This is 2nd level heading

This is a test paragraph.

This is 3rd level heading

This is a test paragraph.

This is 4th level heading

This is a test paragraph.

This is 5th level heading

This is a test paragraph.

This is 6th level heading

This is a test paragraph.

Basic block level elements

This is a normal paragraph (`p` element). To add some length to it, let us mention that this page was primarily written for testing the effect of **user style sheets**. You can use it for various other purposes as well, like just checking how your browser displays various HTML elements by default. It can also be useful when testing conversions from HTML format to other formats, since some elements can go wrong then.

This is another paragraph. I think it needs to be added that the set of elements tested is not exhaustive in any sense. I have selected those elements for which it can make sense to write user style sheet rules, in my opionion.

This is a `div` element. Authors may use such elements instead of paragraph markup for various reasons. (End of `div`.)

> This is a block quotation containing a single paragraph. Well, not quite, since this is not *really* quoted text, but I hope you understand the point. After all, this page does not use HTML markup very normally anyway.

The following contains address information about the author, in an `address` element.

Jukka Korpela, jkorpela@cs.tut.fi
Päivänsäteenkuja 4 A, Espoo, Finland

Lists

This is a paragraph before an **unnumbered** list (`ul`). Note that the spacing between a paragraph and a list before or after that is hard to tune in a user style sheet. You can't guess which paragraphs are logically related to a list, e.g. as a "list header".

- One.
- Two.
- Three. Well, probably this list item should be longer. Note that for short items lists look better if they are compactly presented, whereas for long items, it would be better to have more vertical spacing between items.
- Four. This is the last item in this list. Let us terminate the list now without making any more fuss about it.

The following is a `menu` list:

The following is a `dir` list:

This is a paragraph before a **numbered** list (`ol`). Note that the spacing between a paragraph and a list before or after that is hard to tune in a user style sheet. You can't guess which paragraphs are logically related to a list, e.g. as a "list header".

1. One.
2. Two.
3. Three. Well, probably this list item should be longer. Note that if items are short, lists look better if they are compactly presented, whereas for long items, it would be better to have more vertical spacing between items.
4. Four. This is the last item in this list. Let us terminate the list now without making any more fuss about it.

This is a paragraph before a **definition** list (`dl`). In principle, such a list should consist of *terms* and associated definitions. But many authors use `dl` elements for fancy "layout" things. Usually the effect is not *too* bad, if you design user style sheet rules for `dl` which are suitable for real definition lists.

recursion
  see recursion

recursion, indirect
  see indirect recursion

indirect recursion
  see recursion, indirect

term
a word or other expression taken into specific use in a well-defined meaning, which is often defined rather rigorously, even formally, and may differ quite a lot from an everyday meaning

Text-level markup

- CSS *(Cascading Style Sheets)* (an abbreviation; `abbr` markup used)
- (an acronym; `acronym` markup used)
- **bolded** (`b` markup used - just bolding with unspecified semantics)
- (`big` markup used)
- large size (`font size=6` markup used)
- Courier font (`font face=Courier` markup used)
- red text (`font color=red` markup used)
- *Origin of Species* (a book title; `cite` markup used)
- `a[i] = b[i] + c[i];` (computer code; `code` markup used)
- here we have some ~~deleted~~ text (`del` markup used)
- an is an entity consisting of eight bits (`dfn` markup used for the term being defined)
- this is *very* simple (`em` markup used for emphasizing a word)
- *Homo sapiens* (should appear in italics; `i` markup used)
- here we have some <u>inserted</u> text (`ins` markup used)
- type `yes` when prompted for an answer (`kbd` markup used for text indicating keyboard input)
- "Hello!" (`q` markup used for quotation)
- He said: "She said Hello!" (a quotation inside a quotation)
- you may get the message `Core dumped` at times (`samp` markup used for sample output)
- this is not that important (`small` markup used)
- ~~overstruck~~ (`strike` markup used; note: `s` is a nonstandard synonym for `strike`)
- **this is highlighted text** (`strong` markup used)
- In order to test how subscripts and superscripts (`sub` and `sup` markup) work inside running text, we need some dummy text around constructs like x_1 and H_2O (where subscripts occur). So here is some fill so that you will (hopefully) see whether and how badly the subscripts and superscripts mess up vertical spacing between lines. Now superscripts: Mlle, 1st, and then some mathematical notations: e^x, $\sin^2 x$, and some nested superscripts (exponents) too: e^{x^2} and $f(x)^{g(x)^{a+b+c}}$ (where 2 and a+b+c should appear as exponents of exponents).
- `text in monospace font` (`tt` markup used)
- <u>underlined</u> text (`u` markup used)
- the command `cat` *filename* displays the file specified by the *filename* (`var` markup used to indicate a word as a variable).

Some of the elements tested above are typically displayed in a monospace font, often using the *same* presentation for all of them. This tests whether that is the case on your browser:

- `This is sample text inside code markup`
- `This is sample text inside kbd markup`
- `This is sample text inside samp markup`
- `This is sample text inside tt markup`

Links

- main page
- Unicode Standard, chapter 6

This is a text paragraph that contains some inline links. Generally, inline links (as opposite to e.g. links lists) are problematic from the usability perspective, but they may have use as "incidental", less relevant links. See the document *Links Want To Be Links*.

Tables

The following table has a caption. The first row and the first column contain table header cells (`th` elements) only; other cells are data cells (`td` elements), with `align="right"` attributes:

Country	Total area	Land area
Denmark	43,070	42,370
Finland	337,030	305,470
Iceland	103,000	100,250
Norway	324,220	307,860
Sweden	449,964	410,928

Character test

The following table has some sample characters with annotations. If the browser's default font does not contain all of them, they may get displayed using backup fonts. This may cause stylistic differences, but it should not prevent the characters from being displayed at all.

Char.	Explanation	Notes
ê	e with circumflex	Latin 1 character, should be ok
—	em dash	Windows Latin 1 character, should be ok, too
#	A with macron (line above)	Latin Extended-A character, not present in all fonts
#	capital omega	A Greek letter
#	minus sign	Unicode minus
#	diameter sign	relatively rare in fonts

Jukka Korpela

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Requirements and Procedures

All applicants work closely with an Admissions Advisor to assess career goals, motivation, and commitment to learning.

To be considered for admission, an applicant must meet the following requirements:

Applicant Type	Application Fee
Generic	$150
Active duty servicemembers and veterans of the U.S. Armed Forces	$0
Advanced Placement, including pharmacology credit	$200
Active duty servicemembers and veterans of the U.S. Armed Forces, if requesting pharmacology credit	$50

1. Pay the non-refundable application fee as shown below:
2. Complete the Application for Admissions. (The application and the paid fee are valid for one [1] year).
3. Submit a copy of a high school diploma or equivalent as described below, prior to the first day of attendance. Several equivalents to a high school diploma may be submitted:
   - a GED certificate;
   - a certificate or other official completion documentation demonstrating that the learner has passed a state-authorized examination, such as the Test Assessing Secondary Completion (TASC), the High School Equivalency Test (HiSET), or, in California, the California High School Proficiency Exam, that the state recognizes as the equivalent of a high school diploma (certificates of attendance and/or completion are not included in this qualifying category);
   - an associate degree;
   - successful completion of at least sixty (60) semester or trimester credits or seventy-two (72) quarter credits that does not result in the awarding of an associate degree, but that is acceptable for full credit toward a bachelor's degree at any institution; or
   - enrollment in a bachelor's degree program where at least sixty (60) semester or trimester credits or seventy-two (72) quarter credits have been successfully completed, including credits transferred into the bachelor's degree program;
   - a "secondary school leaving certificate" or similar document from the proper government agency for learners who completed secondary school in a foreign country, accompanied by a foreign credentials evaluation.
4. Pass the Pre-Licensure Nursing Entrance Exam.
5. If requesting transfer of credit, submit official college transcripts for the previous post-secondary coursework by the deadline in accordance with the Transfer of Credit section of the Catalog.
   - A total of forty-eight (48) general education semester credits is required for graduation from the BSN Program and must be completed prior to the end of the last academic semester in the BSN Program. Refer to the General Education Requirement section of the Catalog for the minimum number of credits required in each of the five (5) general education (GE) breadth areas.

GE courses may be completed at the College or another institution of higher learning concurrent with enrollment in nursing courses.

- A minimum of fourteen (14) semester credits of general education, including eight (8) semester credits of human anatomy and human physiology, a minimum of three (3) semester credits of college-level mathematics, and a minimum of three (3) semester credits of college-level English is required to enroll in any nursing core course. Learners may elect to complete the prerequisite coursework at the College or another institution of higher learning.
- A minimum of twenty-four (24) semester credits of general education are required to enroll in BSN 215 and/or BSN 225 nursing courses. Learners may elect to complete the prerequisite coursework at the College or another institution of higher learning.
- A minimum of thirty-three (33) semester credits of general education are required to enroll in BSN 246 and/or BSN 315 nursing courses. Learners may elect to complete the prerequisite coursework at the College or another institution of higher learning.
- A minimum of thirty-six (36) semester credits of general education are required to enroll in BSN 266 and/or BSN 335 nursing courses. Learners may elect to complete the prerequisite coursework at the College or another institution of higher learning.
- Official transcripts are required for matriculation into the BSN Program.
- Learners admitted without the full forty-eight (48) semester credits of general education are required to complete at least one (1) general education course per academic semester at the College or another institution of higher learning and provide the official transcript to the Registrar prior to the beginning of the next academic semester to register for the next academic semester. To register for the last academic semester of the BSN Program, the learner must submit the proof of enrollment in the final general education course to the Registrar and, upon completion, submit an official transcript to graduate.
- The College reserves the right to accept or reject any and all credits earned at other post-secondary institutions or through course challenge exams.

6. Complete Smarter Measure Assessment for evaluation of online learning readiness.
7. Meet with a Learner Funding Advisor to initiate the financial aid process.
8. Be in good financial standing with the College.

Note: The highest level of academic integrity is expected throughout the admissions process. Violations of the academic integrity policy at any point in the admissions process will result in automatic denial of admission. See the Academic Integrity section of the College Catalog for more details.

Entrance and Placement Exams

Passing of certain placement exams is required to enroll in certain courses or matriculate in the program as indicated below.

Pre-Licensure Nursing Entrance Exam (ACCUPLACER® Diagnostic Test)
To be admitted to the program learners must achieve the required scores in each academic area of the entrance exam. The entrance exam determines learners' readiness for success in the program by assessing knowledge in three (3) academic areas: Arithmetic, Reading Comprehension, and Sentence Skills. A score of 260 in each of the three (3) areas is required for admission with full matriculation. Learners have three (3) attempts to achieve the required score. Conditional admission is granted to learners who score at least 240 but less than 260 as follows:

- Learners who score below 240 in any of the three areas will not be admitted.
- Learners who score between 240-259 in Arithmetic will be admitted on a non-matriculated basis but will be required to take and successfully complete MAT 90 in the first semester of enrollment.
- Learners who score between 240-249 in Reading will be admitted on a non-matriculated basis but will be required to take and successfully complete ENG 90 in the first semester of enrollment.
- Learners who score between 250-259 in Reading will be admitted with conditional matriculation but will be required to take and successfully complete Reading Lab in the first semester of enrollment.
- Learners who score between 240-259 in Writing will be admitted with conditional matriculation but will be required to take and successfully complete Writing Lab in the first semester of enrollment.

The entrance exam fee is $20 for each attempt. Scores are valid for one (1) year.

Advanced Placement Candidates Only
Advanced placement candidates who are requesting academic credit for courses in BSN 246 and/or BSN 266 are required to pass the corresponding HESI exams as described in the table below:

Course	Exam	Administered During	Passing HESI Score	Mandatory Remediation HESI Score	Fee
BSN 246	RN Specialty: Health Assessment HESI	Pre-Admission	850	< 900	$37
BSN 266	RN Specialty: Medical-Surgical Nursing HESI	Pre-Admission	850	< 900	$37

Advanced placement servicemembers who do not qualify for the automatic BMTC block credit transfer are required to pass the HESI exam as described in the table below:

Exam	Administered During	Passing HESI Score	Mandatory Remediation HESI Score	Fee
RN Specialty: Fundamentals of Nursing HESI	Pre-Admission	850	< 900	$37

Applicants may retake the exam one (1) time after completion of mandatory remediation. The fee to retake an exam is $37. On the second attempt, the applicant will take a different version of the exam. Free personalized remediation materials are available at www.evolve.elsevier.com after the first exam attempt.

If the score on the second attempt is below the minimum score requirement, the applicant is allowed to retest after one (1) year from the date of the first attempt upon completing a new program application and paying a new application fee. Applicants who do not pass the exams may choose to enroll into the corresponding Level.

Remote Program Option
Learners who do not reside in one of the College's Supervised On-Ground Field Experience (SOFE) regions may choose the remote program option. Learners in the remote program option are required to travel to an assigned SOFE region every semester that the learner is enrolled in a nursing course with a SOFE component. Travel may be scheduled at any time during the semester and could last up to three (3) consecutive weeks. Learners may enroll only in one (1) pre-licensure nursing course with experiential learning components during any academic semester. There are seven (7) pre-licensure nursing courses with experiential learning components within the BSN Program. Based on the specific course enrollment, learners are required to spend a minimum of five (5) days to a maximum of twenty-one (21) days at the assigned SOFE region. Learners are responsible for providing their own transportation to and within and lodging at the assigned SOFE region. Learners may use the assistance of the College's contracted third-party travel vendor. Detailed information regarding the service will be provided during the semester in which travel is scheduled. Learners may not include travel costs on the learner account ledgers nor have these costs financed through the College. Specific SOFE region assignments are not guaranteed, and learners may be assigned anywhere within the fifty (50) states in the U.S.

Note: In some instances, depending on the overall course enrollment, learners may be required to travel to a different SOFE region for timely completion of the required on-ground course components.

Tuition and Fees

Tuition for the BSN Program is $590 per semester credit. Tuition and fees may be changed at any time with a 30-day notice. Audit fees are non-refundable and cannot be paid with Title IV funding.

Item	Fee
Learning Resources and Proctoring Package per Semester	$925*
General Education Fee per Course (except SCI 220, SCI 221, and SCI 251)	$100**
SCI 220, SCI 221, SCI 251 Fee per Course	$175
DFC Make-up Fee	$200
VCBC Make-up Fee	$100
Failure to Notify of Absence Fee	$100
Course Audit Fee (All Courses)	$1,000
Course-Specific Uniforms Fee for certain Experiential Learning Sites	$40

*The Learning Resources and Proctoring Package per semester fee does not include uniforms or stethoscope.

**In lieu of the $100 course resources fee, learners may elect to personally purchase all general education required materials.

Nursing kit supplies required to attend experiential learning portions of the course are provided.

Tuition does not include the non-refundable application and testing fees. In addition, learners are responsible for expenses such as transportation and lodging, if any, associated with the required experiential learning sessions.

Estimated Total Program Cost
The estimated total program cost for a learner who does not transfer in any college-level credits is $79,925, not taking into consideration the Learner Graduation Fund credit of up to $6,000.