cardiovascular examinations in relationship with providing effective patient care skills when dealing with cardiac and vascular problems.
- Define anatomy and physiology of the cardiovascular system.

#### Psychomotor

- Demonstrate how to operate and maintain cath lab instruments and equipment.
- Perform common catheterization interventions.

#### Affective

- Identify differential diagnosis based on the patient's history and examination findings.
- Describe specific medications and administered procedures under the direction of the physician.
- Instruct quality patient care, before, during and after procedures.

### Program Description

The Cardiovascular Invasive Specialist program at AIMS Education is designed to prepare students for a dynamic and rewarding career in the diagnosis and treatment of cardiac and vascular diseases. This specialized program focuses on invasive cardiovascular technology, equipping students with the skills and knowledge to perform and assist in various cardiovascular procedures under the supervision of an interventional cardiologist, cardiac nurse practitioner and cardiac nurse.

Cardiovascular invasive specialists play a critical role in the cardiac catheterization laboratory (cath lab), where they assist in procedures such as cardiac catheterization, stent placement, coronary angiography, coronary angioplasty, electrophysiology studies, and intracardiac device implantation. These professionals are trained to use sophisticated equipment and techniques to diagnose and treat conditions like coronary artery disease, cardiac valve disease, and peripheral vascular disease.

The Cardiovascular Invasive Specialist program includes comprehensive coursework and hands-on training in:

- Anatomy and Physiology
- Cardiovascular Anatomy, Physiology, and Pathophysiology
- Cardiovascular Pharmacology
- Imaging and Radiation Safety



- Perioperative and Patient Management
- Interventional Cardiac Diagnostic and Therapeutic Procedures
- Cardiovascular Diseases
- Electrophysiology
- Hemodynamics

Students will gain practical experience through dedicated lab sessions and clinical internships at affiliated hospitals. These internships provide real-world exposure to the cath lab environment, where students will learn to:

- Assist interventional cardiologists and other healthcare professionals in performing cardiovascular diagnostic and therapeutic procedures.
- Operate and maintain specialized cardiovascular equipment.
- Monitor patient's hemodynamic status during procedures.
- Provide compassionate pre- and post-procedural care to patients.

Graduates of the Cardiovascular Invasive Specialist program will be well-prepared to meet employer expectations for entry-level positions in cardiac catheterization labs and related healthcare settings. They will demonstrate professional behavior and adhere to the highest standards of patient care and safety.

Upon satisfactory completion of this program, graduates will be prepared to take the Registered Cardiovascular Invasive Specialist (RCIS) exam offered by Cardiovascular Credentialing International (CCI).

After completing all program requirements, graduates will be awarded a Cardiovascular Invasive Specialist Certificate.

### **Program Goals for Cardiovascular Invasive Specialist**

- To prepare cardiovascular technologists who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession of invasive cardiovascular technology.
- To provide effective communication skills among all health care team members in the delivery of cardiac care in all patient procedure as it pertains to invasive cardiology,
- To apply invasive cardiac care procedures and competencies in all health care settings.
- To provide the necessary education and experience to successfully pass the Registered Cardiovascular Invasive Specialist (RCIS) exam offered by Cardiovascular Credentialing International (CCI).

### **Graduation Requirements**

- Pass all academic coursework with a grade of C or better.
- Pass all clinical internship courses with a grade of B- or better.
- Complete all coursework with a CGPA of 2.0 or higher.
- Complete all required clinical competencies.
- Obtain clearance from the bursar office and/or financial aid department.



## Textbooks Utilized in Cardiovascular Invasive Specialist Program

Textbook ISBN	Price
9780357690918	TBD
9780323479912	TBD
9780323239257	TBD
9781265013479	TBD
9781719641944	TBD
9781284222111	TBD



## CARDIOVASCULAR INVASIVE SPECIALIST CERTIFICATE

### First Semester

Course Code	Course Name	Credits	Weekly Hours			Delivery
			Lecture	Lab	Clinical	
PHI 103	Ethics in Healthcare (GE)	3	3			F
ALH 101	Medical Terminology	3	3			F
BIO 115	Basic Anatomy & Physiology (GE)	3	3			F
ICT 102	Introduction to Cardiac Catheterization	3	3	4		B
<b>Total</b>		<b>12</b>	<b>12</b>	<b>4</b>	<b>0</b>	

### Second Semester

Course Code	Course Name	Credits	Weekly Hours			Delivery
			Lecture	Lab	Clinical	
BIO 110	Cardiovascular Anatomy, Physiology and Pathophysiology	2	2			F
EKG 120	Electrocardiography	3	3	3		B
RMI 124	Understanding Medical Imaging & Safety	1	1			F
ICT 103	Diagnostic Cardiac Procedures	2	2	1		B
ICT 210	Clinical Internship I (120 hrs)	2			8	C
<b>Total</b>		<b>10</b>	<b>8</b>	<b>4</b>	<b>8</b>	

### Third Semester

Course Code	Course Name	Credits	Weekly Hours			Delivery
			Lecture	Lab	Clinical	
ICT 200	Invasive Cardiovascular I	4	4			B
ICT 201	Invasive Cardiovascular II	4	4			B
ICT 211	Clinical Internship II (240 hrs)	3			16	C
<b>Total</b>		<b>11</b>	<b>8</b>	<b>0</b>	<b>16</b>	

### Fourth Semester

Course Code	Course Name	Credits	Weekly Hours			Delivery
			Lecture	Lab	Clinical	
ICT 203	Invasive Cardiovascular III	4	4			B
ICT 212	Clinical Internship III (440 hrs)	5			30	C
<b>Total</b>		<b>9</b>	<b>4</b>	<b>0</b>	<b>30</b>	
<b>Program Credits</b>		<b>42</b>				

This program will be delivered using hybrid learning. All hybrid programs include online learning and in-person instruction. The schedule for this program is based on a 15-week semester. The weekly hours will vary each semester based on the required lecture, lab, and clinical hours.

### ALH 101      Medical Terminology      3 credits

This course provides a detailed study of the language of medicine. The most common medical roots, prefixes, and suffixes are covered. The course will describe how medical language is used in the medical field. Basic diagnostic tests and procedures will be discussed.

Prerequisite(s): None

### BIO 110      Cardiovascular Anatomy and Pathophysiology      2 credits

This course provides students with a basic understanding of cardiac and valvular abnormalities. Topics include various forms of arrhythmias, cardiomyopathies, and therapeutic procedures pertaining to the heart.

Prerequisite(s): ICT 102



Corequisite(s): EKG 120, ICT 103, RMI 124

\*The course prerequisites and corequisites provided above are for the Cardiovascular Invasive Specialist program.

**BIO 115                      Basic Anatomy and Physiology                      3 credits**

This course provides an overview of the human body including the respiratory, digestive, cardiovascular, urinary, reproductive, and skeletal systems.

Prerequisite(s): None

General Education Course

**EKG 120                      Electrocardiography                      3 credits**

This course provides a detailed anatomy of the heart. The importance of performing an EKG as part of a cardiac study is emphasized. This course prepares the student with the knowledge and purpose of performing an EKG during an ECHO study. Students simulate performing an EKG in the lab, focusing on equipment set-up, patient preparation, performance of 12-lead EKGs, and assistance with stress testing. Normal and abnormal 12-lead EKG recordings will be reviewed and analyzed.

Prerequisite(s): None

**ICT 102                      Introduction to Cardiac Catheterization                      3 credits**

This course will explain the basic roles and responsibilities of the invasive cardiovascular technologist. Specific course content will include asepsis and pharmacology. Patient care skills will be addressed.

Prerequisite(s): None

**ICT 103                      Diagnostic Cardiac Procedures                      2 credits**

Students will learn essential cardiovascular procedures for the invasive cardiovascular technologist. Hemodynamics, cardiac catheterization, and coronary artery disease assessment will be presented. Students will understand intracardiac and intravascular imaging procedures.

Prerequisite(s): ICT 102

Corequisite(s): ICT 103, ICT 210, RMI 124

**ICT 200                      Invasive Cardiology I                      4 credits**

The course will provide detailed knowledge regarding percutaneous coronary interventions. Students will recognize various steps and preparation techniques in the cardiac catheterization laboratory. Assisted procedures include but are not limited to right and left catheterization, electrophysiology and pacemaker implantations. Emergency operating room interventions will also be discussed.

Prerequisite(s): ICT 103

**ICT 201                      Invasive Cardiology II                      4 credits**

The course will focus on electrophysiology and assisting in the performance of structural heart therapies. Students will learn principles in implanting pacemakers and cardioverter defibrillators. Septal alcohol ablation, cardiac defect closures, pericardiocentesis, valve repair and replacements will be covered.



Prerequisite(s): ICT 103  
Corequisite(s): ICT 200, ICT 211

**ICT 203                      Invasive Cardiology III                      4 credits**

The course's major topics will encompass non-cardiac interventions. A diagnostic approach and its complications will be covered as it pertains to stroke, pulmonary embolism, aortic aneurysms and peripheral vascular disease. Renal artery stenosis will also be discussed.

Prerequisite(s): ICT 201  
Corequisite(s): ICT 212

**ICT 210                      Clinical Internship I                      2 credits**

Students are assigned to a clinical site one day per week to master their invasive cardiac skills. Students will practice the skills that were achieved in ICT-102 and ICT 103. Students will be required to complete one clinical competency as specified in the clinical handbook. Clinical competencies will be evaluated under direct supervision by the assigned clinical preceptor/physician.

Prerequisite(s): ICT 102  
Corequisite(s): ICT 103

**ICT 211                      Clinical Internship II                      3 credits**

Students will continue their clinical experience from ICT 210. They will spend two days a week at their clinical site. They will focus on specific structural interventions. The goal is to perform/assist under direct supervision by a registered Invasive Cardiologist, practice the required competencies and strive to perform the required tasks independently.

Prerequisite(s): ICT 103, ICT 210  
Corequisite(s): ICT 200, ICT 201

**ICT 212                      Clinical Internship III                      5 credits**

Students are assigned to a clinical site to master the invasive cardiac skills. Students will practice the skills that were achieved in ICT 211. Students will attend clinical four days per week. Students will be required to complete one clinical competency as specified in the clinical handbook. Clinical competencies will be evaluated under direct supervision by the assigned clinical preceptor/physician.

Prerequisite(s): ICT 211  
Corequisite(s): ICT 203

**RMI 124                      Understanding Medical Imaging & Safety                      1 credit**

Students will learn the basic knowledge of radiographic techniques, angiography and a basic understanding of a Cath lab environment. X-ray images taken from the medical imaging procedures mentioned will be explained. Contrast media usage, safety and its complications will be covered.

Prerequisite(s): ICT 102  
Corequisite(s): ICT 103





## Diagnostic Cardiac Sonography

### Certificate

CAAHEP Accredited Program

45 credits

70 weeks | 16 months

### Objectives

#### Cognitive

- Give a registry exam review to assist students in preparation for the national registry exam.
- Demonstrate cardiac and valvular abnormalities.
- Define anatomy and physiology of the human body.

#### Psychomotor

- Describe standard echocardiographic views and measurements be clinically proficient in the given procedures that were taught in the lab.
- Perform a complete echocardiography exam.

#### Affective

- Identify a sonographer's role regarding administrative and quality control procedures.
- Demonstrate patient care techniques including patient transfer, safety, and emergency situations.
- Instruct ergonomic safety.

### Program Description

The Diagnostic Cardiac Sonography (DCS) program is programmatically accredited by CAAHEP for the adult echocardiography concentration. This program prepares students to become entry-level cardiac sonographers. Graduates will be able to find employment in hospitals, diagnostic imaging centers, and other healthcare related facilities. The DCS program is taught using a hybrid/blended learning environment.

Students learn to perform cardiac examinations utilizing ultrasound equipment. During these examinations students will learn to locate, evaluate, and record critical, functional, pathological, and anatomical data. Upon completion of the program, graduates will be proficient in non-invasive cardiac sonography. DCS Graduates will demonstrate behaviors consistent with professional standards and will meet employer expectations for an entry-level position.

Upon satisfactory completion of this program, graduates will be prepared to take the Registered Cardiac Sonographer (RCS) certification exam offered by Cardiovascular Credentialing International (CCI). Graduates with an associate degree will be eligible to take the Sonography Principles and Instrumentation (SPI) and Adult Echocardiography exams offered by the American Registry for Diagnostic Medical Sonography (ARDMS).

After completing all program requirements, graduates will be awarded a Diagnostic Cardiac Sonography Certificate.

### Program Goals for Diagnostic Cardiac Sonography



- Perform competent, entry-level cardiac sonography in the cognitive (knowledge), psychomotor (clinical) skills, and affective (behavior) learning domains.
- Develop an appreciation of human anatomy and physiology as it relates to the cardiac system, wellness of the body, and the quality of life.
- Develop an understanding of ultrasound equipment, and utilize appropriate ALARA principles to avoid bioeffects.
- Demonstrate adequate patient care skills and utilize appropriate protective equipment.
- Develop communication skills interacting with patients, the public, and healthcare personnel.
- Perform electrocardiograms (EKG), stress tests, and Holter monitoring without any supervision.
- Demonstrate basic knowledge of the healthcare industry, noninvasive cardiac environments, and legal and ethical guidelines.
- Conduct pre-procedural, intra-procedural, and post-procedural activities while performing ECHO.
- Demonstrate an understanding of invasive procedures including stress ECHO, TEE, and contrast ECHO.

### Accreditation Disclosure

The Diagnostic Cardiac Sonography program offered at AIMS Education is programmatically accredited for the adult echocardiography concentration by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

### Graduation Requirements

- Pass all academic coursework with a grade of C or better.
- Pass all clinical internship courses with a grade of B- or better.
- Complete all coursework with a CGPA of 2.0 or higher.
- Complete all required clinical competencies.
- Obtain clearance from the bursar office and/or financial aid department.

### Prerequisite for Admission

- Associate degree or higher

### Textbooks Utilized in Diagnostic Cardiac Sonography Program

Textbook ISBN	Price
9780323479912	TBD
9781260265224	TBD
9781975120108	TBD
9781265013479	TBD
9781719641944	TBD
9780962644450	TBD
9780323882088	TBD
9780702083600	TBD



## DIAGNOSTIC CARDIAC SONOGRAPHY CERTIFICATE

First Semester			Weekly Hours			
Course Code	Course Name	Credits	Lecture	Lab	Clinical	Delivery
ALH 101	Medical Terminology	3	3			F
BIO 106	Anatomy and Physiology I (GE)	4	4	1		B
CVT 110	Introduction to Echocardiography	2	2	4		B
EKG 120	Electrocardiography	3	3	3		B
Total		12	12	8	0	

Second Semester			Weekly Hours			
Course Code	Course Name	Credits	Lecture	Lab	Clinical	Delivery
BIO 109	Anatomy and Physiology II (GE)	4	4	1		B
CVT 102	Ultrasound Physics and Applications I	3	3	1		B
CVT 120	Adult Echocardiography I	3	3	3		B
BIO 110	Cardiovascular Anatomy and Pathophysiology	2	2			F
DCS 121	Clinical Internship I (100 hrs)	1			7	C
Total		13	12	5	7	

Third Semester			Weekly Hours			
Course Code	Course Name	Credits	Lecture	Lab	Clinical	Delivery
CVT 220	Adult Echocardiography II	3	3	3		B
CVT 122	Ultrasound Physics and Applications II	3	3	1		B
DCS 221	Clinical Internship II (360 hrs)	4			24	C
Total		10	6	4	24	

Fourth Semester			Weekly Hours			
Course Code	Course Name	Credits	Lecture	Lab	Clinical	Delivery
CVT 221	Adult Echocardiography III	6	6	4		B
DCS 222	Clinical Internship III (360 hrs)	4			24	C
Total		10	6	4	24	
Program Credits		45				

This program will be delivered using hybrid learning. All hybrid programs include online learning and in-person instruction. The schedule for this program is based on a 15-week semester. The weekly hours will vary each semester based on the required lecture, lab, and clinical hours.

### ALH 101 Medical Terminology 3 credits

This course provides a detailed study of the language of medicine. The most common medical roots, prefixes, and suffixes are covered. The course will describe how medical language is used in the medical field. Basic diagnostic tests and procedures will be discussed.

Prerequisite(s): None

### BIO 106 Anatomy and Physiology I 4 credits

This course is the first part of a two-course sequence. It is the study of the anatomy and physiology of the human body. Students will learn about the cells, tissues, and organs of the integumentary, skeletal, muscular, endocrine, and digestive systems. Structure, functions, and terminology of the body systems are focused on. Students will have the opportunity to learn the dissection process using a virtual anatomy lab during the lab component.



Prerequisite(s): None  
General Education Course

**BIO 109                    Anatomy and Physiology II                    4 credits**

This course is a continuation of BIO 106. Topics include the structure and function of the cardiac and nervous systems. Anatomical locations and physiology functions of both systems are briefly discussed. Terminology will also be reinforced. Students will have the opportunity to learn the dissection process using a virtual anatomy lab during the lab component.

Prerequisite(s): BIO 106  
General Education Course

**BIO 110                    Cardiovascular Anatomy and Pathophysiology                    2 credits**

This course provides students with a basic understanding of cardiac and valvular abnormalities. Topics include various forms of arrhythmias, cardiomyopathies, and therapeutic procedures pertaining to the heart.

Prerequisite(s): BIO 106  
Corequisite(s): BIO 109

**CVT 102                    Ultrasound Physics and Applications I                    3 credits**

This course provides the basic principles of diagnostic physics and applications. Topics include acoustical physics as well as wave propagation and its effects on tissue characteristics. The course will cover basic two-dimensional imaging principles, controls of the system, and image processing. The lab component offers students an introduction to the ultrasound machine and various scanning techniques.

Prerequisite(s): None  
Course equivalent: DMS 102

**CVT 110                    Introduction to Echocardiography                    2 credits**

This course introduces cardiac sonography. Modalities in a healthcare setting will be briefly discussed. Patient care techniques are addressed to include patient transfer, safety, and emergency situations. Ergonomic safety is discussed. This course also introduces the student to a sonographer's role regarding administrative and quality control procedures. HIPPA guidelines and patient communication is stressed. Future trends in the field of cardiac sonography are discussed.

Prerequisite(s): None

**CVT 120                    Adult Echocardiography I                    3 credits**

This course provides detailed knowledge of the normal anatomy and physiology of the heart. A basic understanding of cardiac pathology will be discussed. Students will learn 2D, M-mode, spectral, and color Doppler. Standard echocardiographic views and measurements for each modality are discussed. Students will be introduced to scanning techniques in the lab. Students will learn detailed echo protocol in preparation for the clinical internship.



Prerequisite(s): EKG 120

Corequisite(s): BIO 109, BIO 110, CVT 102

## **CVT 122      Ultrasound Physics and Applications II**

**3 credits**

This course is a continuation of Ultrasound Physics and Applications I. The course provides the basic principles of real time imaging and instrumentation. Topics also include digital image processing, quality assurance, and bio effects. The course will cover basic Doppler principles, quality control, and image processing. The lab component offers students an introduction to the ultrasound machine and the Doppler mode of scanning. In preparation for ARDMS certification, this course includes a review of the Sonography Principles and Instrumentation (SPI) exam.

Prerequisite(s): CVT 102

Course equivalent: DMS 122

## **CVT 220      Adult Echocardiography II**

**3 credits**

This course provides detailed knowledge of the normal anatomy and physiology of the heart. A basic understanding of cardiac pathology will be discussed. Students will learn 2D, M-mode, spectral, and color Doppler. Standard echocardiographic views and measurements for each modality are demonstrated. Image orientation, scan techniques for each view, normal anatomical structures, and patient positioning are also covered. By the end of the course, students will be clinically proficient in performing limited echocardiography examinations.

Prerequisite(s): CVT 102, CVT 120

## **CVT 221      Adult Echocardiography III**

**6 credits**

Abnormal cardiac pathologies and congenital malformations will be discussed. Protocols that include signs and symptoms, sonographic appearance and the role of Doppler imaging will be covered. Scan techniques, patient positioning and patient care skills will be addressed. Students will continue to practice in the lab and become proficient in performing a complete echocardiography exam. A registry exam review will be provided to assist students in preparation for the national registry exam.

Prerequisite(s): CVT 122, CVT 220

## **DCS 121      Clinical Internship I**

**100 hours, 1 credit**

Students will begin their clinical experience at a designated clinical site. They will spend one day a week in clinical and master the required clinical competencies explained in the clinical handbook. The clinical objective for this course is to perform an EKG and complete one competency echocardiography view.

Prerequisite(s): EKG 120

Corequisite(s): CVT 120

## **DCS 221      Clinical Internship II**

**360 hours, 4 credits**

Students will continue their clinical experience from DCS 121. They will focus on specific echocardiographic views as stated in the clinical handbook. The goal is, under direct supervision by a



registered sonographer, to practice the required protocols and strive to perform the echocardiography views independently.

Prerequisite(s): DCS 121

Corequisite(s): CVT 122, CVT 220

## **DCS 222          Clinical Internship III**

**360 hours, 4 credits**

Students are required to complete all clinical competencies by the end of this rotation. The student will learn proficiency in performing echocardiography views with minimal assistance. The student will also have the opportunity to observe and assist in invasive cardiac procedures.

Prerequisite(s): DCS 221

Corequisite(s): CVT 221

\*All core respective major courses need to be completed prior to this course.

## **EKG 120          Electrocardiography**

**3 credits**

This course provides a detailed anatomy of the heart. The importance of performing an EKG as part of a cardiac study is emphasized. This course prepares the student with the knowledge and purpose of performing an EKG during an ECHO study. Students simulate performing an EKG in the lab, focusing on equipment set-up, patient preparation, performance of 12-lead EKGs, and assistance with stress testing. Normal and abnormal 12-lead EKG recordings will be reviewed and analyzed.

Prerequisite(s): None



## **Anesthesia Technician Certificate of Achievement**

40 credits

51 weeks | 12 months

### **Objectives**

- Recognize the professional importance of allied health standards and becoming an integral part of the anesthesia care team.
- Describe basic medical terminology as it relates to the anesthesia profession.
- Correlate lab training and clinical experiences to provide the highest educational standards as it is related to the anesthesia technician profession.
- Perform technical skills effectively in monitoring basic operations and cross check any malfunctions noted.
- Apply ethical and interpersonal skills to the anesthesia team, patient care, and the community of interest.

### **Program Description**

The Anesthesia Technician (AT) program prepares students to work as entry-level anesthesia technicians in hospitals and outpatient surgical centers. Anesthesia technicians are primarily responsible for setting up the operating room by cleaning, sterilizing, and preparing the equipment and instruments needed for anesthesia. They also assist anesthesiologists and nurse anesthetists throughout surgical procedures.

The Anesthesia Technician program at AIMS Education is taught through a combination of lecture, lab, and clinical hours. Hands-on training in our on-campus surgical lab will help students develop the skills needed to work in this field. Anesthesia tech students will also gain practical experience during mandatory clinical internship courses.

Students in the Anesthesia Technician program will learn the basic principles of anesthesia practice, which includes patient positioning, airway management, IV therapy, blood transfusion, emergent perioperative medications, and sterilization techniques. By the end of the program, students will also have a firm understanding of how anesthesia machines function.

Other important topics covered in this program include neurophysiological monitoring, gas analyzers, infusion pumps, ventilators, local and regional anesthesia methods, assisting with intubation and extubation, and diagnostic, interventional, and emergency procedures.

After completing all program requirements, graduates will be awarded an Anesthesia Technician Certificate of Achievement.

### **Program Goals of the Anesthesia Technician Program**

- To provide foundational knowledge in medical terminology and anatomy & physiology.
- To introduce anesthesia resources and different types of medication used.
- To prepare students to analyze issues related to emergency operational procedure.
- To prepare students with an understanding of didactic & practical knowledge and its adaptation to new technologies.



- To graduate students with the ability to promote the welfare of the anesthesia technician profession and practice in an ethical manner, and the skill to enhance its contribution to the community.

### **Graduation Requirements**

- Pass all academic coursework with a grade of C or better.
- Pass all clinical internship courses with a grade of B- or better.
- Complete all coursework with a CGPA of 2.0 or higher.
- Complete all required clinical competencies.
- Obtain clearance from the bursar office and/or financial aid department.

### **Textbooks Utilized in Anesthesia Technician Program**

<b>Textbook ISBN</b>	<b>Price</b>
9780323824439	TBD
9781496344311	TBD





## ANESTHESIA TECHNICIAN CERTIFICATE OF ACHIEVEMENT

Course Code	Course Name	Credits	Clock Hours			Delivery
			Lecture	Lab	Clinical	
ALH 101	Medical Terminology	3	45			F
BIO 118	Understanding Anatomy, Physiology & Pathophysiology	4	60			F
AT 101	Introduction to Anesthesia Technology	3	45	15		B
AT 111	Anesthesia Practice	6	90			B
AT 201	Anesthesia Technology Clinical I	1			45	C
AT 221	Anesthesia Equipment & Risk Management I	7	105			B
AT 211	Anesthesia Technology Clinical II	1			55	C
AT 222	Anesthesia Equipment & Risk Management II	7	105			B
AT 231	Anesthesia Technology Clinical III	8			400	C
<b>Total</b>		<b>40</b>	<b>450</b>	<b>15</b>	<b>500</b>	
<b>Program Credits</b>		<b>40</b>				

This program will be delivered using hybrid learning. All hybrid programs include online learning and in-person instruction. A block schedule is utilized for the majority of the program. Students typically take one course at a time and attend class 20 hours per week.

AT 111 and AT 201 will be offered concurrently, and AT 221 and AT 211 will be offered concurrently. Students will attend class 15 hours per week, and one day will be designated for clinical hours (5-7 hours). A minimum of 20 hours per week is required for Anesthesia Technology Clinical III.

### **ALH 101      Medical Terminology      3 credits**

This course provides a detailed study of the language of medicine. The most common medical roots, prefixes, and suffixes are covered. The course will describe how medical language is used in the medical field. Basic diagnostic tests and procedures will be discussed.

Prerequisite(s): None

### **AT 101      Introduction to Anesthesia Technology      3 credits**

This introductory course provides content in patient care techniques, professional law and ethics, and medical emergency procedures. Respiratory pharmacology will be covered. Sterilization techniques and operating room procedures with an overview of the hospital environment will be discussed.

Prerequisite(s): BIO 118

### **AT 111      Anesthesia Practice      6 credits**

This course provides the basic principles of chemistry and anesthesia practice. Patient care and emergency skills will be discussed. Anesthesia methods and procedures will be covered. Sterilization techniques will also be addressed.

Prerequisite(s): AT 101

### **AT 201      Anesthesia Technology Clinical I      45 hours, 1 credit**

The Anesthesia Technology Clinical I course is designed to prepare students to become skilled healthcare professionals. Students will have the opportunity to assist staff with patient positioning and work closely



with key personnel. Students will check requirements before transferring patients and obtain proficiency as an entry-level Anesthesia Technician.

Prerequisite(s): AT 101

Corequisite(s): AT 221

## **AT 211                    Anesthesia Technology Clinical II**

**55 hours, 1 credit**

The Anesthesia Technology Clinical II course is a continuation of AT 201. Students will be taught how to monitor and troubleshoot the anesthesia machine to include infusion, airway and ventilation setup. Students will assist in emergency situations.

Prerequisite(s): AT 201

Corequisite(s): AT 222

## **AT 221                    Anesthesia Equipment & Risk Management I**

**7 credits**

This course provides an understanding of the usage of the anesthesia machine. Topics include neurophysiological monitoring, gas analyzers, infusion pumps, and ventilators. Routine and emergency procedures will be discussed.

Prerequisite(s): AT 111

Corequisite(s): AT 201

## **AT 222                    Anesthesia Equipment & Risk Management II**

**7 credits**

This course is a continuation of AT 221. Diagnostic interventional procedures including ultrasound and transesophageal echo (TEE) will be discussed. Management of the workroom environment is covered. Other topics include airway equipment devices, and the possible toxicity of anesthetics.

Prerequisite(s): AT 221

Corequisite(s): AT 211

## **AT 231                    Anesthesia Technology Clinical III**

**400 hours, 8 credits**

The clinical internship course is designed to prepare students to become skilled healthcare professionals. Students will have the opportunity to assist staff and work closely with key personnel. Students will perform appropriate practical skills and obtain proficiency as an entry-level Anesthesia Technician.

\*All core respective major courses need to be completed prior to this course.

## **BIO 118                    Understanding Anatomy, Physiology & Pathophysiology**

**4 credits**

This course provides a basic knowledge of the organ systems and the pathological process. All organ systems are discussed to include cardiovascular, respiratory, and the nervous system. Students will understand the normal and abnormal anatomy associated with specific organs as it relates to the profession.

Prerequisite(s): ALH 101



## Cardiac Monitor Technician

### Certificate of Achievement

8 credits

13 weeks (Day/Evening) | 27 weeks (Weekend)

3 months (Day/Evening) | 6 months (Weekend)

### Objectives

- Define knowledge regarding EKGs, stress tests, Holter monitoring, and cardiac medications.
- Demonstrate rhythm strip interpretation and sinus dysrhythmias.
- Execute technical skills for assisting patients and physicians with stress electrocardiography.
- Identify critical management skills practiced by a cardiac monitor technician.
- Define clinical presentation and management of cardiac patients.

### Program Description

The Cardiac Monitor Technician (CMT) program will prepare students for entry-level employment as a cardiac monitor technician. Graduates will be able to work in hospitals, outpatient clinics, and physicians' offices. The CMT program is taught using a hybrid/blended learning environment.

Students will learn to conduct 12-lead and 15-lead EKG tests, monitor EKG machines, interpret EKG/ECG readouts, and prepare EKG study reports. They will also learn to perform stress tests, ambulatory monitoring, and rhythm analysis. CMT Graduates will demonstrate behaviors consistent with professional standards and will meet employer expectations for an entry-level position.

Upon satisfactory completion of the program, graduates will be prepared to take the Certified Cardiographic Technician (CCT) and Certified Rhythm Analysis Technician (CRAT) exams offered by Cardiovascular Credentialing International (CCI).

After completing all program requirements, graduates will be awarded a Cardiac Monitor Technician Certificate of Achievement.

### Program Goals for Cardiac Monitor Technician

- To prepare students in cardiac monitoring technology in the cognitive (knowledge), psychomotor (skills) and affective (behaviour) learning domains.
- To provide broad and general knowledge in cardiac monitoring technology.
- To foster the development of knowledge and competence in cardiac monitoring technology.
- To prepare students for the CCT and CRAT certification exams offered through Cardiovascular Credentialing International (CCI).

### Graduation Requirements

- Pass all academic coursework with a grade of C or better.
- Pass all clinical internship courses with a grade of B- or better.



- Complete all coursework with a CGPA of 2.0 or higher.
- Complete all required clinical competencies.
- Complete a minimum of 10 EKG procedures in the EKG 120 course.
- Obtain clearance from the bursar office and/or financial aid department.

### **Textbooks Utilized in Cardiac Monitor Technician Program**

<b>Textbook ISBN</b>	<b>Price</b>
9781265013479	TBD
9781719641944	TBD
9781975174545	TBD
9781609712761	TBD



## CARDIAC MONITOR TECHNICIAN CERTIFICATE OF ACHIEVEMENT

Course Code	Course Name	Credits	Clock Hours			
			Lecture	Lab	Clinical	Delivery
EKG 120	Electrocardiography	3	45	45		B
CMT 120	Stress Test, Holter Monitoring, and Telemetry	3	45	15		B
CMT 121	Clinical Internship	2			120	C
<b>Total</b>		<b>8</b>	<b>90</b>	<b>60</b>	<b>120</b>	
<b>Program Credits</b>		<b>8</b>				

This program will be delivered using hybrid learning. All hybrid programs include online learning and in-person instruction.

This program utilizes a block schedule. Students will take one course at a time and attend class 20 hours per week; students enrolled in weekend programs will follow a different schedule. A minimum of 30 hours per week is required for the clinical internship.

### **CMT 120      Stress Test, Holter Monitoring, and Telemetry      3 credits**

This course discusses exercise electrocardiography in detail. The course emphasizes ambulatory monitoring, clinical presentation, and management of a cardiac patient. Students also learn the critical management of cardiac patients and basic 12-lead ECG interpretation. Students will be given an in-depth review for the Certified Cardiographic Technician (CCT) and Certified Rhythm Analysis Technician (CRAT) exams offered by Cardiovascular Credentialing International (CCI).

Prerequisite(s): EKG 120

### **CMT 121      Clinical Internship      120 hours, 2 credits**

Students must complete 120 clinical hours in a facility that performs cardiac monitoring. The clinical experience may include performing resting EKGs, stress EKGs, monitoring vital signs, and interpreting abnormal arrhythmias.

\*All core respective major courses need to be completed prior to this course.

### **EKG 120      Electrocardiography      3 credits**

This course provides a detailed anatomy of the heart. The importance of performing an EKG as part of a cardiac study is emphasized. This course prepares the student with the knowledge and purpose of performing an EKG during an ECHO study. Students simulate performing an EKG in the lab, focusing on equipment set-up, patient preparation, performance of 12-lead EKGs, and assistance with stress testing. Normal and abnormal 12-lead EKG recordings will be reviewed and analyzed.

Prerequisite(s): None



## **EKG / Phlebotomy Certificate of Achievement**

7 credits

9 weeks (Day/Evening) | 28 weeks (Weekend)  
2 months (Day/Evening) | 6 months (Weekend)

### **Objectives**

- Explain the history of phlebotomy, medical terms and abbreviations, body systems, and related laboratory tests.
- Illustrate the methods for collecting blood and other specimens.
- Discuss specimen processing and demonstrate procedures to provide accurate data.
- Define the regulatory agencies and infection control techniques.
- Describe the normal anatomy and physiology of the heart.
- Provide knowledge and technical skills to perform EKGs.
- Apply rhythm strip interpretation and sinus dysrhythmias.
- Demonstrate knowledge about stress EKGs and Holter monitoring.
- Educate in clinical history and management of cardiac patients.

### **Program Description**

The EKG/Phlebotomy (EKG/PHL) program will prepare students for entry-level employment in the healthcare field. Graduates will be able to obtain employment as phlebotomy technicians, specimen processing technicians, or EKG technicians in hospitals, diagnostic labs, and physicians' offices. The EKG/PHL program is taught using a hybrid/blended learning environment.

Graduates will be capable of taking a patient's medical history, performing blood and specimen collections, preparing blood and specimen collections for testing, processing lab specimens, and maintaining lab supplies and equipment. They will also be able to perform 12-lead and 15-lead EKG tests, monitor EKG machines, and prepare EKG study reports. Graduates will demonstrate behaviors consistent with professional standards and will meet employer expectations for an entry-level position.

Upon satisfactory completion of the program, graduates will be prepared to take the EKG and phlebotomy certification exams offered by the National Healthcareer Association (NHA) and the National Center for Competency Testing (NCCT).

After completing all program requirements, graduates will be awarded an EKG/Phlebotomy Certificate of Achievement.

### **Program Goals of the EKG/Phlebotomy Program**

- To prepare students in EKG/Phlebotomy training in the cognitive (knowledge), psychomotor (skills) and affective (behavior) learning domains.
- To prepare students for the EKG and Phlebotomy certification exams offered by the National Healthcareer Association (NHA) and/or National Center for Competency Testing (NCCT).
- Students will learn key knowledge in EKG and phlebotomy training.



- Students will know how to communicate in oral and written formats.
- The students will demonstrate the ability to perform EKG and phlebotomy procedures.

### **Graduation Requirements**

- Pass all academic coursework with a grade of C or better.
- Complete all coursework with a CGPA of 2.0 or higher.
- Complete a minimum of 30 venipunctures in the PHL 120 course.
- Complete a minimum of 10 fingersticks in the PHL 120 course.
- Complete a minimum of 10 EKG procedures in the EKG 120 course.
- Obtain clearance from the bursar office and/or financial aid department.

### **Textbooks Utilized in EKG/Phlebotomy Program**

<b>Textbook ISBN</b>	<b>Price</b>
9781264156269	TBD
9780803675650	TBD
9781265013479	TBD
9781719641944	TBD



## EKG/PHLEBOTOMY CERTIFICATE OF ACHIEVEMENT

Course Code	Course Name	Credits	Clock Hours			Delivery
			Lecture	Lab	Clinical	
PHL 120	Phlebotomy	4	60	30		B
EKG 120	Electrocardiography	3	45	45		B
<b>Total</b>		<b>7</b>	<b>105</b>	<b>75</b>	<b>0</b>	
<b>Program Credits</b>		<b>7</b>				

This program will be delivered using hybrid learning. All hybrid programs include online learning and in-person instruction.

This program utilizes a block schedule. Students will take one course at a time and attend class 20 hours per week; students enrolled in weekend programs will follow a different schedule.

### **EKG 120      Electrocardiography      3 credits**

This course provides a detailed anatomy of the heart. The importance of performing an EKG as part of a cardiac study is emphasized. This course prepares the student with the knowledge and purpose of performing an EKG during an ECHO study. Students simulate performing an EKG in the lab, focusing on equipment set-up, patient preparation, performance of 12-lead EKGs, and assistance with stress testing. Normal and abnormal 12-lead EKG recordings will be reviewed and analyzed.

Prerequisite(s): None

### **PHL 120      Phlebotomy      4 credits**

This course covers the history of phlebotomy as well as universal and standard infection control techniques. Healthcare ethics, law, and venipuncture complications are stressed. The lab component provides instruction on the proper techniques for venipuncture procedures and equipment usage. Students will also learn specimen processing. Students will have the opportunity to sit for a national certification exam upon completion.

Prerequisite(s): None





## **Medical Assistant Certificate of Achievement**

30 credits

44 weeks | 10 months

### **Objectives**

- Prepare students to be successful in meeting the challenges of being a medical assistant.
- Prepare graduates to successfully challenge the AAMA, AMT, and NHA certification exams through didactic education and clinical experience.
- Support students in the use of critical thinking for decision making in the medical assisting field.
- Demonstrate the practice of medical assisting within an ethical and legal framework.

### **Program Description**

The Medical Assistant (MA) program will prepare students for entry-level employment as a medical assistant or radiology aide. Graduates will be able to find employment in outpatient clinics, physicians' offices, imaging centers, and a variety of other healthcare related facilities. The MA program is taught using a hybrid/blended learning environment.

Students will gain a broad understanding of healthcare including knowledge in medical terminology, anatomy and physiology, ethics of healthcare, patient care, and HIPAA. They will be capable of taking a patient's medical history, taking patient vitals, performing blood and specimen collections, preparing blood and specimen collections for testing, and maintaining lab supplies and equipment. Students will also be given an introduction to medical imaging technology.

Graduates will be able to perform 12-lead and 15-lead EKG tests, monitor EKG machines, and prepare EKG study reports, and they will have a basic understanding of medical insurance, medical billing, and electronic medical records. MA graduates will demonstrate behaviors consistent with professional standards and will meet employer expectations for an entry-level position.

Upon satisfactory completion of the program, graduates will be prepared to take the medical assistant certification exams offered by the American Association of Medical Assistants (AAMA), American Medical Technologists (AMT), and National Healthcareer Association (NHA).

After completing all program requirements, graduates will be awarded a Medical Assistant Certificate of Achievement.

### **Program Goals of Medical Assistant Program**

- The Core Curriculum for Medical Assistants is utilized to prepare graduates for a career in an ambulatory health care setting that requires a multi-skilled health professional, performing both clinical and administrative duties
- Medical Assisting Program educating students enabling them to graduate as professional practitioners proficient in all entry level competencies. The curriculum is designed to instruct and assess students in achievement of cognitive, psychomotor and affective domain learning objectives to meet the educational goals



- As a professional medical assistant, can develop meaningful relationships and link between patients and doctors allowing the daily functions of Healthcare Facility running smoothly.
- The Medical Assisting Program assessing the needs of the local community through the local advisory board and other various avenues and providing an educational program for Medical Assistants to meet their needs and respond to changes giving graduates the best possible opportunity for local employment.
- To prepare students to become nationally credentialed healthcare professionals who will be viewed by doctors as vital partners in providing medical care

### Graduation Requirements

- Pass all academic coursework with a grade of C or better.
- Pass all clinical internship courses with a grade of B- or better.
- Complete all coursework with a CGPA of 2.0 or higher.
- Complete all required clinical competencies.
- Complete a minimum of 30 venipunctures in the PHL 120 course.
- Complete a minimum of 10 fingersticks in the PHL 120 course.
- Complete a minimum of 10 EKG procedures in the EKG 120 course.
- Pass a clinical exit exam.
- Obtain clearance from the bursar office and/or financial aid department.

### Textbooks Utilized in Medical Assistant Program

Textbook ISBN	Price
9780323824439	TBD
9780323239301	TBD
9780357690918	TBD
9781264156269	TBD
9780803675650	TBD
9781265013479	TBD
9781719641944	TBD
9781975192518	TBD
9780323581271	TBD



## MEDICAL ASSISTANT CERTIFICATE OF ACHIEVEMENT

Course Code	Course Name	Credits	Clock Hours			Delivery
			Lecture	Lab	Clinical	
ALH 101	Medical Terminology	3	45			F
BIO 115	Basic Anatomy and Physiology	3	45			F
PHI 103	Ethics of Healthcare	3	45			B
PHL 120	Phlebotomy	4	60	30		B
EKG 120	Electrocardiography	3	45	45		B
RMI 123	Introduction to Imaging Technology	1	15	45		B
CMA 123	Medical Assisting I – Administrative Procedures	4	60	30		B
CMA 124	Medical Assisting II – Clinical Procedures	4	60	75		B
CMA 203	Certification Review Seminar	1	15			B
CMA 113	Clinical Internship	4			195	C
<b>Total</b>		<b>30</b>	<b>390</b>	<b>225</b>	<b>195</b>	
<b>Program Credits</b>		<b>30</b>				

This program will be delivered using hybrid learning. All hybrid programs include online learning and in-person instruction.

This program utilizes a block schedule. Students will take one course at a time and attend class 20 hours per week. A minimum of 20 hours per week is required for the clinical internship.

### **ALH 101      Medical Terminology      3 credits**

This course provides a detailed study of the language of medicine. The most common medical roots, prefixes, and suffixes are covered. The course will describe how medical language is used in the medical field. Basic diagnostic tests and procedures will be discussed.

Prerequisite(s): None

### **BIO 115      Basic Anatomy and Physiology      3 credits**

This course provides an overview of the human body including the respiratory, digestive, cardiovascular, urinary, reproductive, and skeletal systems.

Prerequisite(s): None

### **CMA 113      Clinical Internship      195 hours, 4 credits**

The clinical internship for the medical assistant program is designed to prepare students to become skilled clinical and administrative healthcare professionals. It will provide students the opportunity to assist staff with daily duties in the front and back office while under direct supervision.

\*All core respective major courses need to be completed prior to this course.

### **CMA 123      Medical Assisting I – Administrative Procedures      4 credits**

This course provides a general understanding of administrative assisting and managing the finances of a medical practice. Topics covered include insurance, coding, billing, collections, office reimbursement, patient scheduling, and medical records management.

Prerequisite(s): BIO 115

### **CMA 124      Medical Assisting II – Clinical Procedures      4 credits**



This course provides detailed knowledge of clinical examination room procedures. Topics covered include patient education, vital signs, physical examination, ear and eye assessments, urinalysis, administration of medications, emergency procedures, and first aid. The course will also cover several medical specialties including assisting with Ob/Gyn and pediatric procedures, and assisting with minor in-office surgical procedures.

Prerequisite(s): CMA 123

**CMA 203      Certification Review Seminar      1 credit**

This review course is designed to help students prepare for the medical assistant certification exams. It is designed for students to attend the review class during the clinical internship. Practice tests, study guides, and quizzes will assist in preparation for the certification exam.

Prerequisite(s): None

**EKG 120      Electrocardiography      3 credits**

This course provides a detailed anatomy of the heart. The importance of performing an EKG as part of a cardiac study is emphasized. This course prepares the student with the knowledge and purpose of performing an EKG during an ECHO study. Students simulate performing an EKG in the lab, focusing on equipment set-up, patient preparation, performance of 12-lead EKGs, and assistance with stress testing. Normal and abnormal 12-lead EKG recordings will be reviewed and analyzed.

Prerequisite(s): None

**PHI 103      Ethics of Healthcare      3 credits**

This course will cover various ethical principles as related to healthcare professionals. Group and case studies are incorporated into the theoretical material. Topics include understanding the causes of ethical dilemmas, the difference between capacity and competency regarding an individual's decision-making capacity. Advance care planning and an introduction to bioethics will be discussed.

Prerequisite(s): None  
General Education Course

**PHL 120      Phlebotomy      4 credits**

This course covers the history of phlebotomy as well as universal and standard infection control techniques. Healthcare ethics, law, and venipuncture complications are stressed. The lab component provides instruction on the proper techniques for venipuncture procedures and equipment usage. Students will have the opportunity to sit for a national certification exam upon completion.

Prerequisite(s): None

**RMI 123      Introduction to Imaging Technology      1 credit**

This course provides an overview of imaging modalities. Students will gain an understanding of the basic principles, guidelines, and knowledge needed for members of the medical imaging field. Students will learn about patient care, medical law and ethics, venipuncture and intravenous administration skills, MRI



# AIMS

education

safety, and HIPAA guidelines. An introduction to RIS and PACS will also be provided. Topics in this course are covered as they pertain to MRI imaging.

Prerequisite(s): PHI 103



## Medical Billing and Coding Certificate of Achievement

12 credits

14 weeks (Day/Evening) | 40 weeks (Weekend)

3 months (Day/Evening) | 9 months (Weekend)

### Objectives

- Describe the role of a medical biller.
- Explain the detailed study of Medical Terminology and an overview of the human body.
- Prepare graduates to successfully challenge the NHA and NCCT certification exams through didactic education and clinical experience.
- Explain diagnosis and procedure codes.
- Demonstrate how to enter diagnosis and procedure codes into physician reports.
- Practice the importance of written and oral communication when working with physicians and patients.

### Program Description

The Medical Billing and Coding (MBC) program will prepare students to work as a medical biller in a variety of healthcare settings. The program will cover a number of subject areas including medical billing, basic medical coding, medical insurance, HIPAA, and electronic health records. Medical Billing and Coding courses are taught fully online, and a clinical internship will be completed at an assigned clinical site.

Through these classes our students will learn how to file claims, complete insurance forms, solve insurance billing problems, appeal denied claims, and utilize a variety of generic billing forms. They will also learn how to assign diagnostic and procedural codes using the ICD-10-CM, CPT, and HCPCS Level II coding systems. MBC Graduates will demonstrate behaviors consistent with professional standards and will meet employer expectations for an entry-level position.

Upon satisfactory completion of the program, graduates will be prepared to take the Certified Billing & Coding Specialist (CBCS) exam offered by the National Healthcareer Association (NHA) and the Insurance & Coding (NCICS) certification exam offered by the National Center for Competency Testing (NCCT).

After completing all program requirements, graduates will be awarded a Medical Billing and Coding Certificate of Achievement.

### Program Goals for Medical Billing and Coding

- To prepare competent medical billing and coding specialists in the cognitive (knowledge), psychomotor (skills) and affective (behavior) learning domains.
- Students develop skills needed to, file electronic or manual claims by gaining knowledge to work with common insurance forms, trace delinquent claims, appeal denied claims and use generic forms to streamline billing procedures (using CPT and ICD-10 CM, HCPCS manuals).



- Students will utilize medical billing software to sample ‘hands-on’ physician billing by creating and updating patient accounts, entering transactions, and completing forms using the computer.
- Test prep review will be given at the end to prepare individuals to sit for the CBCS (NHA) and NCICS (NCCT) exams.
- Prepares individuals for employment as entry-level medical billers in health care facilities such as hospitals, clinics, physician practice groups, surgery centers, long-term care facilities, and home health care agencies.

### **Graduation Requirements**

- Pass all academic coursework with a grade of C or better.
- Pass all clinical internship courses with a grade of B- or better.
- Complete all coursework with a CGPA of 2.0 or higher.
- Complete all required clinical competencies.
- Obtain clearance from the bursar office and/or financial aid department.

### **Textbooks Utilized in Medical Billing and Coding Program**

<b>Textbook ISBN</b>	<b>Price</b>
9780323824439	TBD
9781259608551	TBD
9780077862077	TBD
9780443261534	TBD
9780443260711	TBD
9780443348938	TBD



## MEDICAL BILLING AND CODING CERTIFICATE OF ACHIEVEMENT

Course Code	Course Name	Credits	Clock Hours			Delivery
			Lecture	Lab	Clinical	
MBC 100	Introduction to Human Body Systems	3	45			F
MBC 120	Medical Insurance, Billing, and EHR	5	75	45		F
MBC 111	Introduction to Medical Coding	3	45			F
MBC 211	Clinical Internship	1			80	C
<b>Total</b>		<b>12</b>	<b>165</b>	<b>45</b>	<b>80</b>	
<b>Program Credits</b>		<b>12</b>				

This program will be delivered using online learning. All academic courses and labs will be taught fully online. The clinical internship will take place at a clinical site.

This program utilizes a block schedule. Students will take one course at a time and attend class 20 hours per week; students enrolled in weekend programs will follow a different schedule. A minimum of 30 hours per week is required for the clinical internship.

### **MBC 100      Introduction to Human Body Systems      3 credits**

This course provides a detailed study of the language of medicine, study of structure and function of human body. It provides an overview of the human body including the respiratory, digestive, cardiovascular, urinary, reproductive, and skeletal systems.

Prerequisite(s): None

### **MBC 111      Introduction to Medical Coding      3 credits**

This course explains the role of a medical insurance specialist. There will be a strong focus on verifying diagnosis and procedure codes and entering them into physician reports. A basic understanding of coding principles and guidelines is stressed. Students will learn the classifications used for procedural coding, as well as the basic skills required to code medical services and procedures.

Prerequisite(s): MBC 120

### **MBC 120      Medical Insurance, Billing and EHR      5 credits**

This course demonstrates the importance of written and oral communication when working with physicians and patients. Administrative duties and responsibilities are discussed. Medical Ethics is emphasized including HIPAA and HITECH regulations. A basic understanding of billing principles and guidelines is stressed as an important baseline for filing accurate claims using an E H R simulation system.

Prerequisite(s): None

### **MBC 211      Clinical Internship      80 hours, 1 credit**

This clinical experience exposes students to the role of a medical insurance specialist. Students are assigned to a clinical site for 80 hours and will be able to put into practice their understanding of coding principles and guidelines. Students will be required to perform three competencies that cover medical insurance claims, medical coding, and the use of electronic health systems for billing claims.

\*All core respective major courses need to be completed prior to this course.





## Patient Care Technician Certificate of Achievement

27 credits

38 weeks | 9 months

### Objectives

- Define basic medical knowledge as it relates to the patient care technician profession.
- Demonstrate patient care techniques through simulation and patient interaction.
- Apply patient care competencies in a clinical setting.
- Develop professionalism as a patient care technician.
- Provide curriculum reviews to achieve certification success.

### Program Description

The Patient Care Technician (PCT) program prepares students to work as entry-level patient care technicians in hospitals or outpatient facilities or radiology aides in imaging centers. A Patient Care Technician, also known as a patient care assistant, provides patient care and support under the direction of a registered nurse.

The PCT program utilizes a hybrid/blended learning environment, and is taught through a combination of lecture, lab, and clinical hours. Hands-on training in our on-campus medical labs will help students develop essential skills, and practical experience during the clinical internship will reinforce those skills and prepare students for entry-level employment in a healthcare environment.

The program provides foundational knowledge in medical terminology, anatomy and physiology, and ethics of healthcare, and students will gain specialized skills in phlebotomy, EKG, and patient care techniques. The major courses of the Patient Care Technician program will provide advanced training to students in a variety of patient care skills including measuring vital signs, collecting specimens, and providing basic nursing care. Basic nursing care may include assisting patients with feeding, dressing, daily hygiene and bathing, urinary and bowel needs, mobility, and other activities related to daily living.

Students in the PCT program will gain a basic understanding of patient nutritional, oxygen, and exercise needs, and they will learn the importance of proper communication with patients and other healthcare team members. Students will also be given an introduction to medical imaging technology.

Upon satisfactory completion of the program, graduates will be prepared to take the Certified Patient Care Technician/Assistant (CPCT/A) exam offered by the National Healthcareer Association (NHA).

After completing all program requirements, graduates will be awarded a Patient Care Technician Certificate of Achievement.

### Program Goals of the Patient Care Technician Program

- Students will develop professional patient care technician standards.
- Students will achieve high levels of lab and clinical proficiencies.



- The program structure and curriculum will be achieved.
- The students will be prepared to achieve certification success through the National Healthcareer Association (NHA) in obtaining the CPCT/A credential.

### **Graduation Requirements**

- Pass all academic coursework with a grade of C or better.
- Pass all clinical internship courses with a grade of B- or better.
- Complete all coursework with a CGPA of 2.0 or higher.
- Complete all required clinical competencies.
- Complete a minimum of 30 venipunctures in the PHL 120 course.
- Complete a minimum of 10 fingersticks in the PHL 120 course.
- Complete a minimum of 10 EKG procedures in the EKG 120 course.
- Obtain clearance from the bursar office and/or financial aid department.

### **Textbooks Utilized in Patient Care Technician Program**

<b>Textbook ISBN</b>	<b>Price</b>
9780323824439	TBD
9780323239301	TBD
9780357690918	TBD
9781264156269	TBD
9780803675650	TBD
9781265013479	TBD
9781719641944	TBD
9781975192518	TBD
9780323796316	TBD



## PATIENT CARE TECHNICIAN CERTIFICATE OF ACHIEVEMENT

Course Code	Course Name	Credits	Clock Hours			Delivery
			Lecture	Lab	Clinical	
ALH 101	Medical Terminology	3	45			F
BIO 115	Basic Anatomy and Physiology	3	45			F
PHI 103	Ethics of Healthcare	3	45			B
PHL 120	Phlebotomy	4	60	30		B
EKG 120	Electrocardiography	3	45	45		B
RMI 123	Introduction to Imaging Technology	1	15	45		B
PCT 232	Patient Care Techniques and Nursing Assistance	5	75	45		B
PCT 211	Certification Review Seminar	1	15			B
PCT 221	Clinical Internship	4			180	C
<b>Total</b>		<b>27</b>	<b>345</b>	<b>165</b>	<b>180</b>	
<b>Program Credits</b>		<b>27</b>				

This program will be delivered using hybrid learning. All hybrid programs include online learning and in-person instruction.

This program utilizes a block schedule. Students will take one course at a time and attend class 20 hours per week. A minimum of 20 hours per week is required for the clinical internship.

### **ALH 101      Medical Terminology      3 credits**

This course provides a detailed study of the language of medicine. The most common medical roots, prefixes, and suffixes are covered. The course will describe how medical language is used in the medical field. Basic diagnostic tests and procedures will be discussed.

Prerequisite(s): None

### **BIO 115      Basic Anatomy and Physiology      3 credits**

This course provides an overview of the human body including the respiratory, digestive, cardiovascular, urinary, reproductive, and skeletal systems.

Prerequisite(s): None

### **EKG 120      Electrocardiography      3 credits**

This course provides a detailed anatomy of the heart. The importance of performing an EKG as part of a cardiac study is emphasized. This course prepares the student with the knowledge and purpose of performing an EKG during an ECHO study. Students simulate performing an EKG in the lab, focusing on equipment set-up, patient preparation, performance of 12-lead EKGs, and assistance with stress testing. Normal and abnormal 12-lead EKG recordings will be reviewed and analyzed.

Prerequisite(s): None

### **PCT 211      Certification Review Seminar      1 credit**

This review course is designed to help students prepare for the Patient Care Technician/ A Certification Exam administered by the National Healthcareer Association (NHA). It is designed for students to attend review class during their clinical internship. Practice tests, study guides and quizzes will assist in preparation for the certification exam.



Prerequisite(s): None

**PCT 221      Clinical Internship**

**180 hours, 4 credits**

The clinical internship course is designed to prepare students to become skilled healthcare professionals. Students will have the opportunity to assist staff and work closely with key personnel. Students will perform appropriate practical skills and obtain proficiency as an entry-level Patient Care Technician.

\*All core respective major courses need to be completed prior to this course.

**PCT 232      Patient Care Techniques and Nursing Assistance**

**5 credits**

This course offers a functional understanding of the duties and responsibilities required for a patient care technician professional. Students will learn about vital signs, patient transfer techniques, and infection control methods. Common health problems that are encountered in patients who experience the inability to self-care will be explained. A range of skills, from aiding patients with basic dressing needs to advanced medical care, will be taught. Students will also learn the specific medical and emotional situations commonly encountered in various medical facilities.

Prerequisite(s): ALH 101, BIO 115, PHI 103, PHL 120, EKG 120

**PHI 103      Ethics of Healthcare**

**3 credits**

This course will cover various ethical principles as related to healthcare professionals. Group and case studies are incorporated into the theoretical material. Topics include understanding the causes of ethical dilemmas, the difference between capacity and competency regarding an individual's decision-making capacity. Advance care planning and an introduction to bioethics will be discussed.

Prerequisite(s): None

General Education Course

**PHL 120      Phlebotomy**

**4 credits**

This course covers the history of phlebotomy as well as universal and standard infection control techniques. Healthcare ethics, law, and venipuncture complications are stressed. The lab component provides instruction on the proper techniques for venipuncture procedures and equipment usage. Students will have the opportunity to sit for a national certification exam upon completion.

Prerequisite(s): None

**RMI 123      Introduction to Imaging Technology**

**1 credit**

This course provides an overview of imaging modalities. Students will gain an understanding of the basic principles, guidelines, and knowledge needed for members of the medical imaging field. Students will learn about patient care, medical law and ethics, venipuncture and intravenous administration skills, MRI safety, and HIPAA guidelines. An introduction to RIS and PACS will also be provided. Topics in this course are covered as they pertain to MRI imaging.

Prerequisite(s): PHI 103



## Pharmacy Technician Certificate of Achievement

27 credits

24 weeks | 5 months

### Objectives

- Develop an understanding of related medical terminology, safety, laws, regulations.
- Proficient in calculating pharmaceutical dosages and compounding formulations.
- Understand pharmacokinetics, pharmacology, pharmacodynamics of medications.
- Proficiency with sterile and non-sterile compounding in accordance with federal compliance guidelines.
- Prepare graduates to successfully pass the PTCB certification exam through didactic education and clinical experience.
- Provide clinical experience in an ambulatory (retail) and institutional (hospital) setting.
- Demonstrate the practice of professional and ethical behaviors.

### Program Description

The Pharmacy Technician (PhT) program is a PTCB-Recognized Education/Training Program. The program will provide students with the basic competencies needed for employment as a pharmacy technician in retail and hospital settings. Pharmacy Technician courses are taught fully online, and a clinical internship, which runs concurrently with the academic courses, will be completed at an assigned clinical site.

Graduates will be capable of accurately interpreting prescriptions, calculating dosages, compounding patient compliant medication, understanding the need for alternate routes of administration, recognizing medication classifications, trade and generic names, performing inventory control, keeping accurate records and maintaining compliance guidelines. Graduates will demonstrate behaviors consistent with professional standards and will meet employer expectations for an entry-level position.

Upon satisfactory completion of the program graduates will be prepared to take the Pharmacy Technician Certification Exam (PTCE) offered by the Pharmacy Technician Certification Board (PTCB). Students will also apply and register with their home state's Board of Pharmacy to obtain licensure and fulfill any specific state requirements to obtain licensure.

After completing all program requirements, graduates will be awarded a Pharmacy Technician Certificate of Achievement.

### Program Goals for Pharmacy Technician

- To prepare competent entry-level pharmacy technician in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.
- Assist pharmacists in collecting, organizing, and recording demographic and clinical information for direct patient care and medication-use review.
- To provide the medical community with qualified pharmacy professionals who can accurately demonstrate medication fulfillment, calculate doses, compound patient specific medicines, perform inventory control management, record accurate data and support medication therapy management.



- To instill in students to achieve professional and academic excellence throughout their career
- Exhibit professional and ethical behaviors, which are recognized and contained in the Professional Code of Ethics and Scope of Practice as set by the American Association of Pharmacy Technicians.

### **Graduation Requirements**

- Pass all academic coursework with a grade of C or better.
- Pass all clinical internship courses with a grade of B- or better.
- Complete all coursework with a CGPA of 2.0 or higher.
- Complete all required clinical competencies.
- Obtain clearance from the bursar office and/or financial aid department.

### **Textbooks Utilized in Pharmacy Technician Program**

Textbook ISBN	Price
9780443124907	TBD



## PHARMACY TECHNICIAN CERTIFICATE OF ACHIEVEMENT

Course Code	Course Name	Credits	Clock Hours			Delivery
			Lecture	Lab	Clinical	
PHT 101	Introduction to Pharmacy	5	75			F
PHT 112	Drug Administration	5	75			F
PHT 122	Non-Sterile and Sterile Compounding	5	75			F
PHT 123	Working Environment and Pharmacy Management	5	75			F
PHT 121	Certification Review Seminar	2	30			F
PHT 124	Clinical Internship	5			225	C
<b>Total</b>		<b>27</b>	<b>330</b>		<b>225</b>	
<b>Program Credits</b>		<b>27</b>				

This program will be delivered using hybrid learning. All academic courses will utilize a block schedule and be taught fully online. The clinical internship will be completed concurrently with the academic courses. Students are required to attend online classes 15 hours per week and on-site clinical hours an additional 14 hours per week (excluding PHT 101 and PHT 121).

The clinical internship course includes 15 hours of lab simulations during PHT 101. The remaining 210 clinical hours will be completed at a clinical internship site during PHT 112, PHT 122, and PHT 123.

### **PHT 101      Introduction to Pharmacy      5 credits**

This course provides a basic introduction to the pharmacy profession and the role and responsibilities of pharmacy staff. Topics covered will include medical terminology, safety, laws, regulations, and ethics.

Prerequisite(s): None

### **PHT 112      Drug Administration      5 credits**

This course provides the essential mathematical concepts used in pharmacy calculations. Students learn how to calculate medication dosage using formulas. Special emphasis is placed on the prevention and implication of errors. Pharmaceutical names, routes of administration, contraindications, and drug interactions are also covered.

Prerequisite(s): PHT 101

### **PHT 121      Certification Review Seminar      2 credits**

This review course is designed to help students prepare for the Pharmacy Technician Certification Exam. It is designed for students to attend the review class during the clinical internship. Practice tests, study guides, and quizzes will assist in preparation for the certification exam.

Prerequisite(s): None

### **PHT 122      Non-Sterile and Sterile Compounding      5 credits**

Pharmacokinetics, which consists of absorption, distribution, metabolism, and excretion (ADME process), is covered. Students learn about the basic procedures used in sterile and non-sterile compounding. The course will also focus on FDA laws, regulations, and quality assurance procedures.

Prerequisite(s): PHT 112



**PHT 123      Working Environment and Pharmacy Management**

**5 credits**

This course introduces pharmacy operations as they relate to management. Topics include record maintenance, customer service, inventory, and insurance procedures.

Prerequisite(s): PHT 122

**PHT 124      Clinical Internship**

**225 hours, 5 credits**

This internship provides students with a clinical experience in a pharmacy setting and 15 hours of lab simulation. Students will have the opportunity to learn proper procedures regarding drug dispensing, packaging, labeling, and inventory maintenance. Students will also be exposed to the preparation of sterile products while working with controlled substances.

Prerequisite(s): None





## **Phlebotomy** **Certificate of Achievement** 4 credits

5 weeks (Day/Evening) | 15 weeks (Weekend)  
1 month (Day/Evening) | 3 months (Weekend)

### **Objectives**

- Explain the history of phlebotomy, medical terms and abbreviations, body systems, and related laboratory tests.
- Explain the methods for collecting blood and other specimens.
- Define the regulatory agencies and infection control techniques.
- Describe patient and personal safety.
- Explain specimen processing and demonstrate procedures to provide accurate data.
- Provide hands-on training in collecting bloods and other phlebotomy procedures.

### **Program Description**

The Phlebotomy (PHL) program will prepare students for entry-level employment in the healthcare field. Graduates will be able to obtain employment as a phlebotomy technician or specimen processing technician in hospitals, diagnostic labs, and physicians' offices. The PHL program is taught using a hybrid/blended learning environment.

Graduates will be capable of taking a patient's medical history, performing blood and specimen collections, preparing blood and specimen collections for testing, processing lab specimens, and maintaining lab supplies and equipment. PHL Graduates will demonstrate behaviors consistent with professional standards and will meet employer expectations for an entry-level position.

Upon satisfactory completion of the program graduates will be prepared to take the phlebotomy certification exams offered by the National Healthcareer Association (NHA) and the National Center for Competency Testing (NCCT).

After completing all program requirements, graduates will be awarded a Phlebotomy Certificate of Achievement.

### **Program Goals of the Phlebotomy Program**

- To prepare students in Phlebotomy training in the cognitive (knowledge), psychomotor (skills) and affective (behavior) learning domains.
- To foster students' development of competence in phlebotomy procedures.
- To prepare students for the phlebotomy certification exams offered by the National Healthcareer Association (NHA) and/or National Center for Competency Testing (NCCT).

### **Graduation Requirements**

- Complete all coursework with a CGPA of 2.0 or higher.
- Complete a minimum of 30 venipunctures.
- Complete a minimum of 10 fingersticks.
- Obtain clearance from the bursar office and/or financial aid department.



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### **Textbooks Utilized in Phlebotomy Technician Program**

<b>Textbook ISBN</b>	<b>Price</b>
9781264156269	TBD
9780803675650	TBD



## PHLEBOTOMY CERTIFICATE OF ACHIEVEMENT

Course Code	Course Name	Credits	Clock Hours			Delivery
			Lecture	Lab	Clinical	
PHL 120	Phlebotomy	4	60	30		B
<b>Total</b>		<b>4</b>	<b>60</b>	<b>30</b>	<b>0</b>	
<b>Program Credits</b>		<b>4</b>				

This program will be delivered using hybrid learning. All hybrid programs include online learning and in-person instruction.

This program utilizes a block schedule. Students will take one course at a time and attend class 20 hours per week; students enrolled in weekend programs will follow a different schedule.

### **PHL 120      Phlebotomy**

**4 credits**

This course covers the history of phlebotomy as well as universal and standard infection control techniques. Healthcare ethics, law, and venipuncture complications are stressed. The lab component provides instruction on the proper techniques for venipuncture procedures and equipment usage. Students will also learn specimen processing. Students will have the opportunity to sit for a national certification exam upon completion.

Prerequisite(s): None



## **Sterile Processing Technician**

### **Certificate of Achievement**

26 credits

42 weeks | 10 months

### **Objectives**

- Define medical knowledge through the instruction of medical terminology and basic anatomy.
- Illustrate the duties and requirements of a sterile processing technician in a healthcare setting.
- Provide students with the proper methods for decontaminating and sterilizing surgical instruments and equipment.
- Explain the importance of ethical, legal, and professional practices in the sterile processing field.
- Prepare students for successful completion of the Certified Registered Central Service Technician (CRCST) exam administered by the Healthcare Sterile Processing Association (HSPA).

### **Program Description**

The Sterile Processing Technician (SPT) program provides students with the knowledge and skills required to work as an entry-level sterile processing technician. The primary responsibility of a sterile processing tech is to ensure that a clean and sterile healthcare environment is maintained at all times. This is primarily achieved through the process of decontaminating and sterilizing all surgical instrumentation and equipment. The SPT program is taught using a hybrid/blended learning environment.

Students enrolled in this program will learn various sterilization techniques, including the proper method for decontaminating and sterilizing surgical instruments and equipment. They will also gain a solid understanding of microbiology and infection control. The training includes a combination of lecture and lab hours, as well as a 400-hour clinical internship.

AIMS Education has a dedicated surgical lab that provides the perfect environment to train students and allow them to practice their psychomotor skills. The practical experience gained during the clinical internship will help reinforce those skills. Graduates of this program will demonstrate behaviors consistent with professional standards and will meet employer expectations for an entry-level position.

Upon satisfactory completion of the program, graduates will be prepared to take the Certified Registered Central Service Technician (CRCST) exam offered by HSPA.

After completing all program requirements, graduates will be awarded a Sterile Processing Technician Certificate of Achievement.

### **Program Goals of the Sterile Processing Technician Program**

- To prepare students to become a competent entry-level sterile processing technician in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.



- To provide foundational knowledge, advance sterile processing techniques and procedures required as a sterile processing technician.
- To prepare students to achieve the certified registered central service technician (CRCST) national certification exam offered through the Healthcare Sterile Processing Association (HSPA).

### **Graduation Requirements**

- Pass all academic coursework with a grade of C or better.
- Pass all clinical internship courses with a grade of B- or better.
- Complete all coursework with a CGPA of 2.0 or higher.
- Complete all required clinical competencies.
- Obtain clearance from the bursar office and/or financial aid department.

### **Textbooks Utilized in Phlebotomy Technician Program**

<b>Textbook ISBN</b>	<b>Price</b>
9781337912297	TBD
9798350705218	TBD
9798350707038	TBD



## STERILE PROCESSING TECHNICIAN CERTIFICATE OF ACHIEVEMENT

Course Code	Course Name	Credits	Clock Hours			Delivery
			Lecture	Lab	Clinical	
BIO 123	Basics of Infection Control	2	30			B
SPT 101	Fundamentals of Sterile Processing	4	60			B
SPT 230	Aseptic Techniques and Surgical Instrumentation	5	75	60		B
SPT 231	Sterile Processing Environment	6	90	45		B
SPT 233	Certification Review Seminar	1	15			B
SPT 232	Clinical Internship	8			400	C
<b>Total</b>		<b>26</b>	<b>270</b>	<b>105</b>	<b>400</b>	
<b>Program Credits</b>		<b>26</b>				

This program will be delivered using hybrid learning. All hybrid programs include online learning and in-person instruction.

This program utilizes a block schedule. Students will take one course at a time and attend class 20 hours per week. A minimum of 20 hours per week is required for the clinical internship.

### **BIO 123      Basics of Infection Control      2 credits**

This course provides a basic introduction to infection control, occupational exposure hazards, communicable and infectious diseases. Topics include coverage of how to protect oneself from infectious agents and the protocol in cases of infectious exposure.

Prerequisite(s): None

### **SPT 101      Fundamentals of Sterile Processing      4 credits**

Students are given an orientation to the central service department. Relevant medical terminology and anatomy pertaining to sterile processing will be covered. Students will learn regulatory standards and infection control practices that must be adhered to in the workplace.

Prerequisite(s): None

### **SPT 230      Aseptic Techniques and Surgical Instrumentation      5 credits**

Students will study the preparation of surgical instruments including decontamination, cleaning, and disinfection. An overview of the surgical packaging process will be discussed. Surgical instrumentation and demonstration will be covered.

Prerequisite(s): SPT 101

### **SPT 231      Sterile Processing Environment      6 credits**

Students will learn basic procedures for safety sterilization. Other topics include basic storage guidelines, importance of record keeping, components of a central service quality program, and common safety hazards. Successful communication and professional awareness will be emphasized.

Prerequisite(s): SPT 230

### **SPT 232      Clinical Internship      400 hours, 8 credits**



The clinical internship provides students with the opportunity to build on their knowledge and skills by demonstrating proficiency in sterilization techniques. Inventory control and monitoring of instruments will be demonstrated in the clinical setting.

Prerequisite(s): SPT 231

\*All core respective major courses need to be completed prior to this course.

**SPT 233                      Certification Review Seminar**

**1 credit**

This review course is designed to help students prepare for the Certified Registered Central Service Technician exam. Mock exams and learning aids will be provided to prepare the student to sit for the certification exam. Attendance is mandatory.

Prerequisite(s): None



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## CONTINUING EDUCATION





## Continuing Education Courses

The continuing education (CE) courses offered by AIMS Education provide professionals with opportunities to enhance their skills and knowledge in specific fields. These non-credit courses are designed for individuals seeking to advance their careers, stay current in their industries, or explore new areas of expertise.

Participants who meet all CE course requirements will receive a Certificate of Completion, recognizing their achievements and newly acquired skills. Some continuing education courses also award CE credits upon completion.

### **Course Format**

CE courses at AIMS typically feature online instruction and, in some cases, mandatory clinical or hands-on components. This structure allows participants to engage with the material in a flexible and meaningful way, while also applying their learning in practical settings.

### **Enrollment Requirements**

To enroll in CE courses at AIMS, participants should familiarize themselves with the specific eligibility criteria for each course, as these may vary. Some courses may require prior qualifications or certifications relevant to the area of study.

### **Academic Policies**

The policies governing continuing education courses differ from standard academic policies and will be outlined in each course syllabus. Participants are encouraged to review these guidelines carefully to understand requirements such as attendance, assessments, and any prerequisites.

### **Cancellation and Refund Policy**

Students can cancel their enrollment at any time prior to their first day of class. Students who cancel their enrollment within the given timeframe will be eligible for a refund of all payments made to the institution, excluding any costs associated with processing the refund.

If a student is dismissed or withdraws from a course, AIMS Education shall adhere to the refund policy provided below. This policy applies to all continuing education courses. Students are required to officially notify the academic department of their desire to withdraw prior to requesting a refund. When calculating the refund amount, all fee reductions and scholarship awards will be excluded.

Time of Withdrawal	Tuition Refund
Prior to the first day of class	100% of tuition and fees
Up to 5% of the scheduled hours	90% of tuition and fees
After 5% and up to 10% of the scheduled hours	75% of tuition and fees
After 10% and up to 25% of the scheduled hours	50% of tuition and fees
After 25% of the scheduled hours	0% of tuition and fees



\* Students are responsible for the cost of any used or unreturned books or supplies. All refunds will be issued or paid to the student within 30 days of the withdrawal notification or determination date.

### **Scope of Accreditation**

AIMS Education College of Health Sciences is institutionally accredited by the Accrediting Bureau of Health Education Schools (ABHES). All continuing education courses are excluded from the scope of AIMS Education's grant of accreditation from ABHES. Participants will be enrolled as non-matriculated students in continuing education (CE) courses. Continuing education courses do not earn academic credit and are not eligible for federal funding.



## **Breast Sonography Continuing Education**

10 weeks | 136 clock hours

### **Objectives**

- Understand the principles of ultrasound physics as applied to breast sonography.
- Demonstrate effective use of breast ultrasound equipment for high-quality imaging.
- Recognize and interpret normal and abnormal breast tissue patterns during imaging.
- Apply knowledge of the latest technological advancements in breast imaging.

### **Course Description**

The Breast Sonography continuing education course offers current sonographers an opportunity to specialize in breast sonography. This program prepares participants to earn the Registered Diagnostic Medical Sonography (RDMS) credential with a Breast (BR) specialty, expanding their expertise and career opportunities.

Breast sonographers are essential healthcare professionals who specialize in using ultrasound imaging to detect and diagnose breast conditions, including breast cancer. Their responsibilities include producing high-quality images of breast tissue, assisting breast imaging procedures such as biopsies and cyst aspirations, interpreting imaging results, and providing essential information to radiologists for accurate diagnoses and patient care.

### **Course Length and Format**

The 6-week Breast Sonography CE course is structured as a fully online course. Online, synchronous classes are held two evenings per week for six weeks. Students will participate in 6 hours of weekly lectures.

Students who choose to do the 100-hour clinical internship will begin their clinical hours after completing the initial 6-week course. The internship schedule will be 25 hours per week for a total of 4 weeks.

### **Clinical Experience**

For participants who plan to sit for the ARDMS Breast (BR) specialty exam, and cannot perform breast exams at their current facility, a clinical internship option is available to fulfill the ARDMS clinical requirements.

A 100-hour clinical internship will provide supervised, hands-on experience with real patients. Students will be able to complete the minimum core clinical skills required for the Breast specialty exam.

### **Enrollment Requirements**

To enroll in the Breast Sonography CE Course, participants must have one of the following:

- Certified in any sonographer-level specialty from ARDMS
- Sonography, Vascular Sonography, or Breast Sonography credential from the American Registry of Radiologic Technologists (ARRT)
- RCS, RCCS, or RVS certification with the Cardiovascular Credentialing International (CCI)

**Course Outcome**

After completing all course requirements, participants will be awarded a Certificate of Completion.

**Course Codes**

Breast Sonography Lecture	BRSCE 001
Breast Sonography Clinical Internship	BRSCE 002

**Course Tuition**

Breast Sonography Course with Clinical Internship - \$3,100  
Breast Sonography Course (Lecture only) - \$1,950



## **Mammography Technologist** **Continuing Education** 10 weeks | 140 clock hours

### **Objectives**

- Achieve proficiency in mammographic techniques and procedural workflows.
- Recognize and understand breast anatomy and its developmental stages.
- Develop and apply patient care and assessment skills specific to mammography.
- Analyze and discuss the Breast Imaging Reporting and Data System (BI-RADS®).
- Define normal and abnormal breast pathology, including their classifications.
- Identify and describe the components of mammography equipment.
- Comprehend the principles of quality assurance, quality control, and relevant regulations.

### **Course Description**

The Mammography Technologist continuing education course offers ARRT-registered radiologic technologists the opportunity to advance their careers by specializing in mammography. This 10-week CE course, delivered through a combination of online lectures and on-site clinical experience, provides the essential knowledge and skills required for mammography.

Mammography technologists are essential healthcare professionals who specialize in the use of advanced imaging technologies to diagnose and monitor breast diseases. They play a critical role in the early detection of breast cancer and other breast-related disorders.

Their responsibilities include performing mammography examinations using specialized medical imaging equipment, ensuring patients are properly positioned for accurate imaging, and adhering to strict radiation safety regulations. By producing high-quality images, mammography technologists enable physicians to distinguish between normal and abnormal findings, facilitating early diagnosis and treatment.

This continuing education course provides a comprehensive and structured education in Mammography, covering essential topics such as the mammography technologist's scope of practice, equipment quality assessment, image processing, breast positioning techniques, special procedures, digital mammography, and the Mammography Quality Standards Act (MQSA).

### **Course Length and Format**

The 10-week Mammography Technologist course is structured as a fully online course with an on-site clinical experience. Students who are planning to arrange their own clinical experience may opt out of the clinical experience by enrolling in the lecture only.

#### Weeks 1-5:

Synchronous online classes are held two evenings per week for five weeks. Students will participate in 6 hours of weekly lectures for a total of 30 hours.

#### Weeks 6-10:

Synchronous online classes will be held for 10 additional hours to cover the mammography certification review, and students will complete 100 hours for the in-person clinical internship.

### **Clinical Experience**



Participants will complete 100 hours of clinical practice at an AIMS Education-affiliated clinical site. Under the supervision of a radiologist or an ARRT-registered technologist, participants will perform a minimum of 100 mammography examinations, further solidifying their expertise in this critical imaging modality.

### **Enrollment Requirements**

This course is designed for radiologic technologists who wish to expand their expertise in mammography and seek to enhance their employment opportunities. Participants must be certified and registered through ARRT and hold a current radiologic technologist license in their home state.

### **Course Outcome**

After completing all course requirements, participants will be awarded a Certificate of Completion.

### **Course Codes**

Mammography Technologist Lecture	MAMCE 001
Mammography Technologist Clinical Internship	MAMCE 002

### **Course Tuition**

Mammography Technologist Course with Clinical Internship - \$2,700

Mammography Technologist Course (Lecture only) - \$2,100



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## EMERGENCY PREPAREDNESS PLAN



## **Emergency Preparedness Plan**

### **Objective**

The primary purpose of this plan is to identify and respond to emergency situations that threaten the health and safety of AIMS Education students, visitors, faculty, and staff.

### **Responsibility**

All Faculty, Staff, and Students

### **Evacuation Plan**

Purpose: To provide a comprehensive and coordinated response to an emergency that requires the evacuation of students, staff, and visitors from the institution.

#### I. Evacuation Procedures

Triggers: The need for an evacuation may arise from a variety of events, including fire, severe weather, an active shooter, or other hazardous situations.

Activation: The decision to evacuate will be made by the school's President and/or the highest ranking school official, in consultation with local emergency management officials.

Communication: The school's emergency alert system will be activated to inform students, staff, and visitors of the evacuation. The alert system may include alarms, intercom announcements, Microsoft Teams messages, and text/email alerts.

#### Route and Assembly Areas:

1. Evacuation routes will be posted throughout all AIMS Education buildings.
2. Evacuation routes will be designed to ensure that students, staff, and visitors can evacuate the building quickly and safely.
3. Assembly areas will be located a safe distance from the building.

#### Procedure:

1. Evacuate the building using the closest stairway and move at least 100 feet from the building.
2. Faculty and staff will direct students and visitors to the nearest exit.
3. Once a safe distance from the building, faculty must count their students and confirm all are present. If any are missing, a school administrator must be notified.
4. A school administrator, or administrators, will be assigned the responsibility of checking the building to confirm it has been fully evacuated.

Special Needs Evacuation: The school will make arrangements for students, staff, and visitors with special needs to evacuate safely.





Reentry: The highest-ranking school official, in consultation with local authorities, will determine when it is safe to re-enter the building.

## II. Training and Drills

Regular evacuation drills will be conducted to ensure that everyone is familiar with the evacuation procedures and to identify areas for improvement.

## III. Conclusion

These evacuation procedures are designed to provide a safe and orderly response to emergencies that require evacuation. Regular training and drills will ensure that all faculty and staff are prepared to respond quickly and effectively in the event of an emergency.

## **Lockdown Procedure**

An emergency lockdown of the AIMS Education campus will occur when there is an immediate threat to the school community, in or around the school. In the case of a lockdown, you must act immediately and follow the lockdown procedure listed below:

- Immediately seek shelter in the nearest secure room, and avoid any areas with direct access to the outside or open spaces.
- Block any windows or openings that could expose your location to a potential threat.
- Close the blinds or shades and turn off any sources of light to create the impression that the room is unoccupied.
- Remain hidden by crouching under desks or behind bookshelves, and avoid making any noise.
- Set your phone to silent mode, and only make calls or send texts to the police if there is specific information about the intruder's location or behavior, or if the situation changes.
- Do not respond to anyone knocking or calling out until you receive an "all clear" message or are certain that it is safe to do so (such as when police are present).
- Assist others in evacuating the area quietly and quickly if directed to do so by the police.
- Do not leave the building until instructed to do so by the authorities.
- Do not activate the fire alarm unless there is an actual fire, as it could put you and others at risk of harm during evacuation.
- Be aware of alternative escape routes in case fleeing becomes necessary.
- If caught outside during a lockdown, quickly seek shelter in a nearby building, hide behind objects, and avoid being seen or heard by the intruder.

## **Shelter-in-Place Procedure**

The shelter-in-place plan is a crucial emergency response plan designed to protect individuals from harm during a sudden and unforeseen event such as severe weather, environmental hazards, or violent intruders. It involves finding a safe place indoors, away from potential dangers, and staying there until it is safe to leave or evacuate the area. This plan helps to keep people safe and informed during an emergency situation, and ensures that everyone knows what to do to minimize the risk of harm.



- Immediately seek shelter indoors and move away from any potential outside dangers, such as severe weather or environmental hazards.
- Find a safe area inside the building to shelter in place, away from any hazards such as chemicals or loose materials.
- If possible, warn anyone outside the building to seek shelter immediately.
- Determine if there is a threat of violence and lock internal and access doors accordingly.
- Follow any directions provided by authorities to shelter-in-place in your immediate location. Do not attempt to move to another location by driving or walking outdoors.
- Ensure that there is at least one telephone available in the designated shelter area, with a designated person to answer calls and provide information to concerned parents.
- If sheltering due to severe weather, move to the lowest level of the building, stay in interior hallways, and away from glass doors and windows.
- If sheltering due to an outside chemical or hazardous material, move everyone to the 2nd or 3rd floors of the building. Close all exterior doors and windows, and shut down the building's air system.
- Continue to monitor the news and follow instructions from authorities until it is safe to leave or evacuate the area.

## **Communications**

### **I. Emergency Notification**

Activation: In case of an emergency, the designated person in charge will activate the emergency notification system to alert students and employees.

Methods: The emergency notification system will use a combination of the following methods to reach students and employees:

- a. Institution-wide intercom system
- b. Microsoft Teams Messenger
- c. Mass text feature in Campus Café student information system
- d. 911 text feature in STARS student information system

Content: The emergency notification will include information on the type of emergency, location, and any necessary instructions.

Responsibility: The following employees are responsible for sending emergency notifications.

- a. HR Manager – Institution-wide intercom system and Microsoft Teams Messenger
- b. Compliance Officer – Mass text to active students using Campus Café
- c. Sr. Academic Success Coordinator & Registrar– STARS 911 text
- d. Senior-level administrators – Any emergency notification when the designated person is not available or able to send the notification.

### **II. Post-Emergency Communication with Emergency Contacts**



**Method:** The school will communicate with the emergency contacts of students through phone calls, text messages, and/or email.

**Content:** The communication will provide information on the student's safety and well-being, as well as any necessary instructions or updates on the emergency situation.

**Responsibility:** The Sr. Academic Success Coordinator & Registrar will be responsible for coordinating and managing the communication with emergency contacts.

**Note:** It is important for all students to provide updated emergency contact information to the school.

### **III. Media Communications Policy**

**Spokesperson:** The HR Manager will act as the official spokesperson for AIMS Education in all media communications related to the emergency. No other employees are authorized to speak with any media personnel.

**Information Release:** Only verified and approved information will be released to the media to ensure accuracy and prevent misinformation.

**Timing:** Media communications will be released as soon as practical after the emergency situation has stabilized, but no later than 48 hours after the emergency has ended.

**Content:** The content of media communications will include information on the type of emergency, location, and any necessary instructions or updates on the situation.

**Contact:** Media inquiries should be directed to the HR Manager.

**Note:** The media communications policy is subject to change based on the evolving nature of the emergency situation.

### **Tracking Students and Employees**

1. All faculty, students, and staff will be provided with identification badges that include their name, photo, and other relevant information.
2. In the event of an emergency:
  - a. Faculty members will lead their classes to a safe location away from the building. They will then conduct a role call to ensure all students are accounted for.
  - b. The HR Manager will utilize a variety of tools to track employees during and after an emergency. These tools may include email, mobile text messages, and Microsoft Teams messages.
  - c. School officials will establish a designated assembly area where faculty, students, and staff will report to ensure accountability and safety. A log of all individuals present in the designated assembly area will be maintained.



3. In the event of a crisis situation, school officials will coordinate with local first responders to establish a unified command center to track the location and status of all individuals.
4. The school will conduct regular drills and training sessions to ensure that faculty, students, and staff are familiar with the tracking procedures and understand their role in reporting their whereabouts during an emergency.

## **Emergency Procedures**

### **A. Fire**

#### **I. Fire Prevention**

- i. Keep the fire and exit doors closed and unobstructed
- ii. Keep doorways and corridors unobstructed.
- iii. Report immediately all fire hazards that come to your attention.
- iv. Keep your working area safe for you and the students.
- v. Take 10 seconds at the beginning of your shift and think:
  - a. Do I know the location of fire alarms and fire extinguishers in my area?
  - b. Do I know what to do if a fire occurs?

#### **II. Upon discovery of smoke and/or fire:**

RACE system to be followed:

- i. (R) Rescue - remove all Students from area of immediate danger of fire. Assign personnel to stay with the Students to keep them calm.
- ii. (A) Alarm - Pull alarm on the nearest fire alarm box.
- iii. (C) Contain - Close doors and/or windows of fire room to isolate and contain the spread of smoke and flames.
- iv. (E) Extinguish - Attempt to extinguish the fire and if needed, enlist the aid of the nearest person.

- III. Upon start of fire alarm:** When a fire alarm box or smoke detector is activated, an alarm will be sounded throughout the building. Start evacuations while designated personnel go to the fire alarm panel to identify the source of the alarm.

### **Evacuation Procedures:**

Upon sounding of the alarm, evacuation procedures should commence as follows:

- i. Evacuate all students and visitors to protected area.
- ii. Instruct students and visitors to follow a staff member to a protected area.
- iii. Assign one person to count the students and visitors as they leave the building, and then to recount the students and visitors in the refuge area.



- iv. Carry small children (up to three years old) to a protected area.
- v. Students/visitors in wheelchairs should also be assisted in relocating to the refuge area.
- vi. Assign one person to check each room in the facility, including the storage room, etc., for verification of a complete evacuation.

#### **Instructions for use of the fire alarms and extinguishers:**

- i. Fire alarm box: follow procedures clearly marked on each box. "Pull handle all the way down and release."
- ii. Types and uses of extinguishers: When you report to work, make a mental note of the location of each fire extinguisher in your work area and determine the type of extinguisher that it is. Each type of fire extinguisher has a specific use and the use of the wrong kind of extinguisher may do harm. Become familiar with the proper use of each type.

**Class A extinguishers** are for ordinary combustible materials such as paper, wood, cardboard, and most plastics. The numerical rating on these types of extinguishers indicates the amount of water it holds and the amount of fire it can extinguish. Geometric symbol (green triangle)

**Class B fire extinguishers** are for flammable or combustible liquids such as gasoline, kerosene, grease and oil. The numerical rating for class B extinguishers indicates the approximate number of square feet of fire it can extinguish. Geometric symbol (red square)

**Class C fire extinguishers** are for electrical equipment, such as appliances, wiring, circuit breakers and outlets. Never use water to extinguish class C fires - the risk of electrical shock is far too great! Class C extinguishers do not have a numerical rating. The C classification means the extinguishing agent is non-conductive. Geometric symbol (blue circle)

**Class D fire extinguishers** are commonly found in a chemical laboratory. They are for fires that involve combustible metals, such as magnesium, titanium, potassium and sodium. These types of extinguishers also have no numerical rating, nor are they given a multi-purpose rating - they are designed for class D fires only. Geometric symbol (Yellow Decagon)

- IV. Fire emergency when alarm system is inoperable:** The following procedures to be followed in the event of a fire emergency when the alarm system is inoperable:
- i. If the smell of smoke is present or heat is felt or there is a remote suspicion of fire and there is no person in immediate danger, report it to the Administrative Director. If there is a person in immediate danger, evacuate that person before reporting to the Administrative Director.
  - ii. The Administrative Director will respond by telephoning the Emergency/Police/Fire Dispatcher at 911 and reporting exact details.



- iii. The remainder of the evacuation procedures will be as stated in the normal fire procedure.

**Notes:**

- In the event AIMS Education cannot function, the facility will be closed.
- The authorities will determine when reentry into the school is allowed.
- The removal and return of records, medications, supplies, and equipment after evacuation will be determined by the school administration.
- Students will receive necessary services during the evacuation or other emergency.
- A written evacuation diagram that includes evacuation procedure, location of fire exits, alarm boxes, and fire extinguishers is conspicuously posted throughout the facility.
- Safety officers are trained in procedures to be followed in the event of a fire and instructed in the use of fire-fighting equipment and student evacuation at least annually.

**Drills, tests and inspections**

1. Fire drills are conducted on each shift at least semi-annually. These drills are documented indicating the date, hour, and description of the drill, participating staff and signature of the person in charge.
2. The facility performs annual tests of the building's manual pull stations and maintains documentation of test dates, locations of manual pull alarms tested, person testing the alarms and results of the test
3. Fire extinguishers are examined annually by the service agency, and maintained in accordance with manufacturer's requirements, National Fire Protection Association and the New Jersey Uniform Fire Code
4. AIMS Education requests, annually, that a fire inspection be performed by the local fire code authority and requests that they be documented. The date of inspection, the results, and the inspector or agent conducting the inspection will be documented.
5. The school has service contracts for heating and cooling systems. Approved vendors perform this service/inspection a minimum of two times per year. Any repairs and modifications are exercised immediately.

**B. Emergency Medical Services**

- i. In case of medical emergencies dial 911.
- ii. Provide CPR if needed
- iii. Defibrillator is located on the 3<sup>rd</sup> floor of the main campus opposite the restrooms.
- iv. Students are provided information about nearby emergency clinics by campus postings.

**C. Bomb Threat**



In the event of a bomb threat, faculty, students, and staff may be required to evacuate the building. Follow the standard evacuation plan provided in this document. After the emergency incident is resolved, a report should be created that documents the details of the incident.

**Procedure:**

- i. If a bomb threat is received by mail, the individual receiving the communication is to notify the President immediately. The letter should be handled as little as possible and discussed only with the President, and persons immediately involved in the facility's emergency preparedness plan.
- ii. If a bomb threat is received by email, notify the President. Do not delete the message.
- iii. If a bomb threat is received by phone, the person receiving the call should remain calm and make every effort to keep the caller on the phone and, if possible, have another employee listen in and take notes. **DO NOT HANG UP.**  
Ask the caller:

- |                                    |                             |
|------------------------------------|-----------------------------|
| a. Where is the bomb?              | f. What kind of bomb is it? |
| b. When will it go off?            | g. Did you place the bomb?  |
| c. What does it look like?         | h. Why?                     |
| d. What will make it explode?      | i. What is your name?       |
| e. Note the exact words of threat. |                             |

- iv. Try to ascertain the caller's voice:

- |            |            |                   |
|------------|------------|-------------------|
| • calm     | • normal   | • clearing throat |
| • angry    | • distinct | • deep breathing  |
| • excited  | • blurred  | • cracking voice  |
| • slow     | • nasal    | • discussed       |
| • rapid    | • stutter  | • accent          |
| • soft     | • lisp     | • familiar        |
| • loud     | • raspy    | • whispered       |
| • laughter | • deep     |                   |
| • crying   | • ragged   |                   |

- v. Listen to background noises:

- |                 |                     |
|-----------------|---------------------|
| • street noises | • machinery         |
| • crockery      | • clear             |
| • voices        | • static            |
| • PA system     | • factory machinery |
| • music         | • local             |
| • house noises  | • booth             |
| • motor         | • animal noises     |





- office
  - long distance
- vi. Listen to the threat language:
- well spoken (educated)
  - incoherent
  - profane
  - message read by threat maker
  - irrational
  - taped
- vii. Other information:
- Gender of caller - Male/Female
  - Estimated age
  - Date
  - Time
  - Length of call
  - Telephone number where call was received
- viii. The President, or highest-ranking school official, will notify the police/bomb squad.
- ix. The President, or highest-ranking school official, will notify all other supervisors.
- x. Administrators are to quietly notify staff of the possibility of evacuation.

### **DO NOT:**

- Use two-way radios or cellular phone; radio signals have the potential to detonate a bomb.
- Evacuate the building until police arrive and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package.

### **D. Active Shooter**

- i. Be aware of your environment and any possible dangers.
- ii. Take note of the two nearest exits in the facilities you work or visit. If there is an accessible path, evacuate the premises.
- iii. If you are in an office and evacuation is not possible, find a place to hide where the active shooter is less likely to find you. Stay there and secure the door.
- iv. If you are in a hallway, get into a room and secure the door.
- v. CALL 911 WHEN IT IS SAFE TO DO SO! If you cannot speak, leave the line open and allow the dispatcher to listen.
- vi. As a last resort, attempt to take the active shooter down.
- vii. When law enforcement arrives, stay calm and follow the officer's instructions.





## **E. Power Failure**

- i. If an emergency exists, activate the building alarm.
- ii. The President, or the highest-ranking school official, will notify the power company.
- iii. Staff may instruct students to move to an area with emergency lighting.
- iv. In case the fire alarm system has been affected by the power failure, the safety officer shall call the fire department in the event of fire, and the staff will alert all building occupants of the evacuation.
- v. If an evacuation is necessary:
  - a. Walk, do not run to the nearest stairway exit. If you are disabled, yell for help to go downstairs.
  - b. Do not use the elevator. It may become inoperative, and you may become trapped.
  - c. Assist disabled persons in exiting the building. If these persons are unable to use the stairs, notify the safety officers to assist them in evacuating the building.
  - d. Evacuate to a distance of at least 100 feet from the building and out of the way of emergency personnel. Do not return to the building until instructed to do so by safety personnel.
- vi. Staff members must be alert so that matches, cigarette lighters, candles, etc., are not being used by students for light.

## **F. Water Emergency**

1. In the event of the loss of water supply, the safety officer will notify:
  - a. President
  - b. building landlord
  - c. water department
2. The following steps will be taken immediately:
  - a. The building maintenance department will check for internal pipe bursts, leaks, etc.
  - b. Fresh water will be conserved for drinking. Fill sinks, etc.; there will be water in the line.
  - c. Do not flush toilets.

## **G. Heat/Cold Emergency**

When one or more air conditioning or heating unit is not operable for an extended period of time during sustained heat waves or cold weather.

Procedure:

1. Preventative maintenance is provided by a contractor two times per year.
2. The Administrative Director is to be notified of loss of service.



3. Dial 911 if any student/staff is feeling extremely hot, sweating profusely, feeling drained, or shivering to the extent of collapsing.

## **H. Public Health Emergency**

In the case of a public health emergency, AIMS Education will follow the guidance of federal, state, and local authorities, including but not limited to the NJ Department of Health and the Centers for Disease Control and Prevention (CDC). All efforts will be taken to protect the health and wellbeing of the school population, including all students, faculty, staff, and visitors.

The President of the school will be responsible for making any decisions regarding the cancellation or rescheduling of any classes. In the event of an extended school closure, the AIMS leadership team will prepare a plan to ensure the continuity of education for our students.

## **I. Earthquake**

### **During an Earthquake:**

- **If Indoors:**
  - **Drop:** Get down on your hands and knees to prevent being knocked over.
  - **Cover:** Protect your head and neck with your arms and seek shelter under a sturdy table or desk. If no shelter is available, move next to an interior wall or low-lying furniture, and continue to cover your head and neck with your arms and hands.
  - **Hold On:** Hold on to your shelter (if under a table or desk) until the shaking stops. If not under shelter, use your arms to protect your head and neck.
  - Stay away from windows, glass, outside doors, and anything that could fall, such as lighting fixtures or furniture.
  - Do not exit the building until the shaking has stopped and it is safe to do so.
- **If Outdoors:**
  - Move to a clear area away from buildings, streetlights, and utility wires.
  - Drop to the ground and stay there until the shaking stops.

### **After an Earthquake:**

- **Immediate Actions:**
  - Check yourself and others for injuries. Provide first aid if trained to do so.
  - Be prepared for aftershocks. Each aftershock could cause further damage.
  - Do not use elevators.
  - If you smell gas or hear a hissing noise, quickly leave the building. Report the leak to emergency responders.



- **Evacuation:**
  - Once it is safe, evacuate the building and move to the designated assembly area.
  - Use stairs instead of elevators in case of power outages or structural damage.
  - Report to the assembly area leader and provide information about any missing or injured persons.
- **Communication:**
  - Limit phone use to emergency communication. Use text messages to reduce network congestion.
  - Monitor official communications from AIMS Education for further instructions.
- **Additional Safety Measures:**
  - If the electricity goes out, use phones, flashlights, or battery-powered lanterns. Do not use candles, matches, or open flames indoors after the earthquake because of possible gas leaks.
  - If you become trapped, do not light a match or lighter. Cover your mouth with a cloth, tap on a pipe or wall to signal rescuers, and use a whistle if available. Shout only as a last resort to avoid inhaling dust.
  - Wait for clearance from emergency responders and AIMS officials before re-entering buildings.
  - Open cabinets cautiously to avoid falling objects.

## **Notification to State Authorities**

In the event of a fire, disaster, or death due to an accident or incident within the facility, or any other interruption or cessation of facility services, the administration shall notify the President, or the highest-ranking school official, by phone immediately.

Within 72 hours a written confirmation of injuries to students and/or personnel, description of services, and the extent of incurred damages will be notified to state authorities.

## **Training Plan**

Creating an emergency preparedness training plan for AIMS Education is an essential step in ensuring the safety of all faculty, staff, and students. Below is a comprehensive training plan that can be used to prepare all individuals in the event of an emergency:

### **Introduction to Emergency Preparedness:**

Provide an overview of the emergency preparedness plan and its importance. This should be included in the onboarding process for new employees and as part of the orientation for new students.

### **Roles and Responsibilities:**



Outline the roles and responsibilities of faculty, staff, and students during an emergency. This should include specific actions and procedures for each individual, such as evacuation procedures and communication protocols.

**Emergency Communication:**

Train all faculty, staff, and students on how to effectively communicate during an emergency. This should include the use of emergency communication tools, such as intercom systems, phones, and text messaging.

**Emergency Response Procedures:**

Provide detailed training on the specific emergency response procedures that are outlined in the emergency preparedness plan. This includes fire drills, lockdowns, and evacuation procedures.

**Resource Management:**

Train all employees on the proper use of emergency resources, such as first aid kits and fire extinguishers.

**Hazard Identification and Mitigation:**

Provide training on how to identify and mitigate potential hazards in the workplace or classroom environment.

**Crisis Management:**

Provide training on how to manage and respond to crisis situations, including natural disasters, active shooter incidents, and other types of emergencies.

**Conduct Semi-Annual Drills:**

Conduct semi-annual drills to ensure that all individuals are familiar with emergency response procedures and can effectively respond during an actual emergency.

**Review and Update Plan:**

Review and update the emergency preparedness plan annually or as needed to ensure that it remains current and effective.

By following this comprehensive training plan, AIMS Education can ensure that all faculty, staff, and students are adequately prepared for emergencies and can respond effectively in the event of an emergency.

**Risk Assessment:****I. Possible Threats/Hazards:**

- a. Natural disaster
- b. Fire
- c. Power outage
- d. Active shooter
- e. Public Health Emergency
- f. Chemical or hazardous material spill
- g. Bomb threat



- h. Extreme weather conditions (such as blizzards or heatwaves)
- i. Animal attack
- j. Gas leak
- k. Structural collapse or building failure
- l. Water main break

## II. Risk Assessment Chart

The final risk priority level will be determined by combining the scores for probability, impact, and warning time.

### Risk Priority Score Range

- 0 – 4              Low Risk
- 5 – 6              Medium Risk
- 7 – 9              High Risk

Any threat/hazard that is implausible, or would have no impact, will be considered “low” in risk priority. regardless of the composite risk priority score.

Threat/Hazard	Probability	Impact	Warning Time	Risk Priority
<b>Natural disaster</b>	<b>3. High</b> 2. Medium 1. Low 0. Implausible	<b>3. High</b> 2. Medium 1. Low 0. No Impact	3. Minimal 2. < 12 hours 1. < 24 hours <b>0. &gt; 24 hours</b>	3. High <b>2. Medium</b> 1. Low
<b>Fire</b>	3. High <b>2. Medium</b> 1. Low 0. Implausible	<b>3. High</b> 2. Medium 1. Low 0. No Impact	<b>3. Minimal</b> 2. < 12 hours 1. < 24 hours 0. > 24 hours	<b>3. High</b> 2. Medium 1. Low
<b>Power outage</b>	<b>3. High</b> 2. Medium 1. Low 0. Implausible	3. High 2. Medium <b>1. Low</b> 0. No Impact	<b>3. Minimal</b> 2. < 12 hours 1. < 24 hours 0. > 24 hours	<b>3. High</b> 2. Medium 1. Low
<b>Active shooter</b>	3. High 2. Medium <b>1. Low</b> 0. Implausible	<b>3. High</b> 2. Medium 1. Low 0. No Impact	<b>3. Minimal</b> 2. < 12 hours 1. < 24 hours 0. > 24 hours	<b>3. High</b> 2. Medium 1. Low
<b>Public Health Emergency</b>	3. High <b>2. Medium</b> 1. Low 0. Implausible	3. High <b>2. Medium</b> 1. Low 0. No Impact	3. Minimal 2. < 12 hours 1. < 24 hours <b>0. &gt; 24 hours</b>	3. High 2. Medium <b>1. Low</b>



<b>Chemical or hazardous material spill</b>	3. High 2. Medium <b>1. Low</b> 0. Implausible	3. High <b>2. Medium</b> 1. Low 0. No Impact	<b>3. Minimal</b> 2. < 12 hours 1. < 24 hours 0. > 24 hours	3. High <b>2. Medium</b> 1. Low
<b>Bomb threat</b>	3. High 2. Medium <b>1. Low</b> 0. Implausible	<b>3. High</b> 2. Medium 1. Low 0. No Impact	<b>3. Minimal</b> 2. < 12 hours 1. < 24 hours 0. > 24 hours	<b>3. High</b> 2. Medium 1. Low
<b>Extreme weather conditions</b>	<b>3. High</b> 2. Medium 1. Low 0. Implausible	3. High 2. Medium <b>1. Low</b> 0. No Impact	3. Minimal 2. < 12 hours 1. < 24 hours <b>0. &gt; 24 hours</b>	3. High 2. Medium <b>1. Low</b>
<b>Animal attack</b>	3. High 2. Medium <b>1. Low</b> 0. Implausible	3. High 2. Medium <b>1. Low</b> 0. No Impact	<b>3. Minimal</b> 2. < 12 hours 1. < 24 hours 0. > 24 hours	3. High <b>2. Medium</b> 1. Low
<b>Gas leak</b>	3. High 2. Medium <b>1. Low</b> 0. Implausible	3. High <b>2. Medium</b> 1. Low 0. No Impact	<b>3. Minimal</b> 2. < 12 hours 1. < 24 hours 0. > 24 hours	3. High <b>2. Medium</b> 1. Low
<b>Structural collapse or building failure</b>	3. High 2. Medium 1. Low <b>0. Implausible</b>	<b>3. High</b> 2. Medium 1. Low 0. No Impact	<b>3. Minimal</b> 2. < 12 hours 1. < 24 hours 0. > 24 hours	3. High 2. Medium <b>1. Low</b>
<b>Water main break</b>	3. High 2. Medium <b>1. Low</b> 0. Implausible	3. High 2. Medium <b>1. Low</b> 0. No Impact	3. Minimal <b>2. &lt; 12 hours</b> 1. < 24 hours 0. > 24 hours	3. High 2. Medium <b>1. Low</b>

### III. Outcome

Any threats/hazards that are a “high” risk priority must be addressed in the AIMS Education emergency preparedness plan. Here is a list of the threats/hazards that are considered high risk:

1. Fire
2. Power outage
3. Active shooter
4. Bomb threat



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In addition to the high-risk threats/hazards, the institution has the discretion to include medium- and low-risk threats/hazards in the emergency preparedness plan.



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## CATASTROPHIC EVENTS POLICY





## Catastrophic Events Policy

A catastrophic event, as defined by AIMS Education, is an unexpected and significant disruption that severely impacts the ability of the college to function properly. Examples include natural disasters, pandemics, extreme financial crises, or other unforeseen circumstances that pose a substantial threat to our operations.

### Continuity of Operations

In the event of a catastrophic incident, AIMS Education will make all reasonable efforts to ensure the continuation of critical academic and administrative functions. This involves the implementation of emergency response and recovery plans to safeguard the welfare of our students, faculty, and staff. Our commitment extends to maintaining the continuity of education for students and preserving essential support services.

### Financial Compensation Plan

Should a program be discontinued due to a catastrophic event, AIMS Education will be responsible for fulfilling its commitments to all affected students. Students will have the option to either complete their programs through alternative means or to receive reasonable financial compensation corresponding to the unfulfilled portion of their education. This compensation may be supported by various mechanisms, including tuition assurance funds or surety bonds.

The college has systems in place to protect student records in the event of any closure, ensuring that essential academic records are securely maintained for the benefit of our students' future academic and professional pursuits.



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## ADDENDUM



## **FERPA Policy Revision – Change in Directory Information – March 31, 2025**

Student IDs are no longer part of directory information in the FERPA policy.

## **Change in Minimum Technology Requirements – March 31, 2025**

ChromeOS has been removed from the list of acceptable operating systems in the minimum technology requirements.

## **Revised Curriculum for Diagnostic Medical Sonography – March 31, 2025**

The curriculum for the Diagnostic Medical Sonography program has been revised. This includes changes to the required courses and the course sequence. Course descriptions were added for the new courses.

## **Statement on Community, Culture, and Respect – March 31, 2025**

The statement on community, culture, and respect has been added to the catalog to reflect our commitment to fostering a welcoming environment where collaboration, shared purpose, and a sense of belonging support the success of all members of our campus community.

## **Incomplete Course Policy Revision – March 31, 2025**

All portage courses are limited to a maximum extension of one week.

## **Title IV Approval for the Cardiovascular Invasive Specialist Program – March 31, 2025**

The Cardiovascular Invasive Specialist program is approved for Title IV funding. Federal student aid is now available for students who qualify.

## **Student Disciplinary Committee – March 31, 2025**

The student disciplinary committee has been created as a subcommittee of the student affairs committee. All disciplinary procedures related to the Code of Conduct Policy will be handled by the student disciplinary committee.

## **Title IX Policy Revised – March 31, 2025**

The Title IX policy has been revised based on new federal regulations.

## **Medical Billing and Coding Textbooks – March 31, 2025**

The list of textbooks for the Medical Billing and Coding programs has been updated.

## **Pharmacy Technician Textbooks – March 31, 2025**

The list of textbooks for the Pharmacy Technician programs has been updated.



## **Change to Diagnostic Cardiac Sonography Prerequisites – March 31, 2025**

Physics is no longer a prerequisite for the Diagnostic Cardiac Sonography program.

## **Change to CVT 102 Prerequisite – March 31, 2025**

Physics is no longer a prerequisite for CVT 102 - Ultrasound Physics and Applications I

## **Selective Application for Anesthesia Technician – March 31, 2025**

The Anesthesia Technician program no longer has open enrollment. The program is now a selective application program.

## **ENG 101 and PSY 102 Course Delivery – March 31, 2025**

The general education courses ENG 101 and PSY 102 will no longer be offered by Portage. These courses will be taught by AIMS Education faculty.

## **PSY 102 Course Description – March 31, 2025**

The course description for PSY 102 (General Psychology) has been revised.

## **ENG 101 Course Description – March 31, 2025**

The course description for ENG 101 (English Composition I) has been revised.



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