



YOUR LIFE POWERED BY LEARNING

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FORTIS

Your Life. Powered By Learning

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HOLIDAY/BREAK CALENDAR

12.24.21.1.03.2022	Winter Break
01.17.2022	Martin Luther King Day
05.30.2022	Memorial Day
07.04.22.07.10.2022	Summer Break
09.05.2022	Labor Day
11.24.22.11.25.2022	Thanksgiving Holiday
12.25.22.01.02.2023	Winter Break
01.16.2023	Martin Luther King Day
05.29.2023	Memorial Day
07.01.23.07.04.2023	Summer Break
09.04.2023	Labor Day
11.23.23.11.24.2023	Thanksgiving Day
12.25.23.01.07.24	Winter Break

START DATES

Dental Assisting Diploma, Medical Assisting Diploma, Medical Billing and Coding Diploma Programs:		Electrical Trades, Heating Ventilation, Air Conditioning and Refrigeration Diploma Programs:	
02.07.2022	12.05.2022	02.07.2022	12.05.2022
03.21.2022	01.23.2023	03.21.2022	01.23.2023
05.02.2022	03.06.2023	05.02.2022	03.06.2023
06.13.2022	04.17.2023	06.13.2022	04.17.2023
08.01.2022	05.29.2023	08.01.2022	05.29.2023
09.12.2022	07.10.2023	09.12.2022	07.10.2023
10.24.2022	08.21.2023	10.24.2022	08.21.2023
	10.02.2023		10.02.2023
	11.13.2023		11.13.2023
Dental Hygiene Program		Medical Laboratory Technology Program	
03.21.2022		03.21.2022	
09.12.2022		06.13.2022	
03.06.2023		09.12.2022	
08.21.2023		12.05.2022	
		03.06.2023	
		05.29.2023	
		08.21.2023	
		11.13.2023	

Each term is (6) weeks in length for Trades programs and all Allied Health Program for the exception of DH (12) weeks. Not all allied programs have a start each term, depending on enrollment sufficient to start a cohort and term start dates are subject to change.

INTRODUCTION & OVERVIEW

HISTORY AND OWNERSHIP *This section has been revised. See addendum 5.*

Fortis Institute is owned and operated by Education Affiliates, Inc. Education Affiliates, Inc. is located at 5026-D Campbell Boulevard, Baltimore, Maryland 21236, phone: 410-633-2929 and fax: 410-633-1844 and is a privately held corporation providing career education through a variety of certificate, diploma, and degree programs. Duncan Anderson is the President/Chief Executive Officer, and Stephen Budosh is the Chief Financial Officer of Education Affiliates, Inc.

Fortis Institute in Birmingham, AL was founded in 2008 as a non-main campus of Tri-State Business Institute in Erie, PA; Fortis Institute in Erie, PA was founded in 1987 as Tri-State Business Institute. The Institute is located at 5757 West 26th Street, Erie, PA 16506 and was institutionally accredited by ABHES. Fortis Institute in is located at 100 London Parkway in Birmingham, AL.

Fortis Institute was established in 2020 as a branch campus of Fortis College located at 14111 Airline Hwy., Suite 101, Baton Rouge, LA 70817, which is institutionally accredited by ABHES.

CONSUMER INFORMATION

This Catalog is published in order to inform students and others of Fortis Institute's academic programs, policies, calendar, tuition, fees, administration, and faculty. This Catalog is published for informational purposes only and is not intended as a contractual agreement between Fortis Institute and any individuals. The information provided is current and accurate as of the date of publication.

Fortis Institute reserves the right to make changes within the terms of this catalog, which may affect any of the information published, and to make such changes, if necessary, without prior notice to individual students. As such changes may occur, these will be published in a catalog addendum, which is intended as, and is to be regarded as, an integral part of this catalog.

Fortis Institute expects its students to read and understand the information published in this Catalog and in any catalog addendum identified as belonging to this catalog. Failure to read and understand this Catalog will not excuse any student from the application of any requirement or policy published herein. Furthermore, it is the responsibility of each student to remain apprised of current graduation requirements of his or her program.

Fortis Institute affirms a policy of equal employment opportunity, equal educational opportunity, nondiscrimination in the provision of educational services to the public, and administering all educational programs and related supporting services and benefits in a manner that does not discriminate because of a student's race, color, creed or religion, sex or sexual orientation, national origin, age, physical or mental disadvantage, or other factors, which cannot be lawfully the basis for an employment decision.

Fortis Institute is obligated by and adheres to the provisions of:

- Section 493A, Title IV, Higher Education Act of 1965 as amended
- Title 38, United States Code, Veterans Benefits
- Title IX, Education Amendments of 1972
- Section 504, Rehabilitation Act of 1973
- Family Educational Rights and Privacy Act of 1974 as amended
- Drug Free Schools and Communities Act Amendments of 1989

Inquiries concerning the application of these laws and their implementing regulations may be referred to the Campus President.

Please see the Consumer Disclosures tab found on the Fortis Institute website for information regarding student achievement data and other important information.

ACCREDITATION, LICENSES, AND APPROVALS *This section has been revised. See addendum 4.*

Institutional and program assessments are conducted periodically by qualified examiners and members of the Institute's accrediting body and/or by accrediting teams. The purpose of these assessments is to examine and evaluate compliance of the Institute's programs, staff, and faculty with accrediting standards and state and federal

regulations.

Licensure indicates only that minimum standards have been met; it is not an endorsement or guarantee of quality. Licensure is not equivalent to or synonymous with an accreditation by an accrediting agency recognized by the U. S. Department of Education.

- Fortis Institute is institutionally accredited by Accreditation Bureau of Health Education Schools to award diplomas and associate degrees. The Accreditation Bureau of Health Education Schools is located at 7777 Leesburg Pike, Suite 314 N., Falls Church, Virginia 22043, 703.917.9503, info@abhes.org
- Fortis Institute is licensed by The Private School Licensure Division, Alabama Community College System P.O. Box 302130 Montgomery, AL 36130-2130; 135 South Union Street, Montgomery, Alabama 36104-4340, (334) 293-4500; <http://www.accs.edu>
- Fortis Institute has applied for exemption from Programmatic Review with the Alabama Commission of Higher Education.
- Fortis Institute Dental programs are approved by the Alabama Board of Dental Examiners, 5346 Stadium Trace Parkway, Suite 112, Hoover, AL 35244; (205) 985-7267.
- The Medical Laboratory Technology is accredited by the National Accrediting Agency for the Clinical Laboratory Science, 5600 N. River Road, Suite 720, Rosemont, IL 60018, 847-939-3597, 773-714-8880, www.nacls.org.
- Fortis Institute's program in Dental Hygiene is accredited with reporting requirements by the Commission on Dental Accreditation. The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653; or at 211 East Chicago Avenue, Chicago, IL 60611. The Commission's web address is: <http://www.ada.org>.
- Fortis Institute accreditation, approvals, and membership certificates are displayed in the lobby. Students may receive a copy of the Institute's accreditation, licensure, or other approvals by submitting a written request to the Campus President. Any questions regarding accreditation, licensure, or approvals should be directed to the Campus President. Students may also contact the agencies listed above for information regarding the school's accreditation, licensure, and approvals.

STATE AUTHORIZATION DISCLOSURE FOR STUDENTS IN BLENDED PROGRAMS

The following information is applicable to any prospective or current student enrolled in a blended program: Fortis Institute reviews admissions applications and may enroll students in blended programs only from Alabama.

MISSION AND PURPOSES

Fortis Institute provides postsecondary career education to both traditional and nontraditional students through a variety of diploma and associate's degree programs that assist adult students in enhancing their career opportunities and improving problem-solving abilities. Fortis Institute strives to develop within its students the desire for lifelong and continued education. The staff at Fortis Institute believes that they make an important contribution to the economic growth and social well-being of the area. Fortis Institute educates its students to help meet the economic needs of their community in entry-level positions. The educational process is a change-oriented approach to education that provides the community with graduates who possess the skills and knowledge needed to succeed in existing and emerging career occupations.

The following goals are integral to the mission of Fortis Institute:

- To develop each student's individual and professional growth, including written and interpersonal communication, critical thinking, and problem-solving competencies.
- To develop each student's professional attitude and an awareness of contemporary career practices through exposure to pragmatic course content.
- To promote self-discipline and motivation so that students may enjoy success in their career and in society.
- To attract and retain effective and qualified instructors who are familiar with current medical and/or technical practices, and who motivate and develop students.
- To offer sound diploma and associate's degree programs.
- To maintain a dynamic organization that is responsible and responsive to its constituencies.
- To minimize economic disadvantages as a barrier to postsecondary education by providing financial aid services

and by accepting students without regard to age, sex, religion, race, physical challenges, or economic or social background.

- To assist graduates in finding positions for which they are trained.

CRITICAL STRENGTHS OF FORTIS INSTITUTE

Career-oriented programs: The Institute's programs have been developed and are periodically reviewed in conjunction with industry advisory boards to ensure that they continue to prepare graduates according to current needs and expectations of the community of employers served by Fortis Institute.

Qualified, caring faculty: In their academic credentials and professional experience, faculty members are qualified to teach the courses assigned to them, and all are committed to providing the extra assistance students may need to achieve their career goals.

Graduate employment assistance: Students approaching graduation receive, at no additional charge, career and employment assistance in finding entry-level positions in their preferred careers. While the primary responsibility for securing such employment rests with the student, the Career Services Department is available for information, contacts, and guidance.

Small classes and personal attention: A small student-to-faculty ratio helps students obtain the most from their educational investment by ensuring easy access to instructional equipment and to attentive and helpful faculty.

The following campus administrators should be consulted to obtain the information listed:

Campus President: policies pertaining to grievances, disability accommodations, non-discrimination, and privacy of student records; information that pertains to Institute's accreditation and licensure, the campus academic improvement plan, and disciplinary actions and appeals.

Dean of Education: descriptions of academic programs, faculty information, data on student enrollment and graduation, academic policies and procedures, and credit transfer

Director of Admissions: policies pertaining to admissions requirements, enrollment, and copies of consumer information disclosures

Business Office Manager: tuition charges, payments, adjustments, and refunds

Director of Financial Aid: descriptions of financial aid programs, rights and responsibilities of financial aid recipients, means and frequency of payments of financial aid recipients, means and frequency of payments of financial aid awards, student loan repayment, and employment provided as financial aid

Director of Career Services: information pertaining to placement rates and employment opportunities for graduates

PROGRAM AND POLICY CHANGES

Fortis Institute reserves the right to make changes in organizational structure, policies and procedures, equipment and materials, and modify the curriculum as circumstances dictate. When size and curriculum permit, classes may be combined to provide meaningful instruction and training that contribute to the level of interaction among students. Students are expected to be familiar with the information presented in this Catalog and applicable Student Handbooks.

FACILITIES AND EQUIPMENT

Fortis Institute occupies a 40,000+ square-foot facility and is located at 100 London Parkway, Birmingham, AL 35211. A learning resource center is available with internet access, computer stations, web-based resources, health reference books, and periodicals. Medical labs are equipped with medical exam tables, computers, microscopes, stethoscopes, blood pressure cuffs, EKG machines and other medical training equipment as applicable. Computer labs include student computer stations with internet access and word processing, presentation, spreadsheet, database, and medical billing/coding software applications. Lecture rooms have internet connectivity, media cabinets, and digital projectors. There is a student lounge with vending machines and microwaves. Library resources and library information services are available to students and faculty. Fortis Institute also uses the offices and laboratories of local physicians, clinics, healthcare facilities and hospitals to provide on-the-job experiences for students. Administrative offices include academics, student and career services, financial aid, registrar, admissions, and business offices. There are faculty workrooms and faculty offices. Clinical and externship sites are in area doctors' and dentists' offices, hospitals, and other

professional medical facilities. Trade programs utilize heating, ventilation, air conditioning, and refrigeration equipment and electrical equipment and construction areas for laboratory work and adjoining classrooms for other lab and lecture activities. Dental programs utilize a 17-station dental operatories including full radiography capability and a dental materials lab, which provides practice in making models and preparing treatment applications. Dental Hygiene program utilizes a three-pronged approach which includes classroom lecture-laboratory learning and then progression to the clinic where students practice on peer partners and patients from the community to receive live clinical experience.

The facility is accessible.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES *This section has been revised. See addendum 5, 6, and 12.*

Fortis Institute is an Equal Opportunity Educational institution and does not discriminate in the recruitment and admission of students with respect to race, color, creed, sex, age, handicap, disability, national origin, or any other legally protected characteristic. Applicants, prospective, or current students with disabilities who require academic adjustments and/or auxiliary aids in connection with the admissions process, the admissions test and/or their program of study, should contact the Campus President. The Campus President, in consultation with the Vice

President of Education at Education Affiliates, Inc., will work with the applicant and/or prospective student to identify reasonable accommodations/adjustments necessary to enable him or her to fully participate in the admissions and educational processes. Questions about this process may be directed to the Vice President of Education, at egoodman@edaff.com or 443-678-2143 (voice)/410-633-1844 (fax).

If a student wishes to file a complaint regarding any disability discrimination, the student should notify the Vice President of Education at Education Affiliates, Inc. in writing within ten days of the alleged discriminatory act. A hearing will be scheduled within five business days of the notification at which time the student has the right to present further evidence and bring witnesses, if desired, to support his or her position.

NON-DISCRIMINATION STATEMENT

Fortis Institute ("Institution") is committed to maintaining a safe and healthy educational and work environment free from discrimination or harassment based on age, race, color, sex, gender, sexual orientation or identity, religion or creed, national or ethnic origin, or disability.

Fortis Institute, in accordance with Title IX of the Education Amendments of 1972 and 34 C.F.R. Part 106, does not discriminate on the basis of sex, including in admissions and employment, nor will it permit or tolerate sex discrimination or sexual harassment against a student, employee, or other member of the Institution community.

All students and employees are expected to comply with this Title IX Policy and take appropriate measures to create an atmosphere free of harassment and discrimination. Any inquiries regarding Title IX or Institution's Title IX Policy and Procedures can be directed to the Title IX Coordinator as provided below, the U.S. Assistant Secretary of Education for Civil Rights, or both.

Title IX Coordinator

Attention: Title IX Coordinator
Suzanne Peters Esq., M.Ed.
National Dean of Programmatic Accreditation
Address: 5026D Campbell Blvd.
Baltimore, Maryland 21236
Telephone: Phone: 330-805-2819

E-Mail Address: speters@edaff.com

ADMISSIONS INFORMATION

ADMISSIONS REQUIREMENTS AND PROCEDURES

Each applicant for admission is assigned an admissions representative who directs the applicant through the steps of the admissions process, provides information on curriculum, policies, procedures, and services, and assists the applicant in setting necessary appointments and interviews.

Admission decisions are based on the applicant's fulfillment of these requirements, a review of the applicant's previous educational records, and a review of the applicant's career interests. It is the responsibility of the applicant to ensure that Fortis Institute receives all required documentation. All records received become the property of Fortis Institute.

GENERAL ADMISSION REQUIREMENTS *This section has been revised. See addendum 3.*

1. The student must be a high school graduate or possess the recognized equivalent of a high school certificate. The student must provide documentation of graduation from high school or college in the form of a valid high school certificate or an earned college degree higher than a diploma that is completed. Acceptable documentation includes a transcript or other documentation which confirms that the student meets or exceeds the academic achievement equivalent to a high school diploma in the USA. All documents from foreign countries must also be translated into English and evaluated to be equivalent or higher than a USA high school certificate by a credential evaluation service, which is a member agency of the National Association of Credential Evaluation Services (NACS), subject to the approval of the Institute.
2. The applicant must be seventeen years of age or older at the time he or she starts his or her program of study.
3. The applicant must be eighteen years of age or older to be accepted into the program.
4. The applicant must complete an applicant information form.
5. The applicant must interview with an admissions representative and/or other administrative staff.
6. Applicants, who otherwise meet the requirements to pursue a selected program of study, will be given the opportunity to take the Wonderlic Scholastic Level Exam (SLE). Applicants to the Institute who do not achieve a passing score are eligible to immediately retake another version of the SLE. (See below for the SLE minimum score requirement for each program of study.) In the event that the applicant fails to achieve a passing score on the second administration of the SLE, the applicant is eligible to take the SLE a third time using another version; however, a minimum of seven days must elapse after the second testing date before the third SLE may be administered. In addition, this administration and subsequent administrations requires approval by the Campus President. A fourth and final administration of another version of the SLE is permitted only after a minimum of 180 days have elapsed since the date of the third test administration. Applicants who choose to take the entrance test for the fourth and final time are strongly encouraged to pursue remediation in reading and math prior to testing for the fourth and final time to assist in strengthening their critical thinking skills.
7. Once a passing score is earned, the SLE score is valid for three years from the date of administration. Applicants for readmission must achieve the passing score on the SLE required of current applicants for admission to the selected program of study. If the applicant for readmission had previously achieved a passing score on the SLE, that score may be used for readmission, provided the SLE test was administered and passed within three years (36 months) of the date of readmission and still meets the current minimum acceptable SLE score for the applicable program.
8. Applicants must meet all financial obligations.

The SLE minimum entrance requirements by program are as follows:

Diploma Programs

Dental Assisting	11
Electrical Trades	11
Heating, Ventilation, Air Conditioning and Refrigeration	11
Medical Assisting	11
Medical Billing and Coding	13

Welding Technician 11

Associate Degree Programs

Dental Hygiene 22

Medical Laboratory Technology 13

Note: In the event an applicant desires special accommodations for the SLE, the applicant must follow the policies in this catalog to request those accommodations. Campus staff members are not authorized to approve accommodations for admissions testing.

9. Applicants must pay the enrollment fee and complete all tuition payment requirements.
10. Accepted applicants must agree to and sign the Fortis Institute Enrollment Agreement.

Entrance Exam Retakes & Timelines *See addendum 9 for an update on this section.*

An applicant failing the first attempt of the HESI A2 may be permitted to retake the exam up to two more times within 90 days of the first attempt. The timing of the second and third attempts will be determined by the school based on progress made during the prep course.

If the third attempt to pass the HESI A2 is unsuccessful, the applicant will no longer be eligible to apply for the Dental Hygiene program.

Admissions Testing from another Location *See addendum 9 for an update on this section.*

Applicants that have official documentation of having completed the HESI A2 at another accredited academic institution within 12 months from expected enrollment at Fortis Institute and achieved a score that meets or exceeds that required by Fortis Institute will be considered for admission and not be required to repeat the HESI A2.

ADDITIONAL ADMISSIONS REQUIREMENTS FOR THE DENTAL HYGIENE PROGRAM *See addendum 9 for an update on this section.*

In addition to the General Admissions Requirements, the following are additional admissions requirements for the Dental Hygiene program.

1. After achieving a passing score on the SLE, the applicant will be given the opportunity to take the HESI Evolve Reach Admission Assessment Exam in English and Math. The proctored examination must be monitored by a trained staff person who does not report within the admission department. An applicant must achieve a combined score of 75 in order to be eligible for admission to the Dental Hygiene Program.
2. Applicants are also required to complete the Personality Profile and Learning Style components of the HESI Exam.
3. Prior to taking the HESI, students are encouraged to purchase an HESI review workbook to prepare for the assessment. To obtain the current edition of the HESI Evolve Reach Admission Assessment Exam Review, an applicant may visit the website <https://evolve.elsevier.com/studentlife/hesi.html> or consult the Dental Hygiene Program Director for information on how to order the review workbook.
4. If the applicant is dissatisfied with his or her scores after the first exam attempt, he or she will be directed by the program director to complete the HESI online remediation session, before being allowed to take the exam again. The re-examination can be administered during one of the regularly scheduled examination sessions on campus. The score selected for ranking purposes will be the higher of the two scores. Students are allowed two attempts at taking the HESI exam within a twelve-month period.
5. The applicant must complete a 2 to 4-page typed double spaced (in New Times Roman 12) essay outlining (1) why the applicant wants to enter into the Dental Hygiene profession and (2) why he or she should be admitted to the Dental Hygiene program. The essay may be completed offsite. It can be submitted by email or hand delivered to the Dental Hygiene Program Director or his or her designee no less than one week prior to the interview with the program director or his or her designee. The Dental Hygiene Program Director may elect to include an additional topic. After the essay is completed, the applicant will meet with the program director. The program director or his or her designee scores the essay using the Essay Rubric.
6. The applicant must schedule and complete an interview with the Dental Hygiene Program Director and/or his or her designee.
7. The applicant must submit a current and valid form of picture identification. For example, a current and valid driver's license or U.S Passport.
8. The applicant must submit either a valid medical insurance card or a sign a medical waiver form stating he or she is

responsible for the costs of all medical services he or she requires.

9. Applicants must submit to a drug-screening test and the result must be negative in order to pass. The results must be in the applicant's admission file before starting the program. Inconclusive test results (such as dilute sample and insufficient sample) will require the applicant to be retested at his/her expense. The retest must be completed within 24 hours of receiving the notification on the first test. A second inconclusive test result (such as a dilute sample and insufficient sample) will be considered a positive drug test

10. Applicants must submit to and pass a healthcare student criminal background check prior to starting the program. Results must be in the applicant's admission file before starting the program. The applicant should note that a history of criminal convictions may prevent the student from attending or completing the clinical/externship requirements of the program or may prevent his or her credentialing in the profession. If there are any questions regarding the results of the criminal background check, the applicant must make an appointment with the program director to discuss the consequences of the results.

11. With the exception of Hepatitis B, all required immunizations are to be completed prior to or within the first week of the first term that the student starts a dental hygiene program.

12. When all the above admissions requirements are completed with the exception of immunizations as noted, the Applicant Rating Form and Rubric and the application file will be submitted by the Director of Admissions to the Director of the Dental Hygiene Program for consideration by the Dental Hygiene Admissions Committee. The Dental Hygiene Admissions Committee consists of the Dental Hygiene Program Director or his or her designee as the chairperson of this committee, designated Dental Hygiene or other faculty member(s), and the College President or his or her designee. The primary purposes of the Dental Hygiene Program Admissions Committee are: (1) to rank the applicants and (2) to make the final decision as to which applicants are best suited for the Dental Hygiene program. This includes selecting applicants who are most likely to be successful weighing the applicant's background and experiences with the standards of the profession and school. In order to be considered for enrollment into the Dental Hygiene program, at a minimum, the applicant must score a 16 on the SLE, receive a composite score of 75 on the HESI, and accumulate a minimum of 51 points based on points received from:

- An interview with the Dental Hygiene Program Director
- The written essay
- High School or College GPA
- SLE Score Ranking
- HESI Score Ranking
- Work Experience or Military Experience

13. The Dental Hygiene Program Admissions Committee reviews each application package, ranks each applicant, as mandated by the Commission on Dental Accreditation, and makes the final determination for admission to the Dental Hygiene program based on limited seating capacity for the program. Each member of the committee has an equal vote in determining an applicant's rank; a majority vote will rule. In the event of a tie vote, the Dental Hygiene Program Director will be the deciding vote.

14. After the Dental Hygiene Program Admission Committee meets and makes its determinations, letters of acceptance or denial are mailed to the applicants.

15. An applicant who is not accepted for the start of a class may re-apply to the Dental Hygiene program for a future class. If desired by the applicant, he or she will have the opportunity to retake the SLE and/or HESI examinations in accordance with testing procedures. His or her revised admission rank will be measured according to the current applicant pool. A waiting list for future cohorts will not be generated with applicants who have not been accepted. An applicant who is not accepted for the start of a class may re-apply for a future class and will be placed into the new pool of applicants for ranking.

In addition to the General Admissions Requirements, the following are additional admissions requirements for applicants enrolling in a blended program.

1. The applicant must sign a Student Information and Acknowledgement Form.

2. The applicant must pass the school's Online Competency Assessment with a minimum score of 70%. Applicants who do not achieve a minimum passing score are eligible to retake the assessment upon completion of related training

provided by the school. In the event that the applicant fails to achieve the required score on the second administration of the school's Online Competency Assessment, the applicant may be eligible to take the assessment a third and final time. Applicants who do not achieve the required score on the third and final administration are not permitted to enroll in the blended program.

BLENDING PROGRAMS TECHNOLOGY REQUIREMENTS

Minimum Technology Requirements Hardware: *This section has been revised. See addendum 12.*

- 2.2 GHz CPU or greater with minimum of 4 GB RAM (8 GB Recommended)
- Broadband Connection: Cable or DSL preferred
- Web Cam with functional microphone
- Speakers or headphones

Software:

- Windows – Operating System: Windows® 8.1, or higher
- Apple Mac – Operating System: Mac OS X
- Office Productivity Suite – Microsoft Office 365 Fortis Institute

Browser:

- Mozilla Firefox Web Browser or Google Chrome Web Browser (most recent version)

Plugins (most recent versions):

- Java™ Runtime Environment 7
- Adobe Reader

Please review your course syllabus for any additional plugins required for your class. Popup blockers can cause access issues if not correctly configured. It is important to allow popups from fortis.blackboard.com and fortis.instructure.com.

Ranking for Student Admission into the Dental Hygiene Program

Applicants will be ranked for admission into the Dental Hygiene program using the following criteria: (1) high school and/or College grade point average (GPA) or GED, (2) interview with the Dental Hygiene Program Director, (3) written essay, (4) score on the Wonderlic Scholastic Level Exam, and (5) work experience in an allied health field or military service. Following is a description of the ranking criteria and procedures.

- Interview with the Dental Hygiene Program Director. The interview will assess a variety of the applicant's characteristics and attributes. A questionnaire interview rubric will result in the assignment of a score ranging from 1 to 5.
- Written Essay. The essay will include the assessment of content, writing format, logical progression of thoughts, writing style, spelling, grammar and punctuation. An essay rubric will result in the assignment of a score ranging from 5 to 25.
- High School Grade Point Average (GPA), GED and College GPA if applicable. The high school or college GPA or GED will have a possible score ranging from 0 to 60. Ten (10) additional points will be awarded for students who have a cumulative 3.0 GPA in college science courses. Total possible score in this category is 70. Minimum GPA /GED 2.0 required.

High School /College GPA/GED Range	Points
2.0 – 2.5 or GED	10
2.6 – 2.99	25
3.0 – 3.5	50
3.6+	60
No transcript	0
CGPA 3.0 or higher in college science courses	+10

- Wonderlic Scholastic Level Exam (SLE) Score. Points will be assigned according to the score on the exam ranging from 0 to

30. Minimum score of 22 required.

Test Score Range	Points
16 – 22	0
21 – 25	10
26 – 29	20
30 – 50	30

- HESI/Admission Assessment Exam (A2) Score. Points will be assigned according to the composite score on the three tests – English and Math, ranging from 0 to 60.

See addendum 9 for an update on this section.

Test Score Range	Points
75 - 79%	20
80 – 85%	40
86 – 89%	50
90 – 95%	55
96+%	60

- Work Experience in an Allied Health Field or U.S. Military Service. Points will be assigned according the amount of time the applicant has worked in an allied health field or served in the US Military, ranging from 0 to 30.

Years of Experience	Points
1 – 2 years, 11 months	10
3 – 5 years, 11 months	20
6 + years	30

Essential Skills and Functional Abilities for Dental Hygiene Applicants

An applicant for the Dental Hygiene program should possess the following essential skills and functional abilities:

Motor Abilities

- Physical abilities and mobility sufficient to execute gross motor skills, and physical endurance to provide patient care

Manual Dexterity

- Ability of the applicant to demonstrate fine motor skills sufficient to accomplish required tasks and to provide necessary patient care.

Perceptual/Auditory Ability

- Sensory and perceptual ability to assess patients for providing dental hygiene care

Behavioral/Interpersonal/Emotional

- Demonstrates interpersonal abilities sufficient for interaction with individuals, families and groups from various social, intellectual and cultural backgrounds.
- Demonstrates the ability to work constructively and independently with the ability to modify behavior in response to constructive criticism.
- Demonstrates ethical behavior, which includes adherence to the professional standards and student honor codes.
- Ability to effectively and accurately operate equipment and utilize instruments safely in laboratory and clinical environments.

Students most competitive for admission will exceed these minimums.

The minimum score of 51 points may be considered for entrance into the dental hygiene program

ADDITIONAL ADMISSIONS REQUIREMENTS FOR THE MEDICAL LABORATORY TECHNOLOGY PROGRAM

In addition to the General Admissions Requirements, the following are additional admissions requirements for programs listed above.

1. After achieving a score on the SLE, of 13 or higher, the applicant will be given the opportunity to take the Wonderlic Basic Skills Test, Basic (WBST) Verbal and Quantitative. The proctored examination must be monitored by a trained staff person who does not report within the admissions department. An applicant must achieve a Verbal Skills score of 268 and a quantitative skills score of 241 to be accepted into Medical Laboratory Technician program. Applicants who do not achieve a passing score on either the WBST Verbal or Quantitative Test, or both sections are eligible to retake the low scoring section. An applicant may attempt the WBST a total of 3 times. However, a minimum of seven days must elapse after the second test before the third and final attempt may be administered.
2. An applicant must be 18 years of age at the time he or she starts the clinical/externship portion of the program.
3. The applicant must schedule and complete an interview with the program director of his/her selected program and/or his or her designee. The interview will assess a variety of the applicant's characteristics and attributes. A questionnaire interview rubric will result in the assignment of a score ranging from 1 to 5. An applicant must score a minimum of a 3 to be eligible for enrollment.
4. The applicant must submit a current and valid form of picture identification. For example, a current and valid driver's license or U.S Passport.
5. The applicant must submit either a valid medical insurance card or sign a medical waiver form stating he or she is responsible for the costs of all medical services he or she requires.
6. Applicants must submit to a drug-screening test and receive a negative drug test result. Test results must be in the applicant's admission file before starting the program. Inconclusive test results (such as dilute sample and insufficient sample) will require the applicant to be retested at his/her expense. The retest must be completed within 24 hours of receiving the notification on the first test. A second inconclusive test result (such as a dilute sample and insufficient sample) will be considered a positive drug test
7. Applicants must submit to a healthcare student criminal background check prior to starting the program. If the applicant has one or more felony or misdemeanor convictions (not including minor traffic convictions), the applicant will not be eligible for enrollment. Results must be in the applicant's admission file before starting the program. The applicant should note that a history of criminal convictions may prevent the student from attending or completing the clinical/externship requirements of the program or may prevent his or her credentialing in the profession. If there are any questions regarding the results of the criminal background check, the applicant must make an appointment with the program director to discuss the consequences of the results which may include denial of program admission.

ADDITIONAL REQUIREMENTS FOR THE MEDICAL LABORATORY TECHNICIAN PROGRAM, AFTER PROGRAM ACCEPTANCE

The requirements listed below are not considered during the admission process but must be completed prior to the completion of the first term of enrollment:

- Students must read and sign a technical functions statement of understanding.
- With the exception of Hepatitis B, all required immunizations must be completed prior to or within the first six week grading period that the student starts school.
- The applicant must submit a copy of his or her current (American Heart Association BLS Healthcare Provider Course) CPR card or take a short course to obtain the certification. The CPR certification must remain current throughout the program.

- TB test results must be submitted prior to completing the first term. If the results are positive, the applicant must submit negative chest X-ray results.

AVAILABILITY OF GED TESTING

Unless otherwise noted, all applicants for admission must be high school graduates or GED recipients. The General Educational Development (GED) test cannot be taken online. The GED tests can only be taken at an official testing center. There are more than 3,400 testing centers worldwide. For more information, please go to www.acenet.edu and select GED Testing Services or contact the local Board of Education or the Institute's Admissions Office.

READMISSION *This section has been revised. See addendum Z.*

A former student who withdrew in good standing may make application for readmission to his or her program of study. Generally, a student will not be considered for readmission more than two times unless there are exceptional extenuating circumstances, such as military deployment. The applicant for readmission must satisfactorily demonstrate that the barriers that prevented the student from successfully completing his or her program during the previous enrollment have been resolved, and that there is a reasonable probability that he or she can complete the program of study. A former student who wishes to be considered for admission to a different program of study should contact the Admissions office.

A former student seeking readmission to the same program must apply for readmission by submitting a Readmission Application to the Student Success Coordinator. The applicant must meet with the Student Success Coordinator to discuss and document the circumstances that led to the prior withdrawal and what he or she has done to ensure that these or other issues will not interrupt the completion of the program of study if he or she is approved for readmission. The Dean of Education or specific Program Director will determine which course credit previously earned will be counted toward program completion and the courses which need to be repeated. Prior to approval for readmission, the applicant for readmission must meet with the Financial Aid Director (or his or her designee) and complete all necessary applications and documents to ensure that his or her past and future tuition and fees obligations will be satisfied in a timely manner. Applications are reviewed and approved by a committee comprised of the Institute's Campus President, Dean of Education, and Financial Aid Director, or their designees. Approval of an applicant for readmission is subject to space availability and the applicant meeting all current admissions requirements for the program of study.

A student dismissed for failure to meet Satisfactory Academic Progress (SAP) requirements may apply for re-admission if there is reasonable probability that he or she can achieve the grades necessary to raise the Cumulative Grade Point Average (CGPA), and can increase his or her credits earned to credits attempted ratio to comply with the Institute's SAP policy. If approved for re-admission, the student will re-enter the Institute in a status of Academic Probation. A student may remain in a status of Academic Probation for only one Quarter. A student who fails to meet SAP after the first Quarter will be dismissed. In addition, a student readmitted in a status of Academic Probation for the purpose of regaining SAP status is not eligible for any form of federal grant, loan, or work study funding until he or she corrects the condition that caused the loss of SAP standing (See SAP policy for specific requirements). If a readmitted student does not qualify for financial aid, he or she is responsible for the payment of all new tuition and fees from his or her own resources until such time as the student may prequalify for student financial assistance.

Any student, who withdraws from a course prior to completing all course requirements and/or achieving a passing grade in the course, must retake and successfully complete the entire course. If the curriculum and/or program requirements have been revised, the student is required to meet all new requirements. The student should refer to the Institute Catalog, any relevant student handbooks, and course syllabi for program-specific changes and requirements. For example, a student seeking readmission to a program must have current CPR certification and immunizations.

A readmitted student is required to sign a new enrollment agreement which lists the current tuition, current fees, revised graduation date, and acknowledges receipt of other required disclosures. The student must be current with any unpaid balance from his or her prior enrollment unless payment arrangements have been established by the Campus President. With assistance from the Registrar, the Dean of Education will establish a course schedule for program completion.

The requirements listed below are not considered during the admission process but must be completed prior to the completion of the first term of enrollment in Med Tech program:

1. Applicant must sign the physical and technical statement specific to the chosen program.
2. The applicant must submit a copy of his or her current (American Heart Association BLS Healthcare

Provider Course) CPR card or take a short course to obtain the certification. The CPR certification must remain current throughout the program.

3. Since some externship sites may require that students have health insurance, the applicant must submit either a valid medical insurance card or signed waiver from stating he or she is responsible for the cost of all medical services he or she requires.

4. TB test must be submitted prior to completing the first term. If the results are positive, the applicant must submit negative chest X-ray results.

5. Since some externship sites may be farther than 50 miles from the campus; applicants must sign a statement of understanding of the travel requirements.

ORIENTATION

Fortis Institute provides an orientation program to help students adjust to the Institute environment.

Orientation is held by the Institute prior to the start of each program start. Institute policies, student responsibilities, and any questions are addressed at the orientation.

HEALTH AND IMMUNIZATION REQUIREMENTS

HEALTH AND IMMUNIZATION REQUIREMENTS FOR THE DENTAL ASSISTING, MEDICAL ASSISTING, AND MEDICAL BILLING AND CODING PROGRAMS

The allied health industry and the Institute's programs of study require allied health professionals to be in good physical and mental health. Students with physical and/or mental health issues may be asked to obtain a physician's statement, at the student's cost, that the condition will not be aggravated by or endanger others associated with the student in required lecture, laboratory, and/or externship settings. Students must present documentation of having had all required immunization within the first 30 days of starting the program, or must receive immunization through the campus onsite service.

Students in the Dental Assisting, Medical Assisting, Medical, and Medical Billing and Coding programs must either present documentation of having had Hepatitis B injections 1 and 2 and a TB test, or must complete the first two Hepatitis B injections and a TB test at least one quarter prior to the term in which they take any externship course. If the TB test result is positive, a chest X-ray test must be completed.

If there are any questions regarding these requirements, students should make an appointment to speak with the Program Director and/or Dean of Education.

DENTAL HYGIENE PROGRAM AND MEDICAL LABORATORY TECHNOLOGY PROGRAMS HEALTH AND IMMUNIZATION REQUIREMENTS

The healthcare industry and the Institute programs of study require healthcare professionals to be in good physical and mental health. Students with physical and/or mental health issues may be asked to obtain a physician's statement, at the student's cost, verifying that the condition will not be aggravated by or endanger clients associated with the student in required coursework. Students enrolled in the Dental Hygiene, are now required before they enter clinic DHG 104. Medical Laboratory Technology must present documentation of having had all required immunization within the first 30 days of starting the program, or must receive immunization through the campus onsite service.

Students enrolled in the Dental Hygiene program should complete the Student Physical Form and all required immunizations listed below within the first week of the first term (with the exception of Hepatitis B) that the student starts the program.

MMR – Measles, Mumps, Rubella (two doses or positive titers) Varicella (two doses or positive titer)

Seasonal Influenza

Tdap/TD - Tetanus (within last 10 years)

Hepatitis B vaccination is administered in a series of three doses. Students must complete the first two doses of Hepatitis B immunizations within 30 days after starting the first term.

Students enrolled in the Medical Laboratory Technology (MLT) programs must complete the following prior to starting clinical/externship:

Submit documentation of the following immunizations:
 Hepatitis B (first two in the series of three shots or positive titer);
 MMR – Measles, Mumps, Rubella (two doses or positive titers)
 Varicella (two doses or positive titer)
 Seasonal Influenza
 Tdap/TD - Tetanus (within last 10 years)

Vaccination/ Screening	Requirements in Brief
Hepatitis B	<ul style="list-style-type: none"> – Serologic proof of immunity is required. – Three dose series (dose #1 now, #2 in 1 month, #3 approximately 5 months after #2). – Obtain serologic testing 2 months after dose #3.
MMR	<ul style="list-style-type: none"> – Serologic evidence of immunity or laboratory confirmation of disease is required. – If no evidence of immunity or equivocal serology results are reported, two doses of MMR at least 28 days apart required.
Varicella	<ul style="list-style-type: none"> – Serologic proof of immunity or laboratory confirmation of disease required. – If no evidence of immunity or equivocal serology results are reported, two doses of Varicella vaccine at least 28 days apart required.
Tetanus, Diphtheria, Pertussis	<ul style="list-style-type: none"> – One-time dose of Tdap is required. – Td boosters every 10 years thereafter.
Influenza	<ul style="list-style-type: none"> – Required annually.
Tuberculin Skin Test (TST)	<ul style="list-style-type: none"> – For students with no history of previous annual tuberculin skin testing, an initial two-step is required. – For those students with previous annual and current testing who provide evidence by documentation, only a one-step is required. Testing must be within the past 90 days. – For students with a positive tuberculin skin test, a current chest x-ray (within the past two years) or serological evidence of no active disease must be provided.

Immunization requirements are generally based on the current recommendations of the Centers for Disease Control (CDC) for health-care workers and the Advisory Committee on Immunization Practices (ACIP). Clinical agencies may have additional health clearance and immunization requirements beyond the current recommendations outlined by the CDC or Institute policy. The Institute has identified a standard immunization policy, but reserves the right to require additional healthcare clearance assessment, documentation, immunization, and serology testing at any point throughout the enrollment of the program. In addition, immunizations and health requirements may change without notice and students may be required to provide verifiable documentation of their ability to meet new requirements. Failure to meet this requirement may result in failure to progress in the program. Students may be responsible for the cost of any additional requirements.

Students are not permitted to participate in any clinical experiences if their immunizations do not meet the standards outlined in this document or those required by specific clinical agencies.

1. Serological Evidence of Immunity

Hepatitis B Vaccine

Students must demonstrate serological evidence of immunity to hepatitis B. For previously vaccinated individuals, serological testing must indicate immunity against hepatitis B. For those who have not been previously vaccinated, a series of three vaccines must be completed. If the student does not have proof of titers, he/she must submit documented proof of receiving the first vaccination within the first week of admission. The second vaccination is to be given one month after receiving the first vaccination. The third vaccination is to be given approximately five months after the second. Proof of the first administration must be provided in order to participate in any agency based clinical rotations.

The student must submit documented proof of completing the hepatitis B series six months from receiving the first hepatitis B vaccination. Documented serological evidence of protection against hepatitis B (positive serology titer) must be provided two months following the third vaccination for those individuals undergoing initial vaccination.

For non-responders or those who have not completed the series of hepatitis B vaccination, the individual should be considered susceptible to HBV and should be counseled regarding precautions and prevention methods to reduce exposure. Individuals may need to obtain HBIG prophylaxis for any known or probable exposure to hepatitis B (HBsAg) surface antigen positive blood.

For all non-responders or individuals exempt from hepatitis B vaccination based on a valid healthcare provider recommendation, a vaccination waiver must be on file. Any individual who has not completed the hepatitis B vaccination series and final serologic testing indicating immunity must maintain a vaccination waiver on file. Students assume all risk and expenses associated with potential exposure during a clinical experience. Expense may also include testing of the patient in the event of an exposure.

Measles, Mumps, and Rubella (MMR)

Students should have received two doses of live measles and mumps vaccines given on or after the first birthday, separated by 28 days or more and at least one dose of live rubella vaccine in their lifetime.

Individuals must submit proof of immunity against measles, mumps, and rubella through serology testing or laboratory confirmation of the disease.

If serology results indicate that the individual is not immune or serological test results indicate "indeterminate" or "equivocal," individuals should be considered non-immune, and additional MMR vaccination may be required in accordance with current CDC recommendations/guidelines. Students are required to provide documentation to the Institute and maintain compliance with the immunization and health clearance policy. Failure to complete required vaccinations, serology testing and/or provide documentation in a timely fashion, may result in program dismissal.

Varicella (Chicken Pox)

Students must submit proof of varicella immunity by providing documented serology evidence of immunity against varicella or laboratory confirmation of the disease. If serology results indicate the individual is not immune, varicella vaccination is required in accordance with current CDC recommendations/ guidelines (two doses of varicella vaccine, four weeks apart). Students are required to provide required documentation to the Institute and maintain compliance with the immunization and health clearance policy. Failure to complete required vaccinations, serology testing and/or provide documentation in a timely fashion, may result in program dismissal.

Tetanus, Diphtheria, Pertussis (Td/Tdap)

Students must provide proof of vaccination for tetanus, diphtheria and pertussis within the past 10 years. If no documentation is presented, vaccination is required. Evidence of one time Pertussis vaccination is required. A one-time dose of Tdap is required for all students who have not received Tdap previously. A Td booster should be documented every 10 years thereafter. Students are required to provide documentation to the Institute and maintain compliance with the immunization and health clearance policy.

Seasonal Influenza

Students must provide documented evidence that one dose of influenza vaccine is received annually. Students are required to provide required documentation to the Institute and maintain compliance with the immunization and health clearance policy.

Tuberculosis/Tuberculin Skin Test (TST)

Students are not permitted to practice in any clinical, laboratory, or classroom activities with active or suspected tuberculosis disease. All students are required to undergo initial and annual tuberculosis screening while enrolled in the program.

For students with no history of previous annual tuberculin skin testing (TST), an initial two-step is required. For those students with previous annual and/or current TST (within the past 364 days) who provide evidence by documentation, only a current one-step TST is required. A current one-step TST is valid and may be accepted by the Institute only if completed within the past 90 days and can be verified through an appropriately credentialed healthcare provider.

Initial Two-Step TB Skin Test:

- Step #1 TB skin test administered and read within 48-72 hours.
- Step #2 TB skin test is administered 7 to 14 days after the 1st test and it is read within 48-72 hours.
- Annual TST.

One-Step TB Skin Test (for students with evidence of previous screening within the past 364 days):

- Step #1 TB skin test administered and read within 48-72 hours.
- Annual TST.

After the initial two-step TST, annual tuberculosis screening and TST is required each year the student is enrolled in the program. Students must provide documented evidence of compliance to Institute. The annual tuberculosis screening will include a questionnaire and tuberculin skin test.

For students with a history of a positive TST, they must complete a questionnaire, have a post treatment or symptom negative chest x-ray free of active pulmonary disease, and be currently free of any symptoms. An annual tuberculin skin testing is not required for previous TB positive students. A repeat or annual chest x-ray is not required unless the questionnaire or symptoms suggest further evaluation. A negative chest x-ray result must be no older than 2 years for health clearance and must document "no evidence of active pulmonary disease" by an appropriately credentialed healthcare provider.

If an annual TST is read as a new positive, documentation of a negative chest x-ray report documenting "no evidence of active pulmonary disease" must be provided. The student will not be permitted to participate in clinical experiences until this requirement is satisfied and health clearance has been provided by an appropriately credentialed healthcare provider in the management of pulmonary and/or tuberculosis disease.

Students with a history of vaccination of Bacilli Calmette-Guerin (BCG) must complete required initial and annual screening and TST testing. In the event of a positive TST for those who received BCG, students are required to provide documented evidence of a negative chest x-ray reporting "no evidence of active pulmonary disease." Students with a history of BCG vaccination are not exempt from annual TB screening.

A negative QuantiFERON-TB Gold test (QFT-G) or other Food and Drug Administration (FDA) approved TB blood test may be accepted in the place of a TST or chest x-ray. Both results must be within the past 90 days prior the first week of the Quarter in which the student initially enrolls in the program.

Students who demonstrate a positive TST, QuantiFERON-TB Gold test (QFT-G) or other Food and Drug Administration (FDA) approved TST, or positive pulmonary disease on a chest x-ray, will not be permitted to participate in clinical experiences until cleared from an appropriately credentialed healthcare provider in the management of pulmonary and/or tuberculosis disease.

Additional Immunizations/Vaccinations

Immunization/vaccination requirements are based on the current Centers for Disease Control (CDC) recommendations for healthcare workers and the Advisory Committee on Immunization Practices (ACIP). /Externship sites where students will be assigned may have additional health clearance and immunization requirements beyond the current recommendations by the CDC or ACIP. The Institute has identified a standard immunization policy, but reserves the right to require any additional healthcare clearance assessment, documentation, immunization, and serology testing at any point throughout the enrollment of the program. In addition, immunizations and health requirements may change without notice and students may be required to provide verifiable documentation of their ability to meet new requirements. Students are required to provide documentation within the designated timeframe in order to maintain enrollment and progress. All additional requirements are at the student's expense.

TRANSFER OF CREDIT *This section has been revised. See addendum 7.*

Transfer of credit is always the decision of the individual college or university, and is controlled by the receiving institution. Accreditation does not guarantee transfer of credits. Students interested in transferring credits earned at Fortis Institute should check with the receiving institution directly to determine to what extent, if any, credits can be transferred.

The request to transfer credit must be initiated by the applicant or student. Requests for transfer credit should be submitted prior to enrollment, and only under extenuating circumstances may an exception be made with the approval of the Dean of Education, in which case all necessary documents must be received no later than 14 calendar

days after the start date or re-entry date of the student's program.

To apply for consideration of credits previously earned, students must request official transcripts be sent directly to the Institute to the attention of the Registrar. Students may be required to provide a relevant catalog and/or other relevant documents regarding the course(s) to be considered. Foreign transcripts must be translated into English and be evaluated by a member agency of the National Association of Credential Evaluation Services (NACES).

In order to be considered, the institution where the credit was previously earned must be accredited by an agency recognized by the United States Department of Education or the Council for Higher Education Accreditation (CHEA) at the time the student earned the credits. If students earned educational credits at a post-secondary institution outside the United States and not accredited by an agency recognized by the United States Department of Education at the time the student earned the credits, then that postsecondary institution must have equivalent accreditation standing with the central accrediting body in its country of residence at the time the student earned the credits,

Courses for which applicants would like to request transfer credit must meet the applicable criteria listed below:

- Courses in general taken at an institution outside of Education Affiliates must have been completed within the previous five years (60 months). Individuals holding an earned associate or higher degree are exempt from the time limit in this paragraph, except as noted below.
- Mathematics and prerequisite science courses in Medical Technology programs must have been completed within the past five years (60 months).
- Mathematics and prerequisite science courses in Medical Technology programs must have a grade of "B" or higher on the transcript from the awarding institution.
- All other courses must have a grade of "C" or higher on the transcript from the awarding institution.
- Learning objectives or competencies of courses submitted for transfer credit must be comparable to the courses at Fortis Institute in order for transfer credit to be awarded.
- When a warranted need for exception to the time limit as stipulated in the preceding paragraphs arises, it must be carefully evaluated at the campus level and presented with justification to the Vice President of Education at Education Affiliates for approval.

Credit may also be awarded for successful completion of Advanced Placement (AP), College Level Examination Program (CLEP), and DANTES Subject Standardized Test (DSST) examinations in subject areas equivalent to courses within the student's Fortis Institute program. The student must provide official documentation in order to be considered for possible award of course credit. Minimum scores required in order to receive transfer credit are as follows: AP scores of 4 or higher, CLEP scaled scores of 60 or higher and DANTES scores of 434 or higher (only scores from DANTES exams taken after 2008 will be considered).

The Institute does not award credit for life or work experience.

The maximum allowable transfer credit that can be awarded is 50% of the total program credits unless specified otherwise in a particular program.

Fortis Institute will accept credit earned in a similarly-titled program from another Fortis College or Institute, up to a maximum of 75% of the credit hours in the program unless specified otherwise in a particular program.

Additional Requirements for Specific Programs

Students will be informed in writing regarding the acceptance or rejection of transfer credit after evaluation of all materials provided. Grades associated with transfer credits are not calculated in the student's Grade Point Average (GPA) and will appear on the student's transcript with a grade of "TR." Transfer credits are included in the calculation of the credits earned/credits attempted ratio for purposes of determining rate of progress in satisfactory academic progress. Since the number of credits transferred into a program may shorten the maximum program length for completion of graduation requirements, students should consult the Financial Aid Department about the effect of the change in program length on their eligibility for grants and loans under federal Title IV rules and regulations. Transfer credits will also impact the maximum allowable timeframe in which a student must complete a program.

If students wish to transfer between programs at the same school, students should seek guidance from the Dean of Education and the Registrar. The Dean of Education will work with students seeking to transfer to a different program to determine if any of the courses or learning from the current or prior program of study is applicable and can be transferred into the proposed new program with credit granted accordingly.

A Veterans Administration (VA) funded student enrolling in any of the Institute programs with prior credit from another school or military education or skills training will be evaluated according to the Transfer Credit Policy for all students. Previous transfer credit evaluation for VA students is not an option, all veterans and other students eligible for VA funding must apply for credit for previously completed training. The Institute will evaluate and grant credit, if appropriate. Training time will be adjusted appropriately and tuition reduced proportionately if credit is granted for previous training. The VA and the student will be notified in writing of the outcome of previous transfer credit evaluation.

Fortis Institute must receive and evaluate official transcripts from all postsecondary school(s) previously attended by a Veteran and the Veteran's military transcripts before enrollment can be certified. It is the Veteran's responsibility to request all transcripts and pay any fees assessed by the previously attended school(s).

Articulation Agreement(s)

Fortis Institute has established articulation agreement(s) with the Virginia College for articulation into its Medical Assisting; and Heating, Ventilation, Air Conditioning and Refrigeration programs.

ACADEMIC PROGRAMS

SHORT-COURSE CERTIFICATE

PHLEBOTOMY TECHNICIAN PROGRAM

Length: 80 Clock Hours; 8 Instructional Weeks	Program Quarter Credits: Non-Credit Program
Credential Awarded: Certificate	Mode of Delivery: Residential

PROGRAM DESCRIPTION

This course provides phlebotomy instruction to the student with a working knowledge of collecting blood while emphasizing on patient safety, quality assurance, universal and standard precautions. Students are introduced to the roles, responsibilities, and professionalism of phlebotomists. Safety and infection control, HIPAA, and ethics as they pertain to phlebotomy are discussed. Venipuncture and dermal puncture will be performed. Students will learn and demonstrate the proper methods for blood specimen collection, handling and processing. The practice of phlebotomy will be discussed. Standard precautions, transmission-based precautions, and body systems will be reviewed.

PLAN OF STUDY

Course Code	Course Title	Clock Hours	Credit Hours
CPT-F	Phlebotomy Technician Program	80	0.0

PROGRAM COST: \$750.00

Individual student payment for short-term occupational programs is due on or before the first day of class unless other payment plans are made, but in no case will the total payment not be due in full after the course is 50% complete. There is no financial aid available for short-term programs.

COURSE START AND END DATES:

Start Dates	End Dates
August 1, 2022	September 21, 2022
October 3, 2022	November 3, 2022
January 23, 2023	March 15, 2023
April 17, 2023	June 7, 2023

New student start dates are subject to change. A new class will start on a rolling basis once the minimum class size is reached. Schedules are subject to change; students should contact the campus for additional information of start dates and class schedule.

CLASS SCHEDULE

Night Classes are scheduled from 6:00 pm to 10:00 pm on Tuesday and Thursday for eight weeks.

ADMISSIONS REQUIREMENTS FOR SHORT-TERM OCCUPATIONAL PROGRAMS

GENERAL ADMISSION REQUIREMENTS

- The applicant must meet the specific program requirements as outlined in the enrollment agreement.
- The applicant must be eighteen years of age or older at the time he or she starts his or her program of study.
- Applicants must pay the course as per the enrollment agreements.
- Accepted applicants must agree to and sign the Fortis Institute Enrollment Agreement.
- Must be a high school graduate or have a GED.

ADDITIONAL ADMISSIONS REQUIREMENTS FOR PHLEBOTOMY TECHNICIAN

Must have a medical background.

DIPLOMA PROGRAMS

DENTAL ASSISTING

Length: 1040 Contact Hours; 48 Instructional Weeks	Program Quarter Credits: 60
Total Clock Hours, including Recognized Homework Hours: 1,635	
Credential Awarded: Diploma	Mode of Delivery: Blended. Courses delivered on-line are identified below; all other courses are offered in a traditional on-campus (residential) mode of delivery. Online courses are delivered through a consortium agreement with Fortis College in Centerville, Ohio

OBJECTIVE

The Dental Assistant's role is critical to the delivery of quality dental health care. Advanced technologies and the increasing demand for dental services have resulted in dramatic growth in the industry. The objective of the Dental Assisting program is to provide quality career education that prepares students not only for seeking entry-level employment in the Dental Assisting field but also for life-long learning and personal and professional growth.

DESCRIPTION

Dental assistants perform a variety of patient care, office, and laboratory duties. They sterilize and disinfect instruments and equipment, prepare and lay out the instruments and materials required to treat each patient, and obtain and update patients' dental records. Assistants make patients comfortable in the dental chair and prepare them for treatment. During dental procedures, assistants work alongside the dentist to provide assistance. The Dental Assisting curriculum provides a foundation in the health sciences and hands-on training in using the technology necessary to perform tasks typically performed by a Dental Assistant.

EXTERNSHIP

An externship component is included in this program to provide students with the opportunity to apply their knowledge and skills to real-life situation in a dental setting. Students are required to complete the required externship hours and other related learning activities prior to graduation. Students are not paid for work performed at the externship site.

Students must successfully complete all course work to advance into the 300 clock hour externship experience. Entering an externship requires maintenance of satisfactory progress in compliance with established academic policies and procedures. The student works on-site in a combination of clinical and front office settings to practice the skills learned in the classroom, and acquire confidence in a real-world environment.

During externship, students will return to campus for a total of 20 hours to review the competency checklists with their externship coordinator.

CREDENTIALING EXAMS

The Dental Assisting National Board, Inc. (DANB) offers the Certified Dental Assistant (CDA) Examination for national certification purposes. In pursuit of CDA certification, candidates must successfully complete three tests – General Chairside (GC), Radiation Health and Safety Exam (RHS) and Infection Control Examination (ICE) – in 5 years. The tests are acknowledged and/or mandatory in 37 states.

CAREER OPPORTUNITIES

Graduates of the Dental Assisting program are prepared to seek entry-level employment in the office of a licensed dentist, performing tasks such as assisting with procedures, managing/maintaining patient records, and completing other appropriate tasks assigned by the licensed Dentist.

PLAN OF STUDY

Course Code	Course Title	Clock Hours	Credit Hours
AHP101	Introduction to Health Professions	60	4.0
AHP105	Medical terminology**	60	4.0
AHP106	Medical Anatomy and Physiology**	60	4.0
DAS110	Fundamentals of Dental Assisting	60	4.0
DAS116	Infection Control	60	4.0
DAS120	Dental Procedures and Techniques	60	4.0
DAS125	Dental Materials and Lab Techniques	60	4.0
DAS130	Dental Restorative Procedures	60	4.0
DAS135	Dental Radiology	60	4.0
DAS140	Dental Office Procedures and Billing	60	4.0
DAS145	Dental Specialties and Expanded Functions	60	4.0
DAS151	Dental Capstone	60	4.0
DAS190	Externship I	160	6.0
DAS195	Externship II	160	6.0

***Online Delivery*

Schedule

Morning: 8:00 a.m. – 1:00 p.m. Monday through Thursday Evening: 6:00 p.m. – 11:00 p.m. Monday through Thursday

*Required externship hours may be scheduled outside of typical class sessions. Externship hours will be available during typical office hours. Hours are subject to change.

ELECTRICAL TRADES

This section has been revised. See addendum 5.

Length: 960 Contact Hours; 48 Instructional Weeks	Program Quarter Credits: 64
Total Clock Hours, including Recognized Homework Hours: 1,600	
Credential Awarded: Diploma	Mode of Delivery: Residential

OBJECTIVE

The Electrical Trades program prepares students for a rewarding career as an electrician's apprentice. The program trains students in the areas of residential, commercial, or industrial electricity. Students are instructed of the important need for safe work habits in the electrical field, and that importance is reinforced throughout the program. The National Electrical Code (NEC) is covered extensively during the course of instruction, with great emphasis on the Code's guidelines and the importance of following those guidelines. OSHA standards for a safe electrical environment surrounding the workplace are also stressed to students, both as the employee and as a possible employer.

DESCRIPTION

Students start the electrical program with a basic introduction to electrical theory, and continually progress to knowledge of how electricity is produced for everyday use. Even though electrical equipment and products are ever changing, the theory of electricity has remained constant over the years. This basic knowledge stays with graduates who have a desire to progress further in the electrical field. Core classes in electrical trades such as, Alternating Current Theory (A.C.), A.C. Motors and Controls, and Three Phase Power and Transformers, provide the fundamental content knowledge. Lab class instruction offers the hands-on opportunity to develop skills necessary for graduates to enter the workforce as an entry-level electrician, electrical apprentice, or electrician helper. The program's students have knowledge of conduit bending, motors and controls, electrical schematic interpreting, and troubleshooting techniques, all desirable talents in a prospective employee, to employers.

CAREER OPPORTUNITIES

Upon successful completion of the program, graduates are prepared to seek entry-level employment in the electrical trades, such as apprentice electrician, electrical apprentice, electrician's helper, electrician helper, electrician apprentice, cable puller, and unindentured apprentice.

PLAN OF STUDY

Course Code	Course Title	Clock Hours	Credit Hours
SKW101	Introduction to the Skilled Professions	60	4.0
MAT110	Applied Mathematics	60	4.0
PDC110	Career and Professional Development	60	4.0
ELC110	Principles of Electricity	60	4.0
ELC115	Low Voltage Principles and Standards	60	4.0
ELC120	Electronics for Electricians	60	4.0
ELC125	National Electrical Code Principles	60	4.0
ELC130	National Electrical Code Applications	60	4.0
ELC135	Residential Circuitry and Design	60	4.0
ELC140	Residential Construction and Branch Circuits	60	4.0
ELC145	Electricity Essentials: Three-Phase Power and Transformers	60	4.0
ELC150	Motor Controls	60	4.0
ELC155	Motor Controls Maintenance	60	4.0
ELC160	Commercial and Industrial Circuits	60	4.0
ELC165	Commercial and Industrial Controllers	60	4.0
ELC170	Home Integration	60	4.0

Schedule

Morning: 8:00 a.m. – 1:00 p.m. Monday through Thursday Evening: 6:00 p.m. – 11:00 p.m. Monday through Thursday

HEATING, VENTILATION, AIR CONDITIONING, AND REFRIGERATION

This section has been revised. See addendum 4.

Length: 960 Contact Hours; 48 Instructional Weeks	Program Quarter Credits: 64
Total Clock Hours, including Recognized Homework Hours: 1,600	
Credential Awarded: Diploma	Mode of Delivery: Residential

OBJECTIVE

The program provides the students with the skills and knowledge required for entry-level employment in the Heating, Ventilation, Air Conditioning and Refrigeration industry. The program is designed to be comprehensive in nature, including extensive hands-on training, covering service for residential and commercial refrigeration, gas and oil furnaces, heat pumps, electric furnaces and air conditioning equipment.

DESCRIPTION

The Heating, Ventilation, Air Conditioning and Refrigeration program is designed for persons interested in a career in the field of climate control systems, focusing on learning objectives identified as the key knowledge points for an HVACR Technician. The student will be adept at using a variety of tools to work with refrigerant lines and air ducts. They use voltmeters, thermometers, pressure gauges, manometers, and other testing devices to check airflow, refrigerant pressure, electrical circuits, burners, and other components

CAREER OPPORTUNITIES

The graduate is prepared to seek entry-level employment in HVACR including but not limited to: service technician, installation technician, and apprentice heating technician. This occupation has a bright outlook (expected to grow rapidly in the next several years, will have large numbers of job openings, or are new and emerging occupations).

PLAN OF STUDY

Course Code	Course Title	Clock Hours	Credit Hours
HVR105	Thermodynamics	60	4.0
HVR110	Practical Applications of Electricity	60	4.0
HVR115	HVACR Controls	60	4.0
HVR120	Controls, Motors and Motor Controls	60	4.0
HVR125	Refrigerants	60	4.0
HVR130	Residential Air Conditioning	60	4.0
HVR135	Commercial Air Conditioning	60	4.0
HVR140	Commercial Refrigeration Concepts	60	4.0
HVR145	Industrial Refrigeration	60	4.0
HVR150	Electric Heat Pumps	60	4.0
HVR155	Gas Heating Systems	60	4.0
HVR161	Regional Systems	60	4.0
HVR165	HVAC System Performance	60	4.0
HVR170	Water-Based Heating Systems	60	4.0
HVR175	HVAC Troubleshooting and Service Calls	60	4.0

HVR180	Certification Preparation	60	4.0
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Schedule

Morning: 8:00 a.m. – 1:00 p.m. Monday through Thursday Evening: 6:00 p.m. – 11:00 p.m. Monday through Thursday

MEDICAL ASSISTING

Length: 780 Contact Hours; 36 Instructional Weeks	Program Quarter Credits: 46
Total Clock Hours, including Recognized Homework Hours: 1,225	
Credential Awarded: Diploma	Mode of Delivery: Blended. Courses delivered on-line are identified below; all other courses are offered in a traditional on-campus (residential) mode of delivery. Online courses are delivered through a consortium agreement with Fortis College in Centerville, Ohio

OBJECTIVE

Medical Assistants play an integral part in performing administrative and clinical tasks that supports the work of physicians and other healthcare professionals. With changes in the healthcare industry, the need for well-trained Medical Assistants has grown significantly. The objective of the Medical Assisting program is to provide training for those who wish to work in the clinical and administrative areas of health care and enable students to gain knowledge and skills necessary for entry-level employment in a healthcare setting.

DESCRIPTION

The Medical Assisting program includes administrative and clinical competencies expected for entry-level positions in a health care setting. Students develop skills in front office administration with an introduction to health insurance and basic billing practices. The back office portion focuses on direct patient contact and typical clinical and laboratory skills, such as minor clinical procedures, EKG, phlebotomy, injections, and lab screenings. Students also learn to observe Universal Precautions, OSHA regulations, HIPAA requirements, confidentiality, and the legal aspects applicable to any allied health environment.

Duties of medical assistants vary from office to office depending on office location, size, and specialty. In small practices, medical assistants are usually "generalists," handling both administrative and clinical duties. They report directly to an office manager, physician, or other health practitioner. Those in large practices tend to specialize in a particular area under the supervision of a department administrator/practice manager.

EXTERNSHIP

An externship course is included in this program to provide students with the opportunity to apply their knowledge and skills to real-life situation in a healthcare setting. Students are required to complete the required externship hours and other related learning activities prior to graduation. Students are not paid for work performed at the externship site.

Students must successfully complete all course work to advance into the 180 clock hour externship experience. Entering an externship requires maintenance of satisfactory progress in compliance with established academic policies and procedures. The student works on-site in a combination of clinical and front office settings to practice the skills learned in the classroom, and acquire confidence in a real-world environment.

CREDENTIALING EXAMS

Students in their final quarter are eligible to take National Healthcareer Association's (NHA) Certified Clinical Medical Assistant (CCMA) exam.

Each campus is responsible for registering with the NHA to administer and proctor the exam. Exam preparation has been included in each concentration course in the curriculum.

CAREER OPPORTUNITIES

Upon satisfactory completion of the training, students are prepared to seek entry-level positions as medical assistants

performing the medical procedures, lab techniques, and front office duties described above.

PLAN OF STUDY

Course Code	Course Title	Clock Hours	Credit Hours
AHP101	Introduction to Health Professions	60	4.0
AHP105	Medical terminology**	60	4.0
AHP106	Medical Anatomy and Physiology**	60	4.0
MOA110	Medical Office Procedures**	60	4.0
MOA115	Medical Records and Insurance**	60	4.0
MOA120	Electronic Health Records**	60	4.0
MAS110	Clinical Procedures and Techniques	60	4.0
MAS115	Laboratory Procedures and Techniques	60	4.0
MAS125	Invasive Clinical Procedures	60	4.0
MAS135	Certification Review and Career Development	60	4.0
MAS190	Externship	180	6.0

***Online Delivery*

Schedule

Morning: 8:00 a.m. – 1:00 p.m. Monday through Thursday Evening: 6:00 p.m. – 11:00 p.m. Monday through Thursday

*Required externship hours may be scheduled outside of typical class sessions. Externship hours will be available during typical office hours. Hours are subject to change.

MEDICAL BILLING AND CODING

Length: 1020 Contact Hours; 48 Instructional Weeks	Program Quarter Credits: 62
Total Clock Hours, including Recognized Homework Hours: 1,625	
Credential Awarded: Diploma	Mode of Delivery: Blended. Courses delivered on-line are identified below; all other courses are offered in a traditional on-campus (residential) mode of delivery. Online courses are delivered through a consortium agreement with Fortis College in Centerville, Ohio

OBJECTIVE

The Medical Billing and Coding Profession continues to evolve in the new century, and technological developments have significantly enhanced both quality and productivity. Increasing complexities in coding, changes in coding standards and the current trend in healthcare industry have all contributed to a growing need for well-trained individuals to enter the Medical Billing and Coding Profession. The objective of the diploma program is Medical Billing and Coding is to prepare students with a solid foundation of billing and coding knowledge and technological skills so that they can see entry-level employment in the healthcare industry.

DESCRIPTION

The Medical Billing and Coding diploma program prepares students for entry-level billing and coding positions in a medical office, clinic, or hospital setting. Content incorporated in the program includes how to compile, compute, process and maintain patient medical records with appropriate codes for billing purposes. Principles of billing and

coding include use of the CMS 1500 form, ICD-9 and ICD-10 codes, CPT codes, HIPAA confidentiality, and legal aspects.

EXTERNSHIP

An externship course is included in this program to provide students with the opportunity to apply their knowledge and skills to real-life situation in a healthcare setting. Students are required to complete the required externship hours and other related learning activities prior to graduation. Students are not paid for work performed at the externship site.

Students must successfully complete all course work to advance into the 180 clock hour externship experience. Entering an externship requires maintenance of satisfactory progress in compliance with established academic policies and procedures. The student works on-site in a combination of clinical and front office settings to practice the skills learned in the classroom, and acquire confidence in a real-world environment.

CREDENTIALING EXAMS

Graduates are eligible to take National Healthcareer Association's (NHA) Certified Billing and Coding Specialist (CBCS) exam.

CAREER OPPORTUNITIES

Upon successful completion of the program, graduates will be prepared to seek entry-level employment in health care facilities such as physician's offices, hospitals, clinics, rehabilitation centers, nursing homes, home health agencies or insurance offices.

PLAN OF STUDY

Course Code	Course Title	Clock Hours	Credit Hours
AHP101	Introduction to Health Professions	60	4.0
AHP105	Medical terminology**	60	4.0
AHP106	Medical Anatomy and Physiology**	60	4.0
MOA110	Medical Office Procedures**	60	4.0
MOA115	Medical Records and Insurance**	60	4.0
MOA120	Electronic Health Records**	60	4.0
MOA125	Medical Insurance and Billing	60	4.0
MOA130	Bookkeeping in the Medical Office	60	4.0
MAS120	Human Diseases and Pharmacology	60	4.0
MBC110	Procedural and Diagnostic Coding	60	4.0
MBC115	Hospital, Surgical, and Medical Coding	60	4.0
MBC120	Physician Coding	60	4.0
MBC125	Reimbursement Methods and Procedures	60	4.0
MBC130	Capstone and Career Development	60	4.0
MBC190	Externship	180	6.0

***Online Delivery*

Schedule

Morning: 8:00 a.m. – 1:00 p.m. Monday through Thursday Evening: 6:00 p.m. – 11:00 p.m. Monday through Thursday
 *Required externship hours may be scheduled outside of typical class sessions. Externship hours will be available during typical office hours. Hours are subject to change.

WELDING TECHNICIAN

Length: 960 Contact Hours; 48 Instructional Weeks	Program Quarter Credits: 64
Total Clock Hours, including Recognized Homework Hours: 1,600	
Credential Awarded: Diploma	Mode of Delivery: Residential

OBJECTIVE

Welding technology is widely used in a variety of modern industries, including but not limited to infrastructure construction, high rise building construction, ship building, and energy and transportation. The objective of the Welding Technology program is to prepare students to seek entry-level employment or advance their career in welding and industrial repairs.

DESCRIPTION

Welding encompasses study in electrical, metallurgy, chemistry, physics, and design. Welders may work on various structures; including but not limited to bridges, buildings, pressure vessels and heat exchangers. This would include welding items such as boilers, storage vessels, transmission and transportation vehicles for water, land, air travel, and production and processing machines of all types. The curriculum provides students with a foundation in welding techniques, skills, welding mathematics, and career development. The successful graduate is trained to enter the welding profession as an entry-level welder.

PROGRAM GOALS

1. Weld to code and standards in all positions with at least two welding processes.
2. Oxy-fuel cut and carbon arc gouge code quality joint preparations.
3. Locate, select, and apply technical welding procedural data from manufacturer resources.
4. Select appropriate consumables and set up welding power-sources and wire-feeding units for common manual and semi-automatic welding operations from memory and an application of the process controls.
5. Identify and solve operator level welding equipment problems.
6. Recognize and avoid or resolve potentially hazardous situations related to welding operations.
7. Identify, compute, and apply measurements from blueprints in order to fabricate.

The Welding Technician program prepares students to sit for the welding performance exams. The practical exams are optional but can be administered at any American Welding Society (AWS), Accredited Test Facility (ATF).

CAREER OPPORTUNITIES

The graduate is prepared to seek entry-level employment for positions such as Aluminum Welder, Brazer, Fabrication Welder, Fitter/Welder, Maintenance Welder, Mig Welder, Arc Operator, Welder, and Welder Fitter/Fabricator.

PLAN OF STUDY

Course Code	Course Title	Clock Hours	Credit Hours
SKW101	Introduction to the Skilled Professions	60	4.0
MAT110	Applied Mathematics	60	4.0

WLD101	Principles of Welding Technology	60	4.0
WLD105	Welding Symbol Interpretation and Inspection	60	4.0
WLD110	Cutting Processes	60	4.0
WLD115	Shielded Metal Arc-Welding	60	4.0
WLD120	Shielded Metal Arc Welding Fit and Alignment	60	4.0
WLD125	Gas Metal Arc-Welding	60	4.0
WLD130	Gas Metal Arc Welding Fit and Alignment	60	4.0
WLD135	Flux Core Arc-Welding	60	4.0
WLD140	Flux Core Arc Welding Applications	60	4.0
WLD145	Gas Tungsten Arc-Welding	60	4.0
WLD150	Gas Tungsten Arc-Welding Applications	60	4.0
WLD155	Pipe Welding Techniques	60	4.0
WLD160	Welding Fabrication Concepts	60	4.0
WLD165	Welding Certification and Career Development	60	4.0

Schedule:

Morning: 8:00 am – 1:00 pm Monday through Thursday Evening: 6:00 pm – 11:00 pm Monday through Thursday

ASSOCIATE DEGREE PROGRAMS

DENTAL HYGIENE

Length: 2412 Contact Hours / 120 Instructional Weeks	Program Quarter Credit: 141.5
Credential Awarded: Academic Associate Degree	Mode of Delivery: Blended. Courses delivered on-line are identified below; all other courses are offered in a traditional on-campus (residential) mode of delivery. Online courses are delivered through a consortium

OBJECTIVE

An integral member of the professional dental team, the Dental Hygienist assumes a major role in the prevention of dental diseases for patients. Advanced technology and increased public awareness of preventive health modalities have contributed to the growth of the dental industry. Increased demand for dental services has led to the expansion of roles for hygienists to include clinician, educator, administrator and advocate. The responsibilities of the dental hygienist continue to evolve requiring advanced skills in preventive, educational, and therapeutic dental services. The objective of the Dental Hygiene program is to train and prepare students in all skills necessary to perform Dental Hygiene services in a variety of entry-level employment settings.

DESCRIPTION

The Dental Hygiene program prepares students to achieve competency in the delivery of the most current dental procedures and to prepare the individual to pursue a career as a dental hygienist with skills to fulfill responsibilities as practitioner and patient advocate. Students learn to provide preventative, educational, clinical therapeutic services supporting the total health of their patients, control oral disease symptoms, and promote good oral health.

SUPERVISED CLINIC

The Dental Hygiene program has a significant component of supervised clinical on campus to allow students opportunities to apply their knowledge and skills on patients. The clinic hours are scheduled throughout the curriculum to fulfill the clinical practice requirements. During the clinical hours, students work under the supervision of an instructor and a licensed dentist.

CREDENTIALING EXAMS

In order to be eligible for employment as a Registered Dental Hygienist (RDH), graduates of the program must successfully pass all applicable exams and receive a license from the State Board of Dentistry. Licensing requirements vary by state, and one such requirement is to pass several credentialing exams. Students must pass the written National Board Dental Hygiene Examination (NBDHE) and a regional or state board examination that includes a clinical component and in some jurisdictions a written component.

CAREER OPPORTUNITIES

Graduates of this program are prepared to seek entry-level employment as dental hygienists.

PLAN OF STUDY

Course Code	Course Title	Clock Hours	Credit Hours
MED110^	Human Anatomy and Physiology I	60	4.0

MED115^	Human Anatomy and Physiology II	60	4.0
AHP206^	Ethics and Jurisprudence	40	4.0
SCI119^	Microbiology	60	4.0
SCI120^	Biochemistry	60	4.0
SCI118^	Chemistry	60	4.0
DHG100	Nutrition	60	4.0
DHG104	Introduction to Dental Hygiene Lab I	60	4.0
DHG105	Introduction to Dental Hygiene Lab II	60	4.0
DHG110	Anatomy, Histology, & Embryology of Facial Structures I	60	4.0
DHG111	Anatomy, Histology, & Embryology of Facial Structure II	60	4.0
DHG112	Process of Care I	60	4.0
DHG114	Radiology I	60	4.0
DHG197	Dental Hygiene Clinic	120	4.0
DHG198	Dental Hygiene Clinic	120	4.0
DHG199	Dental Hygiene Clinic	120	4.0
DHG200	Dental Materials	60	4.0
DHG212	Process of Care II	60	4.0
DHG220	Periodontology I	60	4.0
DHG230	Health Promotion	60	4.0

DHG240	General Oral Pathology	60	4.0
DHG250	Pharmacology and Pain Control	60	4.0
DHG297	Advance Dental Hygiene Clinic	144	4.5
DHG298	Advance Dental Hygiene Clinic	144	4.5
DHG299	Advance Dental Hygiene Clinic	144	4.5
DHG312	Process of Care III	60	4.0
DHG314	Radiology II	60	4.0
DHG320	Periodontology II	60	4.0
DHG330	Community Oral Health	60	4.0
COM205*	Effective Communications**	40	4.0
ENG101*	English Composition I**	40	4.0
MAT101*	College Mathematics**	40	4.0
PSY101*	General Psychology**	40	4.0
SOC101*	Sociology**	40	4.0
PDC200^	Career Development	60	4.0

*General Education courses

^Related courses

**Online delivery

Schedule

Morning: 8:00 a.m. – 1:00 p.m. Monday through Thursday; Afternoon: 1:00 p.m. – 6:00 p.m. Monday through Thursday

Terms are 12 weeks in length. *Courses and course time as are subject to change.

DENTAL HYGIENE

No Longer Enrolling in this Program

Length: 2784 Contact Hours / 132 Instructional Weeks	Program Quarter Credits: 155
Credential Awarded: Academic Associate Degree	

OBJECTIVE

An integral member of the professional dental team, the Dental Hygienist assumes a major role in the prevention of dental diseases for patients. Advanced technology and increased public awareness of preventive health modalities have contributed to the growth of the dental industry. Increased demand for dental services has led to the expansion of roles for hygienists to include clinician, educator, administrator and advocate. The responsibilities of the dental hygienist continue to evolve requiring advanced skills in preventive, educational, and therapeutic dental services. The objective of the Dental Hygiene program is to train and prepare students in all skills necessary to perform Dental Hygiene services in a variety of entry-level employment settings.

DESCRIPTION

The Dental Hygiene program prepares students to achieve competency in the delivery of the most current dental procedures and to prepare the individual to pursue a career as a dental hygienist with skills to fulfill responsibilities as practitioner and patient advocate. Students learn to provide preventative, educational, clinical therapeutic services supporting the total health of their patients, control oral disease symptoms, and promote good oral health.

SUPERVISED CLINIC

The Dental Hygiene program has a significant component of supervised clinical on campus to allow students opportunities to apply their knowledge and skills on patients. The clinic hours are scheduled throughout the curriculum to fulfill the clinical practice requirements. During the clinical hours, students work under the supervision of an instructor and a licensed dentist.

CREDENTIALING EXAMS

In order to be eligible for employment as a Registered Dental Hygienist (RDH), graduates of the program must successfully pass all applicable exams and receive a license from the State Board of Dentistry. Licensing requirements vary by state, and one such requirement is to pass several credentialing exams. Students must pass the written National Board Dental Hygiene Examination (NBDHE) and a regional or state board examination that includes a clinical component and in some jurisdictions a written component.

CAREER OPPORTUNITIES

Graduates of this program are prepared to seek entry-level employment as dental hygienists.

PLAN OF STUDY

Course Code	Course Title	Clock Hours	Credit Hours
AHP116	Human Anatomy and Physiology I	60	4.0
AHP117	Human Anatomy and Physiology II	60	4.0
AHP205	Ethics and Jurisprudence	60	4.0
BIO110	Microbiology	60	4.0
BIO120	Biochemistry	60	4.0
CHM101	Chemistry	60	4.0
COM101	Communications	60	4.0
DAS116	Computer Applications and Billing	60	4.0
DHG100	Nutrition	60	4.0
DHG104	Introduction to Dental Hygiene Lab I	60	4.0
DHG105	Introduction to Dental Hygiene Lab II	60	4.0
DHG110	Anatomy, Histology, & Embryology of Facial Structures I	60	4.0
DHG111	Anatomy, Histology, & Embryology of Facial Structure II	60	4.0
DHG112	Process of Care I	60	4.0
DHG114	Radiology I	60	4.0
DHG191	Dental Hygiene Clinic	60	2.0
DHG192	Dental Hygiene Clinic	60	2.0
DHG193	Dental Hygiene Clinic	60	2.0
DHG194	Dental Hygiene Clinic	60	2.0
DHG200	Dental Materials	60	4.0

DHG212	Process of Care II	60	4.0
DHG220	Periodontology I	60	4.0
DHG230	Health Promotion	60	4.0
DHG240	General Oral Pathology	60	4.0
DHG250	Pharmacology/Pain Control	60	4.0
DHG291	Dental Hygiene Clinic	60	2.0
DHG292	Dental Hygiene Clinic	60	2.0
DHG293	Dental Hygiene Clinic	60	3.0
DHG294	Dental Hygiene Clinic	60	3.0
DHG312	Process of Care III	60	4.0
DHG314	Radiology II	60	4.0
DHG320	Periodontology II	60	4.0
DHG330	Community Oral Health	60	4.0
DHG391	Advance Dental Hygiene Clinic	90	3.0
DHG392	Advanced Dental Hygiene Clinic	90	3.0
DHG393	Advanced Dental Hygiene Clinic	90	3.0
DHG394	Advanced Dental Hygiene Clinic	90	3.0
*ENG101	English Composition I	60	4.0
*ENG102	English Composition II	60	4.0
*MTH101	College Mathematics	60	4.0
PDC100	College Success	24	1.0
PDC200	Career Development	60	4.0
*PSY101	Introduction to Psychology	60	4.0
*SOC101	Sociology	60	4.0

* General education courses

Schedule

Morning: 8:00 a.m. – 1:00 p.m. Monday through Thursday; Afternoon: 1:00 p.m. – 6:00 p.m. Monday through Thursday

* Terms are 12 weeks in length. *Courses and course time as are subject to change.

This section has been revised. See addendum 8.

MEDICAL LABORATORY TECHNOLOGY

Length: 2000 Contact Hours / 96 Instructional Weeks	Program Quarter Credits: 115
Credential Awarded: Academic Associates Degree	Mode of Delivery: Blended. Courses delivered on-line are identified below; all other courses are offered in a traditional on-campus (residential) mode of delivery. Online courses are delivered through a consortium agreement with Fortis College in Centerville, Ohio

OBJECTIVE

Medical Laboratory Technicians are at the forefront of medical advances by working in the world of science where discoveries that save lives are made every day. MLTs also serve as a vital member of the healthcare team. The MLT performs chemical and biological analyses on blood and other specimens in order to assist physicians in the diagnosis and treatment of patients. The objective of the Medical Laboratory Technology (MLT) program is to provide students with the training necessary to become licensed Medical Laboratory Technicians so that they can seek entry-level employment in the career field of medical laboratory technology.

DESCRIPTION

The field of medicine depends upon high-quality testing. Medical Laboratory Technicians perform such testing and provide the test results that are used by clinicians to make accurate diagnoses. The Medical Laboratory Technology program is designed to provide knowledge, skills, and hands-on activities that are highly comprehensive in nature. Included in the training are extensive actual testing experiences in all phases of the modern clinical laboratory: Hematology, Clinical Chemistry, Blood Banking Technology, Medical Microbiology, and other areas of diagnostic testing which support patient care by generating laboratory data used by physicians in clinical decision-making. Students enrolled in this program also take a set of general education courses that help train them in critical thinking, verbal and written communications, humanities, mathematical, natural and social sciences.

EXTERNSHIP

The MLT program includes a significant component of externship hours. Students must successfully complete prerequisite course work to advance into the externship courses. Entering an externship requires maintenance of satisfactory progress in compliance with established academic policies and procedures. The student works on-site in a combination of clinical and front office settings to practice the skills learned in the classroom and acquire confidence in a real world environment. Students are not paid for work performed at the externship site.

CREDENTIALING EXAMS

Graduates of the MLT programs may be certified as Medical Laboratory Technicians by passing either of the following certification exams: American Medical Technologists (AMT) or American Society for Clinical Pathology (ASCP). Some States may require the graduate to sit for a state licensure exam.

CAREER OPPORTUNITIES

Job prospects for Medical Laboratory Technologists are expected to be excellent, particularly for those who have completed training from an accredited college and taken a national certifying examination. Graduates of the MLT program are prepared to seek employment as MLTs in hospitals, reference laboratories, and physician group practices labs

PLAN OF STUDY

Course Code	Course Title	Clock Hours	Credit Hours
MED110	Anatomy and Physiology I	60	4.0
MED115	Anatomy and Physiology II	60	4.0
MLT101	Introduction to Clinical Laboratory Science	60	4.0

MLT105	Urine and Body Fluids Analysis	60	4.0
MLT110	Immunology and Serology	60	4.0
MLT115	General Chemistry	60	4.0
MLT120	Clinical Chemistry	60	4.0
MLT125	Clinical Immunochemistry and Toxicology	60	4.0
MLT130	Diagnostic Microbiology	60	4.0
MLT135	Microbiology Laboratory	60	4.0
MLT140	Hematology	60	4.0
MLT145	Hematology and Hemostasis	60	4.0
MLT150	Immunochemistry	60	4.0
MLT200	Transfusion Medicine and Component Therapy	60	4.0
MLT205	Parasitology and Mycology	60	4.0
MLT210	Capstone and Certification Review	60	4.0
MLT215	Simulation I	120	4.0
MLT220	Simulation II	120	4.0
MLT230	Simulation III	150	5.0
MLT240	Externship I	210	7.0
MLT250	Externship II	210	7.0
**MAT101	College Mathematics	40	4.0
**ENG101	English Composition	40	4.0
**BIO205	Microbiology	60	4.0
**COM205	Effective Communication	40	4.0
**PSY101	General Psychology	40	4.0
**SOC101	Sociology	40	4.0

** General education courses; Online Delivery

Schedule

Morning: 8:00 a.m. – 1:00 p.m. Monday through Thursday; Afternoon: 1:00 p.m. – 6:00 p.m. Monday through Thursday

* Terms are 6 weeks in length. *Courses and course time as are subject to change.

ACADEMIC POLICIES

ACADEMIC ACHIEVEMENT/GRADING

The progress and quality of students' work is measured by a system of letter grades and grade percentages. Grades are based on the quality of work as shown by written tests, laboratory work, clinical rotations or externships, term papers, projects and other assignments as indicated on the course syllabus. As defined in the attendance policy, poor attendance may result in an "F" grade.

The grading scale, with equivalent percentages, is as follows:

Grade	Percentages	Quality Points
A	95 to 100	4.0
A-	90 to 94	3.7
B+	87 to 89	3.3
B	83 to 86	3.0
B-	80 to 82	2.7
C+	78* to 79	2.3
C	73 to 77	2.0
C-	70 to 72	1.7
D+	67 to 69	1.3
D	60 to 66	1.0
F	59 and below	0.0
P	Proficient in the course	N/A

Other letter grades used by the Institute include:

Grade	Description	Affects Credits Attempted	Affects GPA
AU	Audit	No	No
I	Incomplete	No	No
W	Withdrawn	Yes	No
WF	Withdrawn Failing	Yes	Yes
TR	Transfer Credit	Yes	No

***Dental Hygiene Students** The minimum grade of a "C+" (78%) is required to pass all Dental Hygiene (DHG and DAS) Courses and the following prerequisite science courses:

- Anatomy and Physiology
- Microbiology
- Chemistry and Biochemistry

*** Medical Laboratory Technology Students.** The minimum grade of a "C+" (78%) is required to pass all Medical Laboratory Technology concentration courses and prerequisite science courses. Any concentration course below a grade of C+ must be retaken. A student can attempt a concentration course for no more than two times. Any student who fails to pass a concentration course after two attempts is subject to dismissal from the program.

ACADEMIC HONORS

Fortis Institute recognizes students who have achieved a better than average scholastic record.

Dean's List

Students who earn a grade point average between 3.70 and 3.99 for an academic term will be placed on the Dean's List.

Students acquiring Dean's List status will receive a certificate designating their status. Students who achieved Dean's List in the most recent term will be displayed prominently throughout the campus.

President's List

Students who earn a 4.0 grade point average for an academic term will be placed on the President's List.

Students acquiring President's List status will receive a certificate designating their status. Students who achieved President's List in the most recent term will be displayed prominently throughout the campus.

Valedictorian

The valedictorian represents both academic and personal achievement. The valedictorian will be selected from the group of students having a GPA of 3.70 or higher, the group who have earned High or Highest Honors. The Institute's Campus President will select a student from this group to be the valedictorian for the graduation ceremony based on additional input from faculty and staff about public speaking skills, personal achievements, and rapport with the class. The valedictorian's responsibilities may include representing and addressing the graduating class at the graduation ceremony.

CLINICAL EVALUATION

Clinical and laboratory activities will be graded as Pass/Fail using approved grading rubrics that identify critical elements that must be judged satisfactory for passage. Any Pass/Fail element in the syllabus grading rubric will be considered necessary to achieve a passing grade in the course. Failure of clinical or lab will result in failure of the entire course. All elements of a course must be repeated when a course is repeated.

The instructor will provide feedback to the student regarding his or her progress in lab, simulation and clinical. In addition, a formative clinical evaluation will be completed at mid-term, and a comprehensive clinical evaluation will be completed at the end of each clinical rotation.

INCOMPLETE GRADE POLICY *This section has been revised. See addendum 12.*

It is the student's responsibility to complete all coursework within the prescribed time frames. Students may request a grade of Incomplete ("I") at the end of a grading period if they are passing the course at that time and if the circumstances which are causing the student to request the Incomplete grade are beyond the student's control and prevent him/her from completing the required coursework by the last scheduled day of class. Students must request an Incomplete grade by submitting a completed Incomplete Grade Request Form to the course instructor. The student's instructor will co-sign the form with the student and is responsible for obtaining approval signature from the Program Director or Dean of Education before turning the form into the Registrar for recording.

All incomplete work must be completed and turned in for grading no later than 14 calendar days from the last day of the completed academic term. At that time, a grade of 0 (zero) will be given for all work still missing and the course grade will be determined in accordance with the criteria published in the course syllabus.

Credits associated with courses in which an Incomplete grade is received will not count as either credits attempted or Minimum Cumulative Credits Completed at the Institute. They bear no quality points and are not included in the calculation of CGPA.

COURSE REPEAT POLICY

All courses in which a student fails to earn a passing grade (as defined in the course syllabus) must be repeated and successfully completed in compliance with course prerequisite requirements and in order to graduate.

All courses from which a student has withdrawn (whether with a "W" or "WF" grade) must be repeated and successfully completed in compliance with course prerequisite requirements and in order to graduate.

If a higher grade is earned in the repeated course, it will be used to compute the CGPA. Repeated courses will be included in the calculation for credit hours earned/attempted for satisfactory progress. All final grades are reflected on the official transcript; repeated courses are designated by with an asterisk.

Students who need to repeat a course must meet with the Registrar regarding scheduling. It is the responsibility of the student to meet with a financial aid officer to determine if any additional assistance is available to pay any additional tuition and fees associated with repeating a course. A student who fails a course must repeat that course at the next available opportunity, subject to space limitations. Likewise a student who withdrew from a course must repeat that course as soon as possible after re-entry. Failing or withdrawing from a course and the subsequent required repeat may interrupt the student's enrollment, delay the student's expected graduation date, negatively impact financial aid eligibility and/or impact the student's satisfactory academic progress status.

COURSE AUDIT

Any current student may audit a lecture class without charge, provided that seating space is available in the course of choice and that auditing a class does not interfere with the student's required course schedule. Arrangements to audit a class must be made with the Dean of Education. Due to space limitations, students may not be permitted to audit laboratory or clinical/externship activities or experiences.

A course audit status is also available when it is determined by the institution that a student on clinicals or externship requires an evaluation and improvement of skills. If it is necessary to remove a student from a clinical/externship site for auditing of a class, the student will not be charged tuition.

During an audit class, the student is expected to participate in all typical learning activities except examinations or quizzes. Audit courses do not count toward credit attempted or credit earned and will be assigned a grade of "AU"; neither do they count as part of a student's full or part-time schedule for purposes of financial aid. A course audit cannot last more than one term (six weeks or one quarter in quarter-based programs). Auditing a class may lengthen the time it takes for a student to complete the program.

COURSE REFRESHER

To refresh their knowledge and skills, graduates of Fortis Institute may enroll in up to two classes that were a part of their curriculum at the time of graduation with no tuition charge. Graduates seeking to take a refresher course must contact the Director of Education to determine availability of course(s). Because of space limitations, graduates may not be permitted to take laboratory or clinical/externship activities or experiences. Refresher courses are not graded, and no credit is earned. Graduates taking refresher courses must abide by current school rules and regulations, particularly in attendance and punctuality. Graduates will need to purchase the appropriate textbook(s) associated with the class.

TRANSCRIPT OF GRADES *This section has been revised. See addendum 5.*

Students will be provided one official transcript of their grades upon completion of their program of study. Each additional transcript will cost \$5.00. All requests for student transcripts must be made in writing to the Registrar's Office. The institution reserves the right to withhold an official transcript if the student's financial obligations to the Institute or state or federal loan agencies are not current.

GRADUATION REQUIREMENTS

Upon successful completion of all requirements of their chosen program of study, students will be awarded the diploma or degree that they have earned.

To be eligible for graduation, students must have:

- 1) Accumulated, with passing grades, the required number of credit hours within the student's program of study by the last day of the graduating term or within the timeframe prescribed in the incomplete grade policy.
- 2) Achieved a Cumulative Grade Point Average (CGPA) of at least 2.0
- 3) Completed the program within 1.5 times the program's length as published in the Standards of Satisfactory Academic Progress policy in this catalog
- 4) Verified satisfactory completion of all program criteria for graduation with the: Dean of Education, Registrar, Financial Aid, and Career Services
- 5) Returned any school property, including books and equipment
- 6) The student has made satisfactory arrangements with the Business Office to meet all financial obligations to the Institute.

LICENSURE, CERTIFICATION, AND REGISTRATION

Graduation does not guarantee eligibility to sit for licensure, certification, or registry exams.

As part of the licensure, certification, and registration application process, arrest and court records of final adjudication for any offense other than a minor traffic violation may be submitted to credentialing agency for review. Applicants who have been convicted of a felony and whose civil rights have not been restored may be considered to be incomplete by the Institute until documentation of restoration of civil rights is received.

Students should consult with the credentialing agency for more specific information.

STUDENT HANDBOOKS

Additional program policies and procedures are published in student handbooks, specific to each program, and are to be regarded as an integral part of this catalog.

COUNSELING/ADVISEMENT *This section has been revised. See addendum 11.*

Academic advising is available throughout the student's enrollment at the Institute to assist students with the identification and resolution of academic problems. Individual advisement sessions are scheduled by appointment and may be outside of regular class time. In addition, faculty members are available throughout the term to meet with students as needed.

The Institute does not offer counseling services. Students requesting guidance, encouragement, or assistance in their chosen career fields are encouraged to discuss any problem with an instructor or a member of the Institute's management team as needed. Students who encounter problems that interfere with their ability to succeed in their program are also encouraged to seek help. While the Institute does not provide counseling services, it maintains a community resource list and/or WellConnect, a student assistance program, for personal, family, and financial counseling-related needs. Students who need assistance in these areas should request the community resources list.

TUTORING

Tutoring is available for all students. Students should understand that tutoring is not a substitute for regular attendance for the full length of the class day throughout the program. All tutoring is at no additional cost to students. Students who experience difficulty understanding and learning the material contained within the training programs should contact the instructor, program director, or Dean of Education to schedule tutoring with an instructor. Additional laboratory time may be provided for those students needing to complete assigned lab projects or requiring extra help with laboratory activities. These sessions may be scheduled outside of normal classroom instruction hours. Students should make arrangements with the instructor or Dean of Education.

Students with unacceptable academic performance may be required to accept special help or attend scheduled assistance sessions as a condition of their continuation in the program. These sessions may be scheduled outside of normal classroom hours.

ACADEMIC APPEALS *This section has been revised. See addendum 12.*

The Academic Appeals policy and process provides a vehicle by which students can appeal academic decisions or actions, such as final grades or consequences of attendance violations. Students who wish to appeal academic status/eligibility due to failure to maintain Satisfactory Academic Progress should see the *SAP Appeals & Financial Aid Probation* section of the *Satisfactory Academic Progress* policy within this Catalog. Students thinking about appealing a decision related to classroom policies such as decisions regarding course-specific testing, classroom assignments, or grades should first discuss their concerns with their instructor. Dismissal can only be appealed if there are significant extenuating circumstances.

An academic appeal must be received within seven calendar days of the student being notified of the decision that he or she wishes to appeal. Appeals must be submitted in writing to the Dean of Education. The appeal must include a description of the academic decision the student is requesting be reviewed and as much documentation as possible substantiating the reason for review of the decision.

The Dean of Education will convene a meeting of the Academic Review Board, consisting of the one program director who was not the instructor for the course if the issue is grade related and the Director Student Services. This meeting will be held within seven calendar days of the Dean receiving the student's written appeal. The student will be notified in writing via mail and email of the Academic Review Board's decision. The notification will be sent no later than the end of the next business day after the Academic Review Board meeting.

If the student is appealing termination due to violation of the attendance policy the student will remain withdrawn from the school until the appeal is successful. See *SAP Appeals & Financial Aid Probation of the Satisfactory Academic Progress* section of this catalog for more information if the student is appealing termination due to failure to maintain satisfactory academic progress.

If the student believes that he or she still did not receive the appropriate due process, the student may file a grievance or complaint by following the procedure described in the grievances and complaints section of this Catalog.

ATTENDANCE *This section has been revised. See addendum 12.*

Regular class attendance is required of all students. Promptness and dependability are qualities that are very important in all occupations. Students should begin to develop these qualities the day they begin their training.

Attendance is taken daily in class by the instructor and turned over to the Registrar before the end of the class day. Early departures, tardies, and class cuts will be recorded in quarter-hour increments. A period of less than 15 minutes will be counted as a quarter-hour of absence. Attendance records are maintained by the Registrar as part of the student's permanent academic record.

Students with chronic absenteeism in excess of 20% of the scheduled hours for a course may receive a failing or reduced grade for the course.

A student attending the Institute will be withdrawn from any course he or she does not attend within a 14 day calendar period (excluding school holidays and breaks). The student will be withdrawn from his or her program immediately if he or she does not attend any course(s) within a 14 calendar day period (excluding school holidays and breaks). All students must complete 100% of the scheduled clinical or externship hours within the assigned grading period.

Students are responsible for making-up assignments and work missed as a result of absence at the discretion of the instructor. The instructor may assign additional outside make-up work to be completed for each absence.

Attendance is reviewed by instructors, program directors, and the Dean of Education on a weekly basis with a focus on those who have been absent for 15% of the scheduled course. Students will be notified by phone, e-mail, or online in the student portal if their attendance is in danger of violating attendance requirements.

Students may appeal the Institute's actions related to the attendance policy if the absence was due to extenuating or mitigating circumstances, for example, illness, military duty, death of a family member, court appearance, or jury duty. Appeals should follow the standard grievances/appeals escalation process. That is, the student should first discuss the issue with his or her instructor.

Additional Program Attendance Policies:

Chronic Absenteeism – Absenteeism is considered excessive when it significantly interferes with a student's learning, as reflected in academic performance or development.

Some programs of study may have specific attendance policies. Students should refer to the student handbooks for those programs for more details.

VA ATTENDANCE POLICY:

All students receiving Veteran Administration (VA) Education Benefits who are enrolled in diploma program may be dismissed from the program and have their benefits terminated as of the date attendance drops below 80%. Students will need to speak with the Dean of Education and Financial Aid Director if they have any questions regarding this matter.

Make-Up Hours

Any student who is absent from any scheduled class will be required to make up the absent class or practical hours. Make-up hours must be approved and completed within the course in which the absence occurs. Make-up hours for theory class must be made up during alternate theory class times and practical make-up hours must be made up during practical class times. Make-up hours may be completed during alternate schedules, including the alternate daytime or evening schedule. All holidays and/or school cancellation days must be made up during alternate schedule periods. Special circumstances will be managed by the Program Director with approval from the Dean of Education or Campus President.

If absence at any time during the program exceeds more than 30 hours (one week), the student will be placed on a mandatory prescribed school schedule which may include Saturday school attendance.

MAKE-UP WORK

Arrangements to make-up assignments, projects, tests, and homework missed as a result of absence must be made with the approval of the instructor. See the *Incomplete Grade Policy*.

TARDINESS/EARLY DEPARTURE

Students are required to be on time and stay for the entire duration of class. Students assume the responsibility for making arrangements with individual instructors for any and all make-up of work missed as a result of being late for

classes or leaving early. Time missed in class due to students' tardiness or leaving early is recorded as time absent from class.

BRIEF PERIODS OF NON-ENROLLMENT OR STANDARD PERIOD OF NON-ENROLLMENT (SPN)

This section has been revised. See addendum Z.

With the exception of scheduled holiday and breaks, the Institute programs and courses are delivered continuously throughout the year. Programs of study are designed to be delivered in an uninterrupted academic calendar; however, there are a certain set of limited circumstances when an individual student, for academic reasons, needs to interrupt the sequential order of the courses in his or her program of study. The Institute has an enrollment status provision, Standard Period of Non-Enrollment (SPN), which would allow a student to request and be approved to retain his or her status as an otherwise active and enrolled student in the Institute during these brief periods.

There are six required steps that must be completed prior to the approval of the SPN enrollment status:

- 1) The student must be currently enrolled and actively attending in a program of study that delivers instruction in modules.
- 2) The student must otherwise be in good academic and financial standing with the School and sign a Standard Period of Non-Enrollment Request Form wherein the student affirms that he/she will attend the next module.
- 3) The student must be able to return to the same payment period, or term for which the SPN is granted.
- 4) The Campus President and Financial Aid Director **must** approve the SPN request.

Any approved SPN means that the School will not charge the tuition, books or fees for the module of instruction for which the student is not in attendance

ACADEMIC LEAVE OF ABSENCE (ALOA)

Students enrolled in term-based credit hour programs who need to interrupt their program of study for military service requirements, jury duty, or a Family Medical Leave Act (FMLA) affecting the student or a member of the student's immediate family (spouse and/or children), are not able to resume training at the same point where the training was interrupted and therefore would not qualify for a Traditional Leave of Absence (TLOA), but would qualify for the Academic Leave of Absence (ALOA) provision. To qualify for this provision, the ALOA must meet all eligibility criteria below, the request must be made prior to the first scheduled class day of a term or module and the student may only return at the beginning of a subsequent term or module. Students enrolled in term-based programs that are approved for an ALOA will begin their grace period on any Federal Student Loan(s) as of their last date of attendance. Furthermore, the Return to Title IV policy and Tuition Refund policy as listed in the catalog will be applied.

The following are the criteria for making application and approving an Academic Leave of Absence:

1. The request and reason(s) for the Leave of Absence must be made by the student in writing on a Leave of Absence Request Form in advance of the ALOA. If unforeseen circumstances inhibit a student from making the ALOA request in advance, the Institute may grant an ALOA on behalf of a student without prior written request as long as the Institute can document the reason for its decision and collect the request from the student at a later date. This would apply in such instances where the student sustained an injury due to an accident, became suddenly ill, or had an immediate family member become suddenly ill that was in need of immediate care.
2. In certain documented, unforeseen and extenuating circumstances, a student who cannot continue attending the course(s), may find it essential to request an ALOA after a term or module has started. The institution is not required to approve this type of LOA request; however, if the institution grants this type of mid-term LOA request, the student will receive a grade of W or WF for each course attempted in the term. The W or WF grade will be determined in accordance with the normal grading policy, and will have the same impact as usual. **SAP will need to be calculated for the student before a decision on the LOA is determined.** If a student would be SAP Not Met after the W/WF grades for the current term are awarded, then the LOA is denied. The Return to Title IV policy and Tuition Refund policy as listed in the catalog will be applied, based upon the percentage of the term or module the applicant has attended.
3. The initial leave period requested should be no more than 90 days; however, in certain semester-based programs, the initial ALOA request may be extended to 120 days. If the student requires an extension of the original leave period, the student must apply for an extension and provide new documentation. The request for extension will follow the same approval process as the original request, which requires the written approval from the Institute. The Institute cannot extend the period of leave originally requested without a written request from

the student (or family member if the student is incapacitated) that includes third-party supporting documentation. All ALOA extension paperwork and documentation must be turned into the Institute prior to the student's initial ALOA return date. In any 12 month period, the cumulative leave period(s) may be no longer than 180 calendar days.

The applicant for an ALOA will be notified by the Registrar or the Campus President if his or her application for an Academic Leave of Absence has been approved or denied. If the leave is approved, the student will also be notified of the scheduled return date and any other conditions required of the student. All students that are approved for an ALOA must meet with the Financial Aid Department prior to returning to school.

WITHDRAWAL

In order to remain in "Active" status at the Institute, students must be enrolled in and actively attending at least one course. If students withdraw from all of their classes, or cease to actively attend, they will be withdrawn from the Institute in accordance with the Attendance Policy.

A student who withdraws voluntarily or involuntarily from enrollment in a course is also withdrawn from the institution if the student is only enrolled in one course. However, a student enrolled in multiple courses who withdraws voluntarily or involuntarily from one or more courses may remain actively enrolled. Students may withdraw from all of their courses, and therefore from the Institute, by notifying the Institute in writing.

Should students be considering withdrawing from a course or from the Institute, they should meet with the Dean Education or the, or the Campus President in order to gain an appreciation for what the Institute can do to help them solve their problems and to gain a complete understanding of the decision they are about to make. If a student decides to proceed with withdrawal, the student must provide notification to the Campus President and the Registrar in writing and meet with the Director of Financial Aid to understand the Student Responsibility (see below).

Students who withdraw from a course or from the Institute will receive a grade of "W" if they withdraw before or at the time of attending 50% of the scheduled class days for the course. If students withdraw after attending 50% of the scheduled days of the course, they will receive a "WF" grade. The grade will be recorded on their transcript.

Withdrawals as a Result of Failure to Attend

A student attending the Institute will be withdrawn from any course he or she does not attend within a 14-day calendar period (excluding school holidays and breaks). The student will be withdrawn from his or her program immediately if he/she does not attend any course(s) within a 14 calendar day period (excluding school holidays and breaks). All students must complete 100% of the scheduled clinical or externship hours within the assigned grading period.

Effective Date of Withdrawal

If students provide notification of withdrawal, the effective date of the withdrawal will be the earliest of the following: the date on the written notification, the date it was received if there is no date on the notification, or the student's last day of attendance.

If students withdraw without written or verbal notice, or if students fail to return from a Leave of Absence, termination shall take effect on their last day of attendance.

Dismissal from the Program and the Institute

Students who have been dismissed from the Institute may not be eligible for re-instatement, unless the dismissal was due to failure to meet the Institute standards of satisfactory academic progress, in which case the appeal process is to be followed.

Student Responsibility

Whenever their schedules change, whenever a course is added, dropped, or when students withdraw from a course, students must meet with the Financial Aid Department in order to understand the impact of the change on their financial aid and financial obligations and must meet with the Registrar in order to review the impact of the change on their graduation date.

NOTE: Students who are contemplating withdrawing from a term should be cautioned that:

- The entire scheduled length of the term they are currently enrolled in is counted in their maximum program completion time.
- They must repeat all courses from which they elected to withdraw.
- There may not be space available in the class upon their return.
- They may have to wait for the appropriate course in the term to be offered again.
- Their graduation date may change.
- Their financial aid and/or tuition costs may be affected.

EDUCATIONAL DELIVERY SYSTEMS

Courses are taught employing a combination of didactic, laboratory, and experiential or practical learning. The lecture, laboratory, and externship/clinical hours for a course are identified on the syllabus. Lab hours may be scheduled differently from classroom hours and may vary throughout the program.

Lecture classes are delivered by qualified instructors in a residential classroom setting or in an approved online delivery format (refer to blended format description) with appropriate learning resources such as textbooks and/or multimedia materials through internet access and computer projection devices.

Lab classes typically require students' participation of hands-on learning activities either led, guided, or supervised by an instructor, and performed by students in groups or individually. Such lab activities may take place in a specific dedicated laboratory or a regular classroom with the appropriate learning resources and/or equipment and tools.

Clinical and/or externship courses typically take place at a qualified clinical/externship site, and students perform tasks under the guidance of a site supervisor and/or a clinical instructor.

Select programs are delivered in a blended format, which is the incorporation of both traditional on-campus (residential) and distance learning (online) within a program of study. The mode of delivery for each program is identified on the program page. Students enrolled in blended programs will take some of their courses via distance learning (online). Students enrolled in blended programs require access to a computer, webcam, internet connectivity, and software that meets the specifications described in the Student Information and Acknowledgement Form provided during enrollment.

CLOCK HOUR OF INSTRUCTION

Clock hours of instruction consist of 50 minutes of instruction in a 60-minute period.

CLOCK TO CREDIT HOUR CONVERSION FORMULA *This section has been revised. See addendum 12.*

Definition of a Credit Hour

Fortis Institute uses the following clock hour to quarter credit hour conversions:

One quarter credit hour is defined as:

- 10 hours of classroom or direct faculty instruction, plus out-of-class student work
- 20 clock hours of laboratory activities
- 30 clock hours of clinical/externship

For all courses, except clinical/externship, one clock hour is defined as 50 minutes of class and 10 minutes of break time.

Out-of-Class Work

Out-of-class work or homework refers to learning tasks assigned to students to be completed outside of classroom or faculty instruction hours. An essential part of every program of study, out-of-class work enables students to master course objectives and leads toward the achievement of overall program objective. Students are expected to complete approximately two hours of out-of-class work for each classroom or faculty instruction hour per week.

Types of Out-of-Class Work

Common out-of-class work includes but is not limited to reading and writing assignments, mathematical problems, projects and case studies, worksheets, research work, journal entries, review of key concepts and principles, and other learning activities aimed at building and/or enhancing specific skills in a particular subject field. Out-of-class assignments are designed for various purposes such as reinforcing what students have already learned, preparing them for upcoming lessons, applying concepts and principles to new situations, or exercising their critical thinking and problem-solving skills in theoretical or practical cases.

Assignment of Out-of-Class Work

Out-of-class work is assessed in varied ways. Overall, out-of-class work accounts for no more than 20% of the final course grade. Typically specified in the outline portion of the course syllabus, out-of-class work is to be completed by the students on their own time outside of their scheduled class hours according to instructions by the faculty of the course.

MAXIMUM CLASS SIZE

Course Component	Medical Assisting & Medical Billing and Coding	Dental Assisting	Dental Hygiene	Medical Laboratory Technology	Trades Programs
Lecture (residential)	35:1	35:1	50:1	35:1	20:1
Lecture (online)	20:1	20:1	20:1	35:1	N/A
Lab (residential/sim/online)	20:1	N/A	10:1	10:1	15:1
Dental Assisting Lab	N/A	12:1	8:1	10:1	N/A
Dental Assisting Radiology Lab	N/A	5:1	N/A	N/A	N/A
Pre-clinical, Clinical, Materials Labs	N/A	N/A	5:1	10:1	N/A
Computer - <i>This component has been revised. See addendum 12.</i>	N/A	N/A	32:1	N/A	N/A

COURSE PROGRAMMING

Fortis Institute reserves the right to determine when each course is offered, to decide the number of credits a student may carry, and to make changes in programs or classes to better fit changing career requirements or student goals, objectives, and needs. Class size may vary depending upon the course.

Classes may be scheduled between 8:00 a.m. and 11:00 p.m., Monday through Friday; and 8:00 a.m. and 5:00 p.m. on Saturday.

Some courses require clinical hours at hospitals and skilled nursing facilities which operate 24-hours each day, seven days a week. The scheduling of clinical hours for some classes may be at times other than normal Institute hours, including late evenings, early mornings, and weekends. The assignment of externship and clinical hours is non-negotiable by students

INSTITUTE CLOSURES *This section has been revised. See addendum 12.*

The Institute reserves the right to close the Institute during weather or other emergencies. Notice of closures may be broadcast on the radio or TV station, posted on the Student Bulletin Board and/or portal, or a recorded phone announcement of closure or delayed opening will be available to students by calling the Institute's telephone number.

In the event that the Institute must cancel classes due to emergencies, the Institute will determine the date and time of any required make-up for courses and inform the students as soon as possible. Make-up days will be posted on the student portal and/or Student Board.

COURSE ADD/DROP

Students may not drop or add a course, except in certain circumstances. A student enrolled in multiple courses may have the ability to drop a course, but the student must be aware that dropping a course may affect the student's enrollment in multiple ways, including his or her financial aid eligibility, satisfactory academic progress, and graduation date.

CLINICALS, INTERNSHIPS, AND EXTERNSHIPS

1. Nature of policies in this section of the Catalog

- a. The policies in this section pertain to all programs and to all students enrolled in those programs where the program requirements include a clinical rotation, internship, or externship (CIE). In this policy where the term "externship" is used, it is used as the generic term and is intended to cover all three of these types of

academic experiences.

2. Nature of CIE - educational purpose, status of students

- a. Most programs at this Institute are intended to prepare students for a specific career or profession. Therefore, the externship component of those courses is integral to academic requirements for preparation for the chosen career or profession. The externship closely reflects the student's future working responsibilities. Therefore, a student is required to demonstrate dependability, punctuality, and accountability, which are essential and measurable professional qualities. While at the externship site, the student's status is that of student at the institution. The student is not an employee at the site. Students receiving education at clinical/externship sites may not be permitted to be paid for their time onsite.

3. Requirements that must be met prior to release to externship

- a. The student must complete the required didactic and lab components of their program as specified in the course requirements and syllabus for that program. This includes having demonstrated competency in, and having passed, skills tests with grades as specified in the syllabus or course requirements.
- b. Students must have a CGPA of at least 2.0 in order to be eligible to be assigned to an externship site, be meeting the terms for satisfactory academic progress, and assuming successful completion of the externship, be able to complete the program within the maximum time frame specified by the SAP policy.
- c. Students must have met financial obligations by having a zero balance on their account or by being current on their payment plan.
- d. There are a wide range of program and site specific requirements including, in some programs, mandatory vaccinations, immunizations, background checks, and health insurance. These requirements are disclosed to the student during the enrollment process and the student is required to sign an acknowledgement of the information disclosure.

4. Agreements

- a. The Institute maintains current agreements with all entities and locations where the student may be assigned for purposes of meeting the externship component of the program requirements. The standard agreement calls out the responsibilities of the site, the responsibilities of the institution, and the responsibilities of the student.

5. Site availability, assignment to a site

- a. Students will meet with the externship coordinator or externship instructor during the course preceding any course with an externship component. This meeting will normally take place within 30 days from the day the student is scheduled to start the externship course. The externship instructor will review available sites with the student and select the venue that will best meet educational requirements. Student considerations for distance to travel and availability of transportation will be taken into account where possible. Generally students are not required to find their own sites; rather they will be assigned to a site with whom the Institute has an existing relationship. Should the student want to introduce a new site to the Institute, the Institute will need to inspect and evaluate the appropriateness of the site and its ability to meet the educational objectives of the externship course module, and to complete an agreement with that site before the student can attend there.
- b. The student will be assigned to a specific venue and will be assigned specific regular hours of attendance that will enable the student to complete the externship within the timeframe specified in the program requirements if the student attends as specified.
- c. Students must be prepared to travel to their externship assignments. The school will attempt to assign sites that are convenient for the student; however, this may not always be possible. Students will be informed by the externship coordinator or instructor if there is state-specific regulation or guidance as to the distance the student is expected to travel. Additional information can be found in the Externship Handbook.

6. Scheduling

- a. A student must be scheduled to begin externship within 14 calendar days of the end of the student's didactic training (excluding holidays and regularly scheduled breaks). If a student does not begin externship training as scheduled, the student is considered to be absent. If a student does not begin externship training within 10 scheduled externship days of the scheduled start dates, he or she must be terminated (dropped) from the program.
- b. Hours of externships availability
 - i. For most programs, students are expected to make themselves available for externship duties between

the hours of 8:00 pm to 6:00 pm Mondays through Fridays or normal business hours for the site. For most programs, the level of supervision required is not available on nights and weekends so students enrolled in night and weekend classes must plan accordingly. Night and weekend students sign a disclosure that they were made aware of this at the time of enrollment.

- ii. Students will be advised if their program requires an exception to this weekday, daytime scheduling of externship hours during the enrollment process and during their study.
- c. Length of day, maximum length of day
 - i. In the interests of safety and of effectiveness of the learning experience, a student will normally be expected to be on site at the externship location for between four and eight hours per day, five days a week or according to the site's schedule of business hours.

7. Attendance, reporting of attendance, notification of intention to be absent, or unexpected absence

- a. The student must complete 100% of the hours specified in the program outline for externship.
- b. The student must report site attendance to the externship instructor daily. The Registrar will record attendance. A student who does not report attendance risks being in violation of the attendance policy. Violation of the attendance policy could cause the student to be dismissed from the school.
- c. Students are discouraged from being absent during the externship. Students must request prior approval from the site and the externship instructor for anticipated absences. Approval will be given only for extraordinary circumstance such as a death in the family, jury duty, military duty, or similar.
- d. Students must not be late or tardy to their site. Lateness will be counted for attendance purposes at externship sites the same way that lateness to class is accounted for under the Institute's attendance policy. A student who is likely to be late must inform the site supervisor as soon as it is safe and feasible to do so.
- e. If more than 20% of the scheduled externship hours are missed, in accordance with the attendance and grading policy, the student will be considered to have failed the course and will be required to retake it when a suitable site becomes available. There may be a charge involved.
- f. In addition, in some programs, the student is required to attend meetings at the Institute to discuss the progress, the experience, the program, and extern site instructors. Attendance will be taken at these meetings but it will not count towards hours of attendance for the course or module.
- g. Make-up hours for lateness or absences are difficult to schedule. Make-up hours must be arranged with the site supervisor and externship instructor. Students should understand that make-up hours may not be contiguous to their scheduled end date.

8. Supervision on site

- a. Supervision
 - i. Students will be supervised on site either by a member of the Institute's staff or by a member of the site's staff. The student will be advised of the supervisor's name and contact information when the site assignment is given.
 - ii. If the student's supervisor is a member of the site's staff, a member of the Institute's staff will visit that site at least once during the time the student is assigned there to observe the student first-hand and to obtain feedback from both the student and the on-site supervisor.
- b. Sign-off on attendance
 - i. The student's supervisor must sign off on time reported back to the Institute. It is the student's responsibility to get the supervisor's signature on his or her timecard.

9. Safety, confidentiality, professionalism

- a. Students are expected to observe and comply with all site and institutional requirements for safety and preservation of confidentiality. Students are expected to demonstrate professionalism in their interaction with all members of staff and members of the public at the site where they are assigned. Such professionalism includes appropriateness of communications. Allied health students may be required to sign a statement acknowledging confidentiality of patient records and the applicability of HIPAA laws.

10. Dress code, behavior, conduct, and rights and responsibilities

- a. At all times the Institute's policies and code of conduct including all student responsibilities are in force. These policies include the dress code policy, the drugs and alcohol policy, visitor policy, the anti-smoking policy, video and audio recording policy, and termination/expulsion policy.
- b. In addition, each site will advise the student during his or her site orientation of site-specific policies that the

student is also required to observe. Violations of the site's policies are considered to be a violation of the Institute's policies and discipline will be administered accordingly, up to and including dismissal from the program.

11. Grading, student performance evaluation

- a. Academic
 - i. In order to receive a grade for the course, the site must turn in an evaluation of the student's performance during the time of assignment to the site.
 - ii. The grade cannot be turned in until all the required hours have been completed.
 - iii. The site will not assign a grade. The Institute's externship instructor will assign the grade based on first-hand observation and input from the site.
 - iv. The student is required to fill out a survey evaluating the extern site and experience.
- b. If the student has not performed sufficient hours to complete the externship by the scheduled end date, the student's grade for the module will automatically be turned to "Incomplete" and the student will be notified. The Incomplete grade policy will then be invoked: that is, the student has 14 calendar days within which to complete the required hours.

12. Program Specific Requirements

- a. There is a wide and extensive array of program specific conditions that a student must meet both in order to be eligible to attend education at an externship site and during the education experience itself. These conditions are often mandated by state regulators or accreditors. The Institute also specifies conditions in order to maintain uniformity of high standards such that the institution's credentials will be valued in the workplace. These may include vaccinations, immunizations, background checks, drug tests, and other kinds of requirements. Students are informed of these requirements at the time of enrollment. Evidence of compliance is typically requested and must be presented when requested. The program director and externship instructor will meet with students to remind them of such requirements.
- b. In some states and for some programs, the Institute is required to conduct a federal and/or state background check on the student. As part of that background check, the Institute will request records about any prior criminal or drug related offenses. For some programs, the student's driving record may also be checked. See program specific requirements.
- c. There are a wide array of site-specific requirements, the most common of which is finger printing or conducting a background check.

13. Additional sources of information

- a. All students whose programs of study include an externship component are required to attend mandatory orientation held at the institution at least a week prior to their first day on an externship site.
- b. Additional information can also be obtained from the program director or program's externship coordinator.
- c. Any program specific requirements are stated in the program section of this Catalog.

ACADEMIC IMPROVEMENT PLANS

The campus maintains an academic improvement plan, which includes plans for new programs, changes to existing programs, facility improvements, and changes to academic policies. Students may contact the Campus President for copies of the Institute's Academic Improvement Plan.

FACULTY EVALUATIONS

Course and Faculty Evaluations are conducted at the end of every grading period. Students are asked to critique various aspects of their training. Student comments on course content and instructor effectiveness assists the Institute in making changes and modifications to improve the quality of programs, instruction, and student services.

LEARNING RESOURCE CENTER

MISSION STATEMENT

The mission of the Learning Resource Center (LRC) is to support and enhance the educational process at the Institute, and to support the professional development and research needs of faculty and students. Accessibility of current, relevant resources for users is the guiding mission in establishing all policies and procedures, in budgeting, and in decision-making.

OBJECTIVES

The Learning Resource Center (LRC) seeks to enrich the educational experience of all users by providing users accessibility to a wide range of current and relevant materials and information services that promote education and cultivate life-long learning. The LRC seeks to fulfill the unique informational needs of the library community by providing access to electronic data bases, web-based resources, print journals, media titles, and reference books. The LRC seeks to enrich faculty instructional strategy and delivery by providing access to internet technology and virtual access to data bases and web-based resources in classrooms, laboratories, offices, and other learning spaces.

DEFINITION

The Learning Resource Center (LRC) is a library serving a number of academic programs. The Center is located in a defined learning space within the Institute. The LRC houses the print collection of reference books, print journals, and media titles. It is the central location for access and distribution of a broad range of data bases and web-based resources that are accessible on computers in the LRC or at any location in the Institute. The LRC provides a quiet environment for study or research, and is staffed by knowledgeable and trained professionals.

CAREER SERVICES

Career Services continuously promotes professional relationships with employers to provide qualified career-oriented graduates to match their employment needs. The Career Services Department is the liaison between students and employers, serving the students by promoting the Institute to prospective employers. Through career development, including professionalism, motivation, and the maintenance of ethical standards, graduates are empowered with the skills necessary to foster a successful and on-going career.

All current and prospective students are entitled to review the Institute's completion rate and job placement rates. Statistics pertaining to these are updated and published annually. Copies are available from the Admissions Office or from the Registrar.

The Career Services staff aid graduates in finding employment by assisting with resume preparation, helping with development of interviewing skills, and identifying job leads appropriate for the graduates. They may set up job interviews for graduates.

Recent graduates and students approaching graduation receive first priority for job search assistance services.

Graduate candidates meet with the Director of Career Services or a member of the Career Services staff during their last term to discuss services available in their individual job search. Interviews with a member of the Career Services staff will normally be scheduled before a student is released to externship.

Obtaining employment is ultimately the graduate's responsibility. While the Career Services department will assist all graduates in good standing, graduates should independently pursue employment opportunities and not rely entirely on the efforts of the department.

Recent graduates who have not yet obtained employed in the field of their program should notify the Institute's Career Services Director of pending job interviews or any placement or change in status (continuing education, further education, job change, etc.). Graduates who have not yet obtained employment in the field of their program should contact the school frequently to inquire about job openings.

Prospective employers may request training-related information about students they could consider hiring. The student's academic and attendance patterns, as well as observable professional behavior, are factors that may be considered by prospective employers.

Students and graduates should also be aware that potential employers may conduct a criminal and/or personal background check. Students with criminal records that include misdemeanors or felonies (including those that are drug-related) or personal background issues such as bankruptcy might not be accepted by these employers. Some agencies, institutions, and employers may require candidates for employment to submit to a drug test.

To comply with reporting requirements the Institute reserves the right to contact a graduate's employer using various methods to verify information regarding the graduate's employment. In some instances, the Institute may disclose personal information to the employer for the sole purpose of employment verification.

While placement assistance will be provided, the Institute cannot promise or guarantee employment or a specific salary.

TUITION AND FEES

This section has been revised. See addendum 3, 4, 8, and 10.

PROGRAM	TUITION	ADMIN & TECH FEE	SCRUBS / UNIFORMS	STUDENT KIT	CERTIFICATION / LICENSURE EXAM	IMMUNIZATIONS	BACKGROUND CHECK	DRUG SCREEN	TEXTBOOKS & E-BOOKS	LAPTOP	TOTAL COST
DIPLOMA/ CERTIFICATE PROGRAMS											
DENTAL ASSISTING COST PER CREDIT:\$316.13	18968	203	72	410	375	0	0	0	498	320	20846
ELECTRICAL TRADES COST PER CREDIT:\$266.65	17066	100	72	602	0	0	0	0	1692	0	19532
HEATING, VENTILATION, AIR CONDITIONING AND REFRIGERATION COST PER CREDIT:\$286.71	18350	100	72	754	25	0	0	0	432	320	20053
MEDICAL ASSISTING COST PER CREDIT:\$338.34	15564	178	54	34	132	0	0	0	543	320	16825
MEDICAL BILLING AND CODING COST PER CREDIT:\$295.96	18350	203	72	0	114	0	0	0	955	320	20014
WELDING TECHNICIAN COST PER CREDIT: \$300.50	19232	100	156	476	0	0	0	0	767	0	20731
DEGREE PROGRAMS											
DENTAL HYGIENE COST PER CREDIT: \$150 PER GENERAL EDUCATION COURSE, \$417 PER DENTAL HYGIENE COURSE & \$150 FOR GENERAL EDUCATION COURSE	48318	350	200	2835	2085	0	43	38	2396	320	56585
MEDICAL LABORATORY TECHNOLOGY COST PER CREDIT: \$359 PER CORE & \$150 PER GENERAL EDUCATION	37105	303	144	0	390	0	43	38	1587	320	39930

Certain deliverable items are billed throughout the length of the program, upon a student's withdrawal, the balance of the remaining cost of all items already received by the student, will be charged to the student ledger.

The Enrollment Agreement obligates the student and the Institute by the Academic Quarter for the program of instruction selected by the student. Students' financial obligations will be calculated in accordance with the refund policy in the contract and this Institute catalog. The content and schedule for the programs and academic terms are described in this catalog. With the exception of the enrollment fee, which is a one-time charge, all other tuition and fees are charged each Quarter. A returned payment fee of \$25.00 may be charged for each returned check or rejected payment.

COST FOR DIPLOMA PROGRAMS

The diploma programs charges are as follows:

Student tuition is charged at a per class rate for all programs that are not billed on a cost per credit rate for the term.

The charges for these classes are outlined below:

- Tuition for 4 class course load per term (not including externship) is charged at 100% of the tuition rate for the term.
- Tuition for 3 class course load per term (not including externship) is charged at 75% of the tuition rate for the term.
- Tuition for 2 class course load per term (not including externship) is charged at 50% of the tuition rate for the term.
- Tuition for a 1 class course load per term (not including externship) is charged at 25% of the tuition rate for the term. Externship is charged at a 50% of the tuition rate for the term.

All required tuition, fees, certification exam, uniforms(s), student kits, textbooks, and/or immunization are included in the overall cost of attendance and are not purchased separately by the student. If the student is requesting additional purchases of supplies, then he/she will be required to pay the charge(s) separately to the school.

Note to VA students:

While all required tuition, fees, certification exam, uniforms, student kits, textbooks, and/or immunization are included in the overall cost of attendance and are required for all students equally, the Veteran Administration does not cover the application fee, cost of books, and cost of immunization. The VA student is responsible for paying the application fee, books and immunization.

Certifying Tuition for Chapter 33 Recipients:

Fortis Institute charges tuition at a flat rate per Quarter unless otherwise specified in the student enrollment agreement. Chapter 33 recipients enrolled in a program delivered in a modular delivery will have their tuition and fees certified to the VA by dividing the total tuition charged for the quarter by the minimum number of hours considered full-time (12) and then multiplying that per-credit hour cost by the number of hours of enrollment for each modulated term (until the minimum full-time hours are reached) and certify the results. No tuition will be certified for subsequent hours pursued.

REFUND AND CANCELLATION POLICIES

If an applicant/student cancels, withdraws, or is dismissed by the Institute for any reason, refunds will be made according to the Institute's Refund Policy. If a refund is due to the student, it will be paid within 30 days of the date that the student either officially withdraws or the Institute determines that the student has withdrawn. All refunds will be calculated using the student's last day of class attendance. The last day of class attendance is defined as the last day the student had academically related activity, as evidenced by posted attendance. If a student withdraws without written or verbal notice after classes have started, termination shall be effective on the student's last date of attendance as determined by the institution. Upon receipt of the refund, the student agrees that its receipt constitutes a full and complete release of Fortis Institution from any and all liabilities. All governmental and agency refunds will be made within the required time limits of the funding agency.

TUITION REFUND POLICY

A student wishing to officially withdraw should inform Fortis Institute at least five calendar days, but no more than thirty calendar days, in advance of withdrawal, and is encouraged to do so in writing. A student who returns to Fortis Institute after withdrawing must sign a new Enrollment Agreement and will be subject to the then-current price of tuition and fees. A student's last date of attendance as documented by Fortis Institute will be used to calculate any money the student owes and to calculate any refund the student is due. All other fees are non-refundable when the applicable item or service is provided to the student.

Student refunds are based on the formula below:

<u>Proportion of Term or Module Taught</u>	<u>Refund Percentage</u>
10% or Less	90%
10.01% up to and including 20%	80%

20.01% up to and including 30%	70%
30.01% up to and including 40%	60%
40.01% up to and including 50%	50%
More than 50%	No Tuition Refund

VETERAN TUITION REFUND POLICY

If a student receiving Veteran Administration (VA) Education Benefits fails to enter the program or withdraws on the first day of the term, they will receive a full refund of tuition, and any registration fees beyond \$10.00.

BOOKS AND EQUIPMENT RETURN POLICY

The Institute does not participate in a buy-back program for textbooks, laptops, or other required course materials. Books and Equipment being returned must be returned in the original packaging, in original condition, within 14 days of receipt. E-Books will be considered in original condition if the content has not been accessed or printed. Books and Equipment missing original packaging or having signs of use would prevent the sale of the item to other students and therefore will not be acceptable to be returned.

RIGHT TO CANCEL *This section has been revised. See addendum 3.*

An applicant to the Institute may cancel his or her enrollment to the Institute and receive a full refund of monies paid. Written notice of cancellation is encouraged, and should be mailed to Fortis Institute, postmarked no later than midnight on the fifth (5th) calendar day after the date the applicant's Enrollment Agreement with the Institute was signed by the student and a representative of the Institute. The applicant may use a copy of his or his Enrollment Agreement as a cancellation notice by writing "I hereby cancel" at the bottom of the Enrollment Agreement, adding his or her name, address, and signature, and delivering or mailing it to Fortis Institute at 100 London Parkway, Suite 150, Birmingham, AL 35211, Attention: Campus President. If the applicant for admission cancels his or her enrollment as noted above more than five days after signing the Enrollment Agreement, and making an initial payment, but prior to the start of classes, the applicant is entitled to a refund of all payments for tuition and fees, minus the applicable Enrollment Fee, to be paid within 30 days.

CANCELLATION/REJECTION POLICY

Institute will refund within 30 days, all monies paid by an applicant who is rejected for enrollment by Institute or who enrolls in a program that Institute cancels, or who cancels within five (5) calendar days of signing the Enrollment Agreement.

OTHER CHARGES *This section has been revised. See addendum 3.*

Students may be required by an externship site to have an additional background check and/or drug test. If additional background checks and/or drug screening is required, this amount will be charged to the student. An additional \$100.00 Enrollment fee will not be charged each time a student changes his or her program. A student must see the Registrar's Office and Financial Aid to discuss any program changes. There is no graduation fee.

FINANCIAL ASSISTANCE PROGRAMS

Fortis Institute maintains a staff of financial aid professionals to assist students in obtaining the financial assistance they require to meet their educational expenses. Available resources include the federal grant and state aid programs, student loans from private lenders, and federal work-study opportunities, both on and off campus. Federal assistance programs are administered through the U.S. Department of Education. Any U.S. citizen, national, or person in the United States for other than temporary reasons who is enrolled or accepted for enrollment may apply for these programs. Most forms of financial assistance are available for each July 1 – June 30 award period. Every student considering application for financial aid should request a copy of the current guide, *Funding Your Education*, published by the U.S. Department of Education. This important document may be obtained from the Institute's Financial Aid Office or online at <http://studentaid.ed.gov/students> and will assist persons in understanding eligibility requirements, the application process, deadlines, and the various forms of grants and loans available. In addition, the Institute's *Consumer Information Guide* contains more detailed information about financial assistance programs. The *Consumer Information Guide* is available online at:

<http://www.fortisedu.info/>

FEDERAL PELL GRANT

The Federal Pell Grant is an important source of aid for students. The Free Application for Federal Student Aid (FAFSA) is available on-line at www.FAFSA.ed.gov, or in paper form from high school counselors, at public libraries and the Institute's Financial Aid Office. The amount of the award depends upon the determination of the student's eligibility, his or her enrollment status, cost of attendance, and a payment schedule issued by the U.S. Department of Education, Office of Student Financial Assistance. Applications are available from the Institute's Financial Aid Office.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)

Each year Fortis Institute makes a limited number of awards to students through the Federal Supplemental Educational Opportunity Grant (FSEOG) program. These funds are reserved for students who qualify based upon exceptional financial need. The financial aid officer determines who will receive a FSEOG and the amount awarded, based on need, not to exceed the program maximum. Consult the Institute's Financial Aid Officer for the Institute - specific FSEOG policy.

FEDERAL DIRECT LOAN PROGRAM (FDLP)

The Federal Direct Loan Program (FDLP) has both subsidized and unsubsidized loans. A subsidized loan is awarded on the basis of financial need (need is the budgeted Cost of Attendance less estimated financial aid). The federal government pays interest on the subsidized loan until repayment begins and during authorized periods of deferment. An unsubsidized loan is not awarded on the basis of need. The borrower is charged interest from the time the loan is disbursed until it is paid in full. In addition, until repayment begins and during authorized periods of deferment, the unsubsidized loan borrower has the option to pay the interest or allow the interest to accumulate. Accumulated interest will be added to the principal amount of the loan and will increase the amount the borrower must repay. To apply, students should contact the Institute's Financial Aid Office.

FEDERAL DIRECT PARENT LOAN FOR UNDERGRADUATE STUDENTS (PLUS) LOAN PROGRAM

Federal Direct Parent Loan for Undergraduate Students (PLUS) loans are for parents with good credit histories who want to borrow to help pay for their children's education. Loans are made available to the parents of a dependent student by the US Department of Education. For additional information, students should contact the Institute's Financial Aid Office.

FEDERAL WORK-STUDY PROGRAM (FWSP)

The Federal Work-Study Program (FWSP) program provides employment for students who demonstrate financial need and who must earn a part of their educational expenses. The program encourages community service work and work related to a student's program of study. FWSP employment is arranged with public or private non-profit agencies off campus, and the work performed must be in the public interest. FWSP employment opportunities are also available on campus in a variety of student services positions. Eligibility for participation in the FWSP is

determined by the Institute's Financial Aid Office, based on the student's financial need and academic progress. Questions regarding the FWSP should be directed to the Institute's Financial Aid Office.

An FWSP request form is completed by interested students. Interested students must have completed a FAFSA and must have financial need remaining after other aid is awarded. If a position is available, a qualified student is notified of their acceptance into the FWS program. If a position is not available, a qualified student is advised to apply again at a later date once a position opens. If an applicant for FWSP does not qualify for the FWS program, his or she is notified by letter.

VETERANS' BENEFITS

Fortis Institute is approved for participation in various funding programs offered through the Veterans' Administration. Information on eligibility requirements and applications can be obtained from the Financial Aid Office. A student entitled to educational assistance under chapter 31 or 33, should submit a certificate of eligibility as early as possible, but no later than the first day of class. Students who request in writing to use their chapter 31 or 33 entitlement and provide all necessary information for a timely certification of enrollment will receive a budget sheet or financial aid award letter outlining these benefits which would be used to pay for costs the student will incur. In such cases, the institution will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds due to the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment to be provided under chapter 31 or 33.

Terms Beginning 8/1/2019 And Thereafter (PI 115-407 Sec. 103)

Students utilizing VA education benefits shall not be charged a penalty; including assessment of late fees, denial of access to classes, libraries, or other institutional facilities, or be required to borrow additional funds because of the individual's inability to meet their financial obligations due to the delayed disbursement of a payment to be provided by the Department of Veterans Affairs.

SCHOOL, PRIVATE, STATE, AND LOCAL FINANCIAL RESOURCES

Sources (where applicable) of state, local, and other private aid include state grants, scholarships, and agency funding, which are available from organizations such as those listed below. Note that these sources are separate from federal student financial aid sources and private lending sources. Please consult the Financial Aid Office or funding grantor for additional information.

The state's higher education webpage may be visited for more information on specific state grant options.

Students interested in scholarships are encouraged to search using FinAid! a leading scholarship search provider for students. Their free service matches scholarships to the student's specific qualifications and can be accessed online at www.FinAid.org.

- Vocational Rehabilitation-

- Workforce Investment Act

The Federal Workforce Investment Act is designed to assist students who have been affected by the downturn in the economy to re-enter the workforce in a career where they can excel and benefit the employer at the same time. The program is operated by the state of Alabama with offices in most counties. The funding is awarded based on need, availability, and several other factors. Students must meet with a counselor in their area prior to receiving funding for a particular program. For further details and contact information for WIA offices within the school's service area, contact the Business Office Manager.

VERIFICATION

A student's Free Application for Federal Student Aid (FAFSA) may be selected by the U.S. Department of Education for a process called "verification" to verify the information on the application. Students are reminded to provide truthful and accurate information. Students who are selected for verification will be contacted by the Financial Aid Office and given a verification worksheet that includes specific requirements, deadlines, and consequences of non-compliance. To complete the verification and remain eligible for Financial Aid, the student must submit the verification worksheet as well as tax/income information as directed by the Financial Aid Office.

Fortis Institute has developed policies and procedures regarding the verification of information provided by the FAFSA under the Title IV Programs. For more information regarding the policies and procedures for verification,

please consult the Institute's Consumer Information Guide or contact the Financial Aid Office.

RETURN OF TITLE IV FUNDS POLICY

If a student withdraws from the Institute and the student received Title IV Federal Student Aid (FSA) assistance during the period (the specific term, quarter, or payment period for which the Return to Title IV refund must be calculated), the Institute must determine the amount of Title IV funds a student has earned at the time of withdrawal using the Return of Title IV (R2T4) funds formula. The Title IV FSA program rules may require a return to the Federal government of all, or a portion of, the amounts disbursed during the term. The amount of FSA assistance earned by a student is based upon the amount one of the following formulas. Students should consult their Financial Aid officer regarding their program's specific measurement.

Credit Hour Programs:

$$\frac{\text{No. of Days Completed in the Payment Period through Withdraw Date}}{\text{Total Number of Days in the Payment Period}}$$

Note: Scheduled breaks of at least five consecutive days are excluded from the total number of calendar days in the numerator and denominator. The calendar days on an approved leave of absence are excluded from both the numerator and denominator. Percentages are calculated to the fourth decimal place.

Based on the calculation, through the 60% point in each period, a pro rata schedule is used to determine how much Title IV FSA funding the student has earned at the time of withdrawal. After the 60% point, a student has earned 100% of the Title IV FSA funds. (Sample Return of Title IV calculations are available from the institution's Financial Aid Office upon request.)

Title IV FSA funds that require refund are credited in the following order:

- Unsubsidized Direct Stafford loans (other than Graduate PLUS loans)
- Subsidized Direct Stafford loans
- Direct PLUS
- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grant (FSEOG)

Return of Unearned FSA Funds

The Institute must return the lesser of the following:

- The amount of FSA Program funds that the student does not earn; OR
- The amount of institutional costs that the student incurred for the period multiplied by the percentage of funds that were not earned. Earned means the percentage of funds that were earned over time (during the term) by the student.

If there are additional FSA funds that must be returned, the student must return or repay, as appropriate:

- Any FSA loan funds in accordance with the terms of the loan;
- Any remaining unearned FSA grant (Not to exceed 50% of the grant as an overpayment of the grant; the Institute currently refunds the Student Grant Overpayment on behalf of the student.)

If a student earned more aid than was disbursed, the Institute may owe the student a Post-Withdrawal Disbursement (PWD) which must be paid as soon as possible, but no later than 180 days from the date the school determined the student withdrew (for loans) or no later than 45 days from the date the school determined the student withdrew (for grants). The school is required to notify the student in writing within 30 days of the date it determined that the student withdrew that he/she is eligible for a PWD of Title IV loan funds; however, if the student (or parent in the case of a PLUS loan) is eligible to receive a PWD of loan funds, the student or parent borrower must first confirm in writing whether he/she accepts/declines all or some of the loan funds offered as a PWD. A PWD of Federal grant funds does not require student acceptance or approval and the grant funds may be applied directly to the student's account in order to satisfy tuition and fees, or to the student. The Institute will seek the student's authorization to use a PWD for all other educationally-related charges in addition to tuition and fees. All Direct Loan refunds will be made by EFT to the U.S. Department of Education and COD disbursement records will be updated when refunds are made. The student is notified by letter from the Institute of all Direct Loan refunds made on their behalf, including the amount, date, and loan type.

The Institute is required to return the amount of Title IV funds for which it is responsible no later than 45 days after

the date of the determination of the date of the student's withdrawal.

The information presented above is subject to change based on Federal regulations.

ADDITIONAL INFORMATION REGARDING FINANCIAL ASSISTANCE PROGRAMS

For additional information on the following topics, students should consult the Institute's *Consumer Information Guide*, which is available online at: <http://www.fortisedu.info/>

- *Loan Repayment and Counseling*
- *Terms and Conditions for Federal Loan Deferments*
- *Student Lending Code of Conduct*
- *Private Education Loans*
- *EA Institutional Loans*
- *Preferred Private Education Loan Lender List*

SATISFACTORY ACADEMIC PROGRESS

The Institute's Satisfactory Academic Progress (SAP) standards measure each student's quantitative (credit completion) and qualitative (cumulative grade point average) progress toward the completion of the student's program of study. The SAP standards are used primarily to determine a student's eligibility to receive federal financial aid under Title IV of the Higher Education Act; however, the SAP standards are applied to all students and represent a minimum standard of academic achievement required by the Institute for continued enrollment.

SAP Evaluation Periods

The Institute's SAP standards measure a student's satisfactory academic progress at the end of each Quarter. The Institute will provide an academic grade report to each student at the end of each Quarter, which will include the student's grades earned in each course attempted. The grade report will also provide cumulative information for all credits attempted and completed and a cumulative grade point average at the end of each grading period.

Maximum Time Frame

The maximum time frame in which a student may complete his or her program of study is the period of time in which it takes the student to attempt 150% of the academic credits contained in his or her educational program.

Quantitative Requirement Credit Completion

Each student must complete a minimum number of credits by the end of each SAP evaluation period. Only satisfactorily completed course credits are counted as credits completed. Satisfactorily completed course credits include those for which a student receives a grade other than a "W", "WF", or "F." All courses for which a student receives a grade, whether passing or failing, a withdrawn ("W"), a withdrawn failing ("WF"), or a repeated course are counted in determining credits attempted. Transfer credits accepted for the student's program, as well as "CR" credits, will be counted as credits attempted and credits completed. A student's SAP standing will be calculated based on the student's entire history of enrollment in a specific program of study, except as noted below. (See Credit Completion requirements at each Evaluation Level in the charts below.)

Qualitative Requirement – Cumulative Grade Point Average (CGPA)

The Institute measures qualitative progress on the basis on a 4.0 scale. All courses for which a student receives a grade will be included when calculating the student's CGPA, except that of a withdrawal ("W") or incomplete ("I") will not be included in determining a student's cumulative CGPA, and if a student repeats a course, only the highest grade for that course will be included when calculating the student's GPA. (See CGPA requirements at each Evaluation Level in the charts below.)

Academic/Financial Aid Warning

Students who do not meet the minimum standards for credits completed or cumulative grade point average in accordance with the requirements at the appropriate "Evaluation Level" will receive written notification from the Dean of Education or his/her designee stating that he or she is being placed on an Academic/Financial Aid Warning. A student in Academic/Financial Aid Warning status will have one additional Quarter, to correct the deficiency and meet the minimum requirements at the end of his or her next Quarter. The Academic/Financial Aid Warning period shall be one Quarter. The student will remain eligible for federal financial aid while on Academic/Financial Aid Warning. If the student does not achieve the minimum quantitative and qualitative requirements by the end of the Academic/Financial Aid Warning period, the student will no longer be eligible for any form of federal student assistance under Title IV of the Higher Education Act and will be dismissed from the Institute unless the student submits an Appeal (see

description below) and is granted a “Probationary” period by the Financial Aid Committee (“Committee”). A student whose enrollment is terminated because he or she failed to achieve SAP and who does not successfully appeal such termination may make application for re-admission.

SAP Tables

The following charts provide the minimum quantitative and qualitative requirements for each evaluation level.

**Programs of Study of One Academic Year
(Quarter Credit Programs)**

Evaluation Levels	Cumulative Credits Attempted (including transfer credits)	Minimum Percentage of Cumulative Credits Completed (including transfer credits)	Minimum CGPA
1	1 to 16	50%	1.75
2	16.5 to 32	66.67%	2.00
3	32.5 & Higher	66.67%	2.00

**Programs of Study of More than One Academic Year
(Quarter Credit Programs)**

Evaluation Levels	Cumulative Credits Attempted (including transfer credits)	Minimum Percentage of Cumulative Credits Completed (including transfer credits)	Minimum CGPA
1	1 to 16	50%	1.75
2	16.5 to 32	50%	2.00
3	32.5 to 48	66.67%	2.00
4	48.5 & Higher	66.67%	2.00

**Dental Hygiene Programs
(Quarter Credit Programs)**

Evaluation Levels	Cumulative Credits Attempted (including transfer credits)	Minimum Percentage of Cumulative Credits Completed (including transfer credits)	Minimum CGPA
1	1 to 16	50%	1.75
2	16.5 to 48	50%	2.00
3	48.5 to 64	66.67%	2.00
4	64.5 & Higher	66.67%	2.00

In addition, for those programs that are more than two academic years in length, a student must have a “C” average

at the end of the second academic year in order to maintain satisfactory academic progress.

SAP Appeals & Financial Aid Probation

Students who fail to meet satisfactory academic progress requirements after an Academic/Financial Aid Warning period are permitted to appeal the termination of their federal financial aid eligibility and termination from the Institute if the student can demonstrate in his or her written appeal that mitigating circumstances were the contributing factors to the student's failure to achieve satisfactory academic progress. Mitigating circumstances would include the death of a relative of the student, injury, disability, or illness of the student, or other special circumstances. A SAP appeal must be filed within 30 days of receiving notice of the failure to achieve SAP after an Academic/Financial Aid Warning period. All appeals must be submitted in writing to the Director of Financial Aid. The student's letter of appeal must explain and document, to the satisfaction of the Financial Aid Committee, the mitigating circumstance(s) which caused the student not to achieve SAP after the Academic/Financial Aid Warning Period and what circumstances have changed that will allow the student to achieve SAP at the next evaluation period. The Financial Aid Committee consists of the Campus President, Dean of Education, and Financial Aid Director, or their designees.

The Financial Aid Committee may grant one additional Quarter as a Financial Aid Probationary period, approve an "Academic Improvement Plan," which may require the student to fulfill specific terms and conditions, or deny the appeal. By approving an Additional Quarter as a Financial Aid Probation Period, the Committee determined that the student should be able to meet the Institute's satisfactory academic progress standards by the end of that Quarter. The Committee, in conjunction with the student, may also develop and approve an individual Academic Improvement Plan if the Committee determines that the student's circumstance warrant. The Academic Improvement Plan will measure incremental improvement, and if the student does not meet the incremental improvement requirements, the student would no longer be eligible for federal financial aid assistance and would be terminated from the Institute. The Academic Improvement Plan must also ensure that the student is able to meet SAP standards by a specific point in time.

If the appeal is approved by the Committee, the student will be eligible for federal student assistance (Grants, Loans, & FWS) during a Financial Aid Probationary Quarter or the period of an Academic Improvement Plan. If a student submits a timely and complete written appeal to the Financial Aid Director, the Institute may permit the student to continue his or her enrollment while the appeal is pending; however, the student would be responsible for the full payment of his or her tuition and fees if his or her appeal is not successful. The SAP appeal decision of the Financial Aid Committee is final, and the Committee's decision will be provided to the student in writing within 30 days of the appeal filing.

If a student successfully appeals his or her loss of federal financial aid eligibility, the student's financial aid eligibility will be re-established. In most cases, the Committee will place the student on a SAP Financial Aid Probationary status for one additional term or establish a time frame for meeting the minimum requirements under an Academic Improvement Plan.

Cancellation of Aid

If a student's financial assistance is cancelled for failure to meet satisfactory academic progress standards after either a SAP Academic/Financial Aid Warning period or a SAP Financial Aid Probationary period, the student will be notified in writing informing him or her of the cancellation of federal financial aid and termination from the Institute as well as the requirements for the submission of an appeal and the requirements for re-admission to the Institute.

Re-Establishment of Satisfactory Academic Progress at the College and Reinstatement of Financial Aid

Students who have been terminated from the Institute for failure to achieve satisfactory academic progress may qualify for readmission to the Institute for the purposes of reestablishing their satisfactory academic progress. However, during this period, students will not be eligible to receive any form of federal financial aid.

Students may regain federal financial aid eligible by achieving the minimum qualitative and quantitative standards. Students can accomplish this by raising their cumulative GPA and/or completing an appropriate number of courses to raise the number of credits successfully completed versus attempted. This can be achieved by successfully completing the necessary course(s) at the Institute at students' own expense or through transferring credits into the Institute

When a student who has lost his or her eligibility to receive federal student assistance meets the required cumulative GPA and/or the appropriate minimum percentage of cumulative credits completed, their financial aid eligibility may be reinstated. Students are responsible for notifying the Financial Aid Director and: Dean of Education in writing when they believe they have corrected their satisfactory academic progress deficiencies.

Transfer and Readmitted Students/Students Changing Majors

If a student transfers to the Institute from another postsecondary institution, the transfer credits that were accepted by the Institute will count as credits attempted and credits completed for purposes of calculating the student's quantitative progress. The corresponding grades will not count toward the student's qualitative progress.

If a student is re-admitted into the Institute, changes program of study, or seeks to earn an additional credential, the credits that are applicable to the student's current program of study will be included in determining the student's satisfactory academic progress standing and the appropriate evaluation level for the student in terms of establishing the total number of credits attempted and completed at each of the student's evaluation periods.

Students receiving federal financial aid may repeat a course in accordance with the Institute's academic policy. Credits from both course attempts will be counted in total credits attempted and in minimum cumulative credits completed at the Institute, but only the highest grade earned will be included in the calculation of minimum cumulative GPA. Credits from both course attempts will also count towards the Maximum Time Frame for Completion. Students may receive financial aid for each repeated course provided that a student may not repeat a passed course more than once.

Remedial Courses

Credits associated with remedial courses will not count as either credits attempted or Minimum Cumulative Credits Completed at the Institute.

Termination

The Institute reserves the right to terminate a student's enrollment if, during the student's program of study, the Institute determines that the student has failed to maintain the minimum standards of satisfactory academic progress, or has reached the maximum timeframe (150% of the program credits/hours) without successfully completing the program; failed to comply with the Institute's rules and regulations as published in the Institute's Catalog; or has failed to meet his or her financial obligations. Any refund due to the student or other agencies will be calculated and refunded according to the Tuition Refund Policy. A student who has been dismissed from the Institute for failure to maintain SAP may reapply for admission; however, until SAP status is re-established, the student will not be eligible for any form of federal financial aid. A student making application for re-admission must first satisfy all current requirements for admission. In addition, if a student's enrollment was terminated for failure to maintain SAP, the applicant's academic records will be evaluated to determine if it is possible for a satisfactory cumulative grade point average to be achieved and if the program can be completed within the maximum time frame.

STUDENT POLICIES

STUDENT RIGHTS

Students accepted into an academic program of study at the Institute have certain rights and responsibilities. These rights and the associated responsibilities shall establish a student code of professional conduct. Primary to this code is access to an environment free from interference in the learning process.

- Students have the right to an impartial, objective evaluation of their academic performance. Students shall receive in writing, at the beginning of each course, information outlining the method of evaluating student progress toward, and achievement of, course goals and objectives, including the method by which the final grade is determined.
- Students will be treated in a manner conducive to maintaining their worth and dignity. Students shall be free from acts or threats of intimidation, harassment, mockery, insult, or physical aggression.
- Students will be free from the imposition of disciplinary sanctions without proper regard for due process. Formal procedures have been instituted to ensure all students subjected to the disciplinary process are adequately notified.
- When confronted with perceived injustices, students may seek redress through grievance procedures outlined in this Catalog. Such procedures will be available to those students who make their grievances known in a timely manner.
- Students may take reasoned exception to the data or views offered in any course of study and may form their own judgment, but they are responsible for learning the academic content of any course for which they are enrolled.
- Students will be given full disclosure and an explanation by the Institute of all fees and financial obligations.
- Students have the right and responsibility to participate in course and instructor evaluations and give constructive criticism of the services provided by the Institute.
- Students have the right to quality education. This right includes quality programs; appropriate instructional methodologies and content; instructors who have sufficient educational qualifications and practical expertise in the areas of instruction; the availability of adequate materials, resources, and facilities to promote the practice and application of theory; and an environment that stimulates creativity in learning as well as personal and professional growth.
- Students have the right and responsibility to develop personally through opportunities such as formal education, work and volunteer experiences, extracurricular activities, and involvement with others.
- Students have the right to a safe and pleasant atmosphere in the classroom. There is no food or drink allowed in the laboratory areas. Cell phones are not allowed to be used in the classroom. Only for purposes of receiving an emergency call may cell phones be kept on vibrate during class time.

BEHAVIOR AND STUDENT ACCOUNTABILITY

Student Responsibilities and Standards of Professional Conduct

The following are student responsibilities:

- Attend classes regularly.
- Make the most out of his or her educational experience.
- Maintain satisfactory grades.
- Know and observe the Institute's rules and regulations governing conduct.
- Become informed and express his or her opinion.
- Not to discriminate against any other person because of race, age, sex, sexual orientation national origin, or handicap.
- Discuss grievances informally with the persons involved before invoking formal grievance action. Formal grievance action is outlined in the Catalog.
- Respect persons and the property of others.

At all times, all personal property is the sole responsibility of the student, and the Institute does not assume liability for any loss or damage. Clothing and other small items should be marked clearly with the student's name and address. Vehicles should always be locked to avoid theft.

Standards of Student Professional Conduct – Academic Integrity

All incidences of academic dishonesty and violations of academic integrity will be disciplined. Such acts cannot be listed exhaustively but examples include:

- Cheating
- Plagiarism - Submission of the work of another person for credit, or failure to properly cite references for any work which is not original to the student; copying the work of others, allowing another student to copy from the student
- Unauthorized use of notes or materials in exams, including talking to other students
- Forging or altering assignments
- Un-permitted collaboration, giving or receiving aid on a take home exam, or other academic assignment under circumstances in which a reasonable person should have known that such aid was not permitted
- Allowing others to copy or use work that is not his or her own
- Providing answers from graded assignments to others

Standards Of Student Professional Conduct – General Conduct

As students interact with their fellow students, staff and faculty, and the business community, they are expected to act in a professional, respectful manner that is complimentary to the learning process and the academic environment associated with their education and training.

A list of forms of misconduct can only be used as a reference- it is not all-inclusive. Examples of conduct that may lead to disciplinary action up to and including dismissal:

- Knowingly furnishing false information to the Institute
- Theft of the Institute's property; theft, damage, forgery, alteration, misuse or mutilation of the Institute documents, records, identification, educational materials, or property
- Interfering with the right of others to an education; violation of safety and security rules, bringing animals or children into class
- Hazing, on or off Institute property (Also see Anti-Hazing policy)
- Discourteous, disruptive or disrespectful to fellow students, faculty, and staff on or off campus
- Physical or verbal abuse of any person or engaging in conduct, which threatens or endangers the health or safety of others
- Unauthorized entry or use of facilities
- Intentional or unauthorized interference with a right of access to Institute facilities or freedom of movement or speech of any person on the premises
- Unlawful possession, use, or distribution of illicit drugs and alcohol on campus or during any student activities. If a student appears to be under the influence of drugs or alcohol in a clinical, class, or laboratory experience, that student will be removed from the learning experience. A student thought to be under the influence of drugs or alcohol will be mandated to have a Rapid Drug Screen and/or a Breath Alcohol level performed within 45 minutes of being removed from the learning experience; these tests will be at the Institute's expense.
- Use or possession of firearms, ammunition, or other dangerous weapons or substances prohibited by law
- Disorderly, lewd, indecent, obscene, or sexually harassing conduct or expression
- Violation of federal, state, or local ordinances including, but not limited to, those covering alcoholic beverages, narcotics, gambling, sex offenses or arson, of which violation occurs on Institute property or at a Institute function (Please refer to the Drug Free Policy established by the Institute for further information.)
- Unauthorized solicitation of students, staff, or faculty on-campus or online for any product or service
- Misuse of electronic equipment, copiers, faxes, e-mail accounts, or internet services, including viewing any material or sending any message that is obscene, harassing, or threatening to any individual
- Aiding, abetting, encouraging, or participating in a riot
- Failure to comply with the verbal or written directions of any, Institute official acting within the scope of his or her authority, or resisting a security officer performing his or her duty
- Aiding and abetting or inciting others to commit any act of misconduct
- Violating the dress code policy. (Please refer to the Dress Code Policy established by the Institute for further information.)

ANTI-HAZING POLICY

Hazing is 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 Institute, for the purpose of initiation or admission into an affiliation with any organization recognized by the Institute.

Hazing includes, without limitation, the following as determined by the Institute: any brutality of a physical nature, such as whipping, beating, branding, forced calisthenics, or exposure to the elements; forced consumption of any food, liquor, drug, or other substance; forced physical activity which could adversely affect the physical health or safety of a student; any activity which would subject a student to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct which could result in extreme embarrassment; or any forced activity which could adversely affect the mental health or dignity of a student.

- Hazing is a violation of the Institute Code of Conduct. Failure to comply with this policy will result in disciplinary action including, potentially, dismissal from the Institute.

COPYRIGHT PROTECTION POLICY

Students will be held accountable for failure to comply with Federal copyright and criminal laws forbidding the copying or alteration of copyright-protected materials such as computer programs, music, movies, photographs, or written materials and are expected to report violations if they become aware of them.

Additional information is included in the Institute's *Consumer Information Guide*, available online at: <http://www.fortisedu.info/>

VIDEO-RECORDING OR AUDIO-RECORDING POLICY

In the interests of an appropriate academic atmosphere in the classroom and encouragement of class participation, video- or audio- recording is not permitted without prior approval of the Dean of Education.

INTERNET USAGE

Internet access to global electronic information resources on the World Wide Web is used by the campus to assist students in obtaining education-related data and technology. The following guidelines have been established to help ensure responsible and productive Internet usage.

All Internet data that is composed, transmitted, or received via the campus computer communications systems is considered to be part of the official records of the school and, as such, is subject to disclosure to law enforcement or other third parties. Consequently, students should always ensure that the information contained in the Internet email messages and other transmissions is accurate, appropriate, ethical, and lawful.

The equipment, services, and technology provided via the Internet are the property of the Institute. As such, the Institute reserves the right to monitor Internet traffic, and retrieve and read any data composed, sent, or received through its online connections and stored in its computer systems. Data that is composed, transmitted, accessed, or received via the Internet must not contain content that could be considered discriminatory, offensive, obscene, threatening, harassing, intimidating, or disruptive to any employee or other person. Examples of unacceptable content may include, but are not limited to, sexual comments or images, racial slurs, gender-specific comments, or any other comments or images that could reasonably offend someone on the basis of race, age, sex, religious or political beliefs, national origin, disability, sexual orientation, or any other characteristic protected by law.

The unauthorized use, installation, copying, or distribution of copyrighted, trademarked, or patented material on the Internet is expressly prohibited. As a general rule, if a student did not create the material, does not own the rights to it, or has not secured authorization for its use, it should not be put on the Internet. Likewise, copyrighted and/or trademarked information should not be downloaded from the Internet to the school's networks or devices without obtaining prior permission in writing or having possession of a legal bill of sale or license from the owner to use such material.

Abuse of the Internet access provided by the Institute in violation of law or school policies will result in disciplinary action, up to and including dismissal. Students may also be held personally liable for any violations of this policy. The following behaviors are examples of previously stated or additional actions and activities that are prohibited and can result in disciplinary action:

- Sending, printing or posting discriminatory, harassing, or threatening messages or images
- Stealing, using, or disclosing someone else's code or password without authorization

- Copying, pirating, or downloading software and electronic files without permission
- Violating copyright law
- Failing to observe licensing agreements
- Engaging in unauthorized transactions that may incur a cost to the organization or initiate unwanted Internet services and transmission
- Sending or posting messages or material that could damage the organization's image or reputation; including the use of the Institute name, titles and positions in any publication that may be perceived as offensive
- Participating in the viewing or exchange of pornography or obscene materials
- Sending or posting messages that defame or slander other individuals
- Posting on behalf of the Institute, without explicit permission from the Campus President of the Institute.
- Posting or discussing confidential patient/client information related to externship and clinical experiences, or any information or photographs concerning patients/clients or their families.
- Posting work-related pictures of Institute employees, students, or anyone associated with the Institute, without that person's permission.
- Attempting to break into the computer system of another organization or person
- Performing operations against another organization's computers or networks intended to identify security vulnerabilities or disrupt service
- Refusing to cooperate with security investigation
- Sending or posting chain letters, solicitations, or advertisements not related to education purposes or activities
- Using the Internet for political causes or activities, religious activities, or any sort of gambling
- Jeopardizing the security of the organization's electronic communications systems
- Sending or posting messages that disparage another organization's products or services or the passing of personal views as representing those of the organization
- Sending anonymous e-mail messages
- Engaging in any other inappropriate or illegal activities

SOCIAL MEDIA

Social media are media designed to be disseminated through social interaction on the Internet, created using highly accessible and scalable publishing techniques, and published in blogs, social networking sites, online chat rooms and forums, video sites, and other platforms and venues. The Institute values the use of social media, such as Facebook, LinkedIn, Twitter, YouTube, texting, blogs, and online discussion groups (among many other forms), to promote positive social interaction. However, the Institute also recognizes the potential danger for misuse, inappropriate behavior, and abuse. Therefore, students presently enrolled at the school must know that they are liable and responsible for anything they post to social media sites.

- Students are prohibited from posting confidential or proprietary information about the school, its students, faculty, or staff members on a social media site.
- Students are prohibited from sharing, disseminating or transmitting electronic information that reveals any private or confidential information they may have learned about others (including patients) during their tenure at the school or externship sites. Applicable federal and state requirements, such as FERPA and HIPAA, are to be followed at all time.
- When participating in any form of social media, students are encouraged not to misrepresent themselves, and to make postings that are both meaningful and respectful without any kind of slanderous or offensive language that may be aimed at any member or group of the Institute community.
- The use of any social media sites to harass, intimidate or bully a fellow student, faculty, member of the Institute and/or affiliate is strictly prohibited and will not be tolerated. (See Policy on Cyberbullying.)
- When posting on social media sites, students must be mindful of all copyright and intellectual property rights, especially those reserved by the school.
- The use of the school logo, image, or iconography on personal social media sites to endorse a particular political party or candidate or to promote a product, cause, or event is strictly prohibited.
- Students are expected to obey the Terms of Service of any social media site.

Students who violate this policy may face disciplinary actions, up to and including dismissal from school.

CYBERBULLYING

The Institute is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The Institute encourages the promotion of positive interpersonal relations among members of the school community. The use of any electronic communication device or venue to harass, intimidate or bully a student,

faculty or staff member, whether by other students, faculty, staff, or third parties, is strictly prohibited and will not be tolerated. This prohibition includes any act that substantially interferes or presents a perception of interference with a student's educational experience, opportunities or performance. Any threats, verbal and/or psychological abuse, electronically transmitted or posted, or actions which cause or threaten to cause bodily harm or personal degradation will not be tolerated. Students who violate the policy against cyberbullying may face disciplinary actions, up to and including dismissal from school. Students, faculty, staff, and other parties, who feel like they have been a victim of cyberbullying, should contact the Dean Education or his/her designee immediately.

DRESS CODE

Each program of study at Fortis Institute has a dress code. Students must comply with the Institute's dress code while attending classes, including any externship or clinical course. Compliance with the Institute's dress code is an essential part of preparing students for employment in their professions. In addition, potential employers are frequently at the Institute therefore, it is important that each student always present themselves in a professional manner.

On certain designated days or times, the standard dress code may be modified or waived. Notice will be given to the students by either instructors or the Campus President. The following clothing items may never be worn by students on campus or while attending campus-related activities:

- Any clothing showing obscenities
- Clothing in ill repair (e.g. ripped or torn, extremely dirty, etc.)
- Cut off shorts above mid-thigh length
- Facial or tongue jewelry
- Low cut blouses or shirts
- Tank tops or other sleeveless tops
- Visible undergarments

Personal Hygiene

Although individual program dress code standards may vary, the following personal hygiene standards apply for all programs:

- Students must take daily preventive measures to maintain cleanliness.
- Hair must always be clean and conservatively styled. For laboratory and clinical classes, long hair must be pulled off the collar.
- Nails must be manicured to sport length or shorter. For laboratory classes in allied health programs, artificial nails or overlays are not permitted. Nails must be clean and free of polish or other decorations.
- Perfume or cologne should not be worn in a medical environment as they could be offensive to patients with allergies.
- Moustaches and beards must be trimmed to an appropriate length. Only complimentary conservative makeup should be worn. Unacceptable: Heavy makeup, including long false eyelashes or bright eye shadow.

Accessories

The following accessories are not allowed while attending classes or clinical/externship:

- Cell phones, earphones, and headsets may not be visible and must be turned off or silenced during all classes. Students anticipating an emergency call must inform their instructor so arrangements can be made. All phones and electronic equipment will be kept in a purse, bag, or vehicle.
- Excessive jewelry. Jewelry should be limited to wedding rings or one small ring on the left or right hand and one pair of stud type earrings. Hoops larger than a nickel or dangling earrings are a hazard and are not permitted in any lab.
- No facial piercing, tongue rings, or ear stretchers are to be worn while attending classes.
- Scarves, hats, or baggy fitting clothing.
- Tattoos must be covered while attending classes, labs, or the clinical/externship portion of program.
- Religious head covers must be the solid color of the student's particular uniform or white.

Fortis Institute students are expected to wear their Fortis Institute picture identification badge while on campus or on externship/clinical sites at all times.

Students are issued a minimum of two uniform scrub sets for allied health programs and two uniform shirts for trade programs.

The following standards apply to allied health programs:

- A clean, wrinkle-free, and well-fitting uniform top and bottom with warm-up jacket. T-shirts, sweat pants, jeans or jean-like materials are unacceptable (please see specific program for further details).
- Tops may be worn tucked inside or outside of the uniform pants.
- Appropriate undergarments must be worn and should not be visible through the uniforms.
- A full-length uniform slip must be worn under a skirted uniform. All dresses and skirts must be hemmed and cover the legs to the knees when in a seated (operator) position.
- Appropriate sweaters or warm-ups may be worn over the uniform if they are flat knit and free of ornamentation. No bulky sweaters or coats will be worn during any class or at the externship or clinic site.
- Appropriate business casual will be worn on days deemed by program curriculum. Example: interview(s), professional development, and select field trips.

Students enrolled in trades programs are expected to adhere to their program dress code.

Students dressed inappropriately or who do not follow the dress code, including standards above for personal hygiene and accessories, may be prohibited from attending classes. Those who disregard the dress code will be warned. If the problem persists, the student may be dismissed from Fortis Institute. Questions should be addressed to the specific program director.

DRUG AND ALCOHOL POLICY

The Fortis Institute is a drug-free environment. The use, possession, or distribution of alcoholic beverages or illegal chemical substances on campus is prohibited. Upon enrollment, the student signs a statement indicating understanding of and intent to abide by the Institute's Drug Free Program.

A student who violates this policy will be dismissed from the Institute without recourse, and reported to local law enforcement.

In regards to the Drug Free Institute Policy and Program, the Institute reserves the right to administer random drug testing and/or reasonable suspicion testing of its students. Students in violation of the Drug Free Institute Policy will be dismissed and will not be eligible for readmission.

Additional information is included in the Institute's *Consumer Information Guide*, available online at: <http://www.fortisedu.info/>

NON-SMOKING/NON-TOBACCO POLICY

The Institute is a non-smoking, non-tobacco facility. Smoking is only allowed in designated outdoor areas of the Institute's premises. Use of tobacco of any kind is not permitted inside the Institute's buildings. Smoking in non-designated areas is a violation of the Institute's Standards of Conduct.

DISCIPLINARY ACTION

Any student who observes a violation of Institute policies on Anti-Hazing, Drugs and Alcohol, Student Professional Conduct and Academic Integrity, or Smoking should report the incident immediately to the Campus President who will review all disciplinary matters. Student violations of these policies may result in sanctions ranging from warning, lowering of grades, failure of class or placement on probation, to suspension and/or immediate dismissal.

SUSPENSION is a period of time to be determined by the Campus President during which the student is removed from classes until the terms of the suspension are met. If the terms of the suspension are not met, the student will be dismissed from the program. A student may be placed on suspension at any time during the program.

PROBATION is a trial period of attendance during which the student must improve attendance, grades, or conduct. If the student does not improve as required, the student will be dismissed from the program.

DISMISSAL means that the student has been expelled from the Institute.

The student will be notified in person and in writing, within three business days of the incident being reported to the Campus President, of the selected sanction, together with his or her right to appeal the decision.

TERMINATION OR EXPULSION POLICY

All students are expected to conduct themselves as responsible adults, to attend classes regularly, and to maintain a satisfactory level of academic achievement.

Violations that threaten the health and safety of campus employees, other students, or visitors may result in immediate dismissal from the Institute.

The Institute reserves the right to suspend or dismiss any student who

- Exhibits conduct found by the administration to be detrimental to fellow students, other individuals, the community, or the Institute, as addressed in the "Conduct" section of this Catalog
- Fails to maintain satisfactory academic progress
- Fails to meet attendance standards
- Fails to meet financial obligations to the Institute

Time on suspension will be counted as an absence from the Institute and cannot exceed the allowable absences stated in the attendance policy.

Students dismissed for conduct violations will not be readmitted.

STUDENT APPEAL PROCESS *This section has been revised. See addendum 5.*

Students who are dismissed by the Institute have the right to appeal that decision. Students must initiate the appeal process by submitting, in writing, the reason why they should be re-admitted to Institute to the Campus President within 30 days of termination. The Campus President will respond to the appeal, in writing, within two weeks of receipt of the request.

Students will not be entitled to appeal if they are dismissed for exceeding the maximum program completion time.

CRIME AWARENESS AND CAMPUS SECURITY ACT

The Institute provides the following information to all of its employees and students as part of the institution's commitment to safety and security pursuant to the requirements of the federal Jeanne Clergy Disclosure of Campus Security Policy and Campus Crime Statistics Act.

- The Campus Security Report is distributed directly in paper format to all enrolled students and employees, and is available upon request to prospective students. It should be noted that this report is updated annually and distributed by October 1 of each year.
- Information on Crime Statistics is also available on the National Center for Education Statistic's College Navigator website. The National Center for Education Statistics (NCES) is the primary federal entity for collecting and analyzing data related to education in the U.S. and other nations. NCES is located within the U.S. Department of Education and the Institute of Education Sciences.

Appendix A of the Consumer Information Guide: <http://www.fortisedu.info/> contains Institute-specific links for the Institute's Navigator website. Information as it appears on the College Navigator website is based on Integrated Postsecondary Education Data System (IPEDS) data that are deemed final and closed, based on prior year statistical submissions.

For more up-to-date information, please contact an Admission's Representative.

TITLE IX AND VIOLENCE AGAINST WOMEN ACT (VAWA)

Fortis Institute is committed to maintaining a healthy and safe learning environment that promotes responsibility and respect in matters of sexual conduct. Since Title IX/VAWA offenses are a violation of trust and respect they are prohibited and will not be tolerated. This policy applies to academic, educational, co-curricular, and off-campus conduct. Title IX/VAWA offenses include: sexual harassment, rape and sexual assault, domestic violence, dating violence and stalking. Fortis Institute will support and assist victims of sexual violence by directing them to community resources for medical care, counseling and to local law enforcement. Fortis Institute will investigate student complaints, and a student who has committed a Title IX offense will be subject to the school's Disciplinary Action Policy which could result in dismissal from school. The Disciplinary Action Policy can be found at Page 64 and the Termination or Expulsion Policy can be found at Page 64-65 of this Catalog. Fortis Institute will provide students with educational materials on Title IX/VAWA to promote prevention and awareness. Ongoing prevention and awareness campaigns will occur during the year. If a student is a victim of a Title IX/VAWA offense, the student is urged to seek immediate medical assistance as necessary, and to report the incident to the police. A written notification in the form of Victim's Bill of Rights will be provided concerning his or her rights and options. Prompt collection of physical evidence is essential should a person later decide to pursue criminal prosecution and/or a civil action. A student who is a victim of sexual violence involving a student at Fortis Institute or an employee is urged to make a complaint to the Deputy Title IX Coordinator. Victim support and community resources are

available even if the victim does not report to the police or make a complaint. If a student has knowledge of an incident of sexual violence involving a fellow student, he/she should report the facts to the Deputy Title IX Coordinator or the local police. Retaliation against an individual who reports a crime; brings a complaint; pursues legal action; participates in an investigation; or, is a witness in any proceeding is prohibited and will not be tolerated by Fortis Institute. Should a victim of sexual violence request confidentiality, Fortis Institute will honor the request to the extent possible and allowed by law. Fortis Institute will not disclose the name of the victim of sexual violence unless required by law or with permission of the victim.

Title IX Coordinator

Attention: Title IX Coordinator
Suzanne Peters Esq., M.Ed.
National Dean of Programmatic Accreditation
Address: 5026D Campbell Blvd.
Baltimore, Maryland 21236
Telephone: Phone: 330-805-2819

E-Mail Address: speters@edaff.com

PERSONAL PROPERTY

All personal property is the sole responsibility of the student. The Institute does not assume liability for any loss or damage. It is recommended that clothing and other small items should be marked clearly with the student's name and address. Vehicles should always be locked to avoid theft.

VISITOR POLICY

Visitors, including family members, may be permitted in the classrooms and other teaching areas only with prior authorization by the Dean of Education or designee. Visitors are required to adhere to the same standards of conduct as students.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

An education record is defined as files, materials or documents that contain information directly related to a student. The Institute maintains education records. Education records are supervised by the Campus President and access is afforded to Institute officials for purposes of recording grades, attendance, and advising as well as determining financial aid eligibility.

All students attending this post-secondary Institute shall have the right to inspect, review and challenge their academic records; including grades, attendance, advising and any additional information contained in their education record. Students may request a review of their records by writing the Campus President at the address in this Catalog. Requests for review will be granted within 45 days. The review will be allowed during regular Institute hours under appropriate supervision. Students may also obtain copies of their records for a nominal charge.

Students may challenge the record for purposes of correcting or deleting any of the contents. The challenge must be made in writing with the reason for the requested change stated fully. Attendance, grades, and course evaluations can be challenged only on the grounds that they are improperly recorded. If, after the hearing, the Institute decides not to amend the record, the student has the right to place on file a statement setting forth his or her view of the contested information.

Generally the Institute must have on file written permission in order to release any information from the student's educational record, other than directory information as defined in the next paragraph. As a post-secondary educational institution, parental access to students' records will not be allowed without prior consent. The Institute may disclose educational records without consent to any of the following:

- Parents of a student who is a dependent for tax purposes
- School officials with legitimate educational interest
- Other schools to which a student is transferring
- Specified officials for the purposes of audit or evaluation
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the Institute's Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in the case of health and safety emergencies
- State and local authorities within the juvenile justice system, pursuant to state-specific law

Directory information includes the student's name, address, email address, telephone number, birth date, program undertaken, degrees conferred and dates of conferral, honors and awards, and dates of attendance. This directory information may be disclosed without the consent of the student unless the student specifically requests that the information not be released. The Institute requires students to present such a request in writing. Written consent is required before education records may be disclosed to third parties with the exception of the accrediting commissions and government agencies so authorized by law.

To make a request to suppress directory information, please complete the Request to Suppress Directory Information form and submit it to the Registrar's Office. Directory information will be suppressed until the student signs a revocation of the request.

PROFESSIONAL LIABILITY AND STUDENT ACCIDENT INSURANCE

The Institute maintains Student Professional Liability insurance on all students and instructors while at externship or clinical sites. Student Professional Liability insurance is malpractice insurance that is intended to pay claims made against a student or an instructor by a third party, such as a patient in the student's care, for injury the third party incurred while being cared for by the student.

All students on clinical sites or externship sites are supervised by approved faculty or clinical on-site personnel. Each student is covered only while supervised at a clinical or externship site. Coverage ceases upon termination of the student's enrollment, either by graduation, withdrawal, or dismissal.

Student Professional Liability Insurance does not cover medical bills that a student may incur if the student gets hurt while performing tasks that are a part of the program curriculum. The Institute maintains Student Accident Insurance which provides limited insurance for accidental injuries that students incur while participating in school-sponsored activities related to the curriculum. Coverage is limited to activities that are part of, and a requirement of, the student's curriculum and which is school sponsored. The Institute recommends all students maintain personal health care insurance. Personal healthcare insurance provides primary coverage of medical bills in the case of an accidental injury while participating in Institute sponsored activities.

In many instances, externship and clinical sites require that students maintain personal health care insurance. Failure to provide proof of personal healthcare insurance at the time of externship or clinical site assignment may prohibit a student from certain sites, and this may delay the completion of the program. The Institute recommends all allied health students maintain personal healthcare insurance to minimize any conflicts with potential clinical sites.

It is the student's responsibility to immediately notify their instructor, or externship/clinical supervisor and the Dean of Education faculty about any accident or injury to themselves, to another student or to a patient under their care that might cause liability to the student, externship or clinical site, or the Institute. A written report must also be completed.

HIPAA REQUIREMENT

All those in healthcare must comply with the federal regulations of The Administration Simplification Subtitle of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). This Act requires that individually identifiable patient information be disclosed on a need to know basis only. Care must be taken to minimize incidental disclosures and must disclose only minimal amounts of information necessary to accomplish the task. The minimum disclosure standard, however, does not apply to requests for information by a healthcare provider for treatment purposes. For example, if someone must administer a medication, he or she will have full access to the medical record. This is covered by the patient's consent for treatment.

In order to protect patient/client privacy, all personally identifying information must be removed from student papers, such as care plans and case studies. Information to be removed includes the individual's name, initials, address, phone number, fax number, and social security number. Student papers may not be copied for careless circulation and handling. These written documents containing private health information must be either carefully stored or shredded to prevent the circulation of confidential patient information. Confidentiality and privacy also extends to oral communications which extend beyond the need to know for treatment and/or educational purposes.

Clinical agencies are also mandated to follow HIPAA regulations. Students will therefore be required to meet any and all of the clinical agency's requirements as part of the clinical affiliation.

HIPAA is a Federal law. Penalties for wrongful disclosure range from fines and/or imprisonment.

STUDENT ACTIVITIES

Throughout the school year, activities that encourage school spirit and develop student leadership may be offered. The Institute believes that participation in these activities is an important part of the educational process and student involvement is encouraged.

FIELD TRIPS

When appropriate, the Institute may recommend or approve field trips to industrial or professional locations.

HOUSING ASSISTANCE

Although the Institute does not maintain dormitory facilities, students who are relocating and must arrange their own housing may contact the student services department to request a list of community resources. .

SIGNIFICANT MEDICAL CONDITIONS *This section has been revised. See addendum 5.*

Fortis Institute encourages students to promptly report significant medical conditions to the respective program director to prevent danger to the student's health. Fortis Institute encourages students to obtain written clearance from their physician, specifically citing any no restrictions on activity or weight-lifting, and to report such restrictions immediately to the student's program director and instructor.

GRIEVANCE PROCEDURE

This section has been revised. See addendum 4.

A grievance is a claim, a complaint or an expression of concern made by a student regarding any aspect of his or her educational experience including misapplication of campus policies, rules, regulations, and procedures, or unfair treatment, such as coercion, reprisal, or intimidation by an instructor or other campus employee. Students should initially discuss the grievance with their instructor or program director immediately.

An appeal is the escalation of the complaint to a next level authority. If the appeal is about an academic decision such as a grade, please see the academic appeals process.

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

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

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

Certain decisions may not be appealed. If a student is terminated for failing to meet standards of Satisfactory Academic Progress (SAP), including exceeding the maximum timeframe to complete the program, he or she is not entitled to appeal unless there is documented proof of mitigating circumstance such as a medical or disability condition that impacted his or her ability to study or participate in the program. The specific requirements for SAP appeals process are contained in the Institute's SAP policy.

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

1. The first step in the process is to address and resolve the dispute with the person involved through discussion. A student with a grievance or complaint needs to raise their concerns as soon as possible in order to assure that a settlement is made in a timely fashion. If the dispute cannot be resolved at this level, students are encouraged to address the issue verbally with the Dean of Education.
2. If the dispute cannot be resolved through addressing the Dean of Education the second step is to appeal in writing to the Campus President. The written complaint must be submitted within seven calendar days of the incident or notification of termination. The appeal document should include a description of the disputed items, the date or dates when the issue arose, the reason why the student is appealing the decision and the steps the student has taken to resolve to dispute to date. When submitting an appeal, the student should include as much factual evidence as possible, such as evidence of extenuating circumstances.

The Campus President will oversee the gathering of additional data about the issue or incident as necessary. Then the Campus President will convene the Campus Appeals Committee which will consist of the Dean of Education, Campus President and the heads of the departments to meet with the student if requested and/or otherwise assess and develop a resolution to the complaint.

A response from the Appeals Committee must be provided to the student within seven calendar days. All decisions will be provided in writing and delivered to the student in person if the student is on campus or to the student's mailing address of record with acknowledgement of receipt required.

3. If the dispute has not been resolved or if the student is still unsatisfied with the response in Step 2, the student may take a third step and file the appeal to the Regional Vice President of Education Affiliates. This appeal must also be in writing and must be received in the corporate office (5026-D Campbell Boulevard, Baltimore, Maryland 21236) within seven calendar days of being notified of the Campus Appeals Committee's decision. The Regional Vice President will conduct his or her own investigation of the issue and will respond to the student within seven calendar days of receiving the escalated complaint. All decisions will be provided in writing and delivered to the student in person if the student is on campus or to the student's mailing address of record with acknowledgement of receipt required.
4. If the dispute has not been resolved or if the student is still unsatisfied with the response in Step 3, the student may take a fourth step and file the appeal to the Corporate Vice President (VP) of Education at Education

Affiliates. This appeal must also be in writing and must be received in the Corporate Office within seven calendar days of being notified of the Regional Vice President's decision. The Corporate VP of Education will conduct his or her own investigation of the issue and will respond to the student within seven calendar days of receiving the escalated complaint. All decisions will be provided in writing and delivered to the student in person if the student is on campus or to the student's mailing address of record with acknowledgement of receipt required.

5. If the dispute remains unresolved after evaluation by the VP of Education of Education Affiliates, the student should address his or her concerns by directing them to the State Licensing Authority, the Institute's accrediting body, and/or programmatic accreditors. Students who reside out of state may contact any of the agencies listed below or contact the Campus President for information about agencies in their local area.

The title and address of the state licensing authority is:

The Private School Licensure Division, Alabama Department of Postsecondary Education
Post Office Box 302130
Montgomery, AL 36130-2130

Alabama Commission on Higher Education P O Box 302000, 100 North Union Street Montgomery, AL 36104-3758

Board of Dental Examiners of Alabama
2229 Rocky Ridge Road
Birmingham, AL 35216

The title and address of the institutional accrediting commission is:

Accrediting Bureau of Health Education Schools
7777 Leesburg Pike, Suite 314 North
Falls Church, VA 22043

Programmatic accrediting agencies include:

Dental Hygiene: Commission on Dental Accreditation
211 East Chicago Avenue
Chicago, IL 60611

Medical Laboratory Technology: National Accrediting Agency for Clinical Laboratory Sciences
5600 N. River Rd., Suite 720
Rosemont, IL 60018-5119

If the student has been dismissed, the student will remain dismissed until the matter is resolved. If the matter is resolved in the student's favor the student will be reinstated at the next available course start date.

If the student's eligibility for Financial Aid has been suspended, the student may remain in school during the Appeals process.

Complaint Policy for Students Receiving VA Education Benefits

For students receiving VA education benefits, any complaint against the school be routed through the VA GI Bill Feedback System by going to the following link: <http://www.benefits.va.gov/GIBILL/Feedback.asp>. The VA will then follow-up through the appropriate channels to investigate the complaint and resolve it satisfactorily.

MANDATORY ARBITRATION AND CLASS ACTION WAIVER *See addendum 9 for an update to this section.*

As a condition of enrolling at Fortis Institute, applicants must agree to submit all claims and disputes with Fortis Institute to arbitration. Arbitration is a private dispute-resolution process in which disputes are heard and resolved by an arbitrator, rather than by a judge or jury. Applicants also must agree to have any and all claims and disputes against Fortis Institute resolved on an individual basis and to waive any right to initiate or participate in a collective or class action against Fortis Institute. Individual arbitration of claims and disputes allows for faster resolution of issues at less cost than typically is

seen in judicial proceedings and class actions.

Fortis Institute cannot and does not require any applicant who enrolls and borrows under a federal student loan program to submit to arbitration or any institutional dispute-resolution process prior to filing any borrower defense to repayment that a borrower may claim. Further, Fortis Institute cannot and does not in any way require a student to limit, relinquish, or waive the ability to file a borrower defense claim at any time. Any mandatory arbitration proceeding tolls the limitations period for filing a borrower defense to repayment claim..

COURSE DESCRIPTIONS

This section has been revised. See addendum 4 and 5.

EXPLANATION OF COURSE NUMBERING SYSTEM

The first three letters identify the subject area. For example, AHP represents courses in the Allied Health Professions subject area.

AHP.....	Allied Health Professions
BIO.....	Biology
CHM.....	Chemistry
COM.....	Communications
DAS.....	Dental Assisting
DHG.....	Dental Hygiene
ELC.....	Electrical Trades
ENG.....	English
HVR.....	Heating, Ventilation, Air Conditioning and Refrigeration
MAS.....	Medical Assisting
MAT.....	Mathematics
MTH.....	College Mathematics
MED.....	Medical Laboratory Technology Program
MBC.....	Medical Billing and Coding
MLT.....	Medical Laboratory Technology
MOA.....	Medical Office Administration
PDC.....	Professional Development
PSY.....	Psychology
SKW.....	Skilled Workforce Professions
SOC.....	Sociology

The first number represents the level of the course: 100 series courses are generally first academic year courses or do not have pre-requisite requirements; 200 series courses are generally second academic year; courses or the course requires completion of a pre-requisite.

AHP101 INTRODUCTION TO HEALTH PROFESSIONS

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

In this course students will gain an overview of health professions and learn the basics of medical terminology, life support, and infection control. Students will also learn directives and guidelines set forth by government agencies for healthcare facilities and professionals. To help students transition successfully into college environment, this course also explores learning strategies such as reading and critical thinking, test-taking, and using computer technology for resources and class assignments.

Prerequisite(s): None

AHP105 MEDICAL TERMINOLOGY

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course will introduce students to the terminology associated with medical language. To function effectively in the health professions, students must understand The Anatomy of Word Construction, including prefixes, suffixes, root words and medical abbreviations. Through laboratory assignments, terminology relative to the body systems is presented to help the student understand medical terminology. In addition to studying the medical terminology, the course briefly covers disease processes and treatment modalities such as psychiatry, oncology, radiology and nuclear medicine. This introductory course provides a basis for a more in-depth study of human anatomy and physiology.

Prerequisite(s): None

AHP106 MEDICAL ANATOMY AND PHYSIOLOGY

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

Students are introduced to anatomical structures and physiological function of the human body. This course defines the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, respiratory, digestive, urinary, lymphatic, and reproductive systems. Practical laboratory experiences included in the course provide a survey of basic anatomy and physiology which is the foundation for a career in health professions.

Prerequisite(s): None

MED110 ANATOMY AND PHYSIOLOGY I

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

This course introduces students to the normal structure and function of the human body. This course emphasizes the primary and accessory structures associated with cells, human tissues, integumentary system, musculoskeletal system, cardiovascular system, lymphatic system and respiratory system. The understanding of complex principles among and between body systems will be clarified with the use of collaborative learning techniques, hands-on laboratory assignments and group exercises.

Prerequisite(s): None

AHP116 HUMAN ANATOMY AND PHYSIOLOGY I (2784 Clock Hour DH Program)

4.0 Credits

60 Clock Hours (40 Lecture/20 Lab Hours)

This course introduces students to the normal structure and function of the human body. This course emphasizes the primary and accessory structures associated with cells, human tissues, integumentary system, musculoskeletal system, cardiovascular system, lymphatic system and respiratory system. The understanding of complex principles among and between body systems will be clarified with the use of collaborative learning techniques, hands-on laboratory assignments and group exercises.

Prerequisite(s): None

MED115 ANATOMY AND PHYSIOLOGY II

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

Upon completion of this course, students will understand the general anatomical principles of human body systems. Study will focus upon digestive system, urinary system, nervous system, endocrine system and reproductive system. Students will also understand the complex interaction between organ systems through the integrating principle of homeostasis and how loss of homeostasis leads to malfunction and disease of the body.

Prerequisite(s): AHP116

AHP117 ANATOMY AND PHYSIOLOGY II (2784 Clock Hour DH Program)

4.0 Credits

60 Clock Hours (40 Lecture/20 Lab Hours)

Upon completion of this course, students will understand the general anatomical principles of human body systems. Study will focus upon digestive system, urinary system, nervous system, endocrine system and reproductive system. Students will also understand the complex interaction between organ systems through the integrating principle of homeostasis and how loss of homeostasis leads to malfunction and disease of the body.

Prerequisite(s): AHP116

AHP205 ETHICS AND JURISPRUDENCE (2784 Clock Hour Program)

4.0 Credits

60 Clock Hours (60 Lecture Hours)

This course prepares the allied health student to manage the moral, legal and administrative challenges encountered in clinical and non-clinical settings. Principles and standards of practice are presented as well as ethical issues and challenges associated with a professional health care career. The ethical values presented provide a basis for an appropriate decision-making model.

Prerequisite(s): None

AHP206 ETHICS AND JURISPRUDENCE

4.0 Credits

40 Clock Hours (40 Lecture Hours)

This course prepares the allied health student to manage the moral, legal and administrative challenges encountered in clinical and non- clinical settings. Principles and standards of practice are presented as well as ethical issues and challenges associated with a professional health care career. The ethical values presented provide a basis for an appropriate decision-making model.

Prerequisite(s): None

BIO110 MICROBIOLOGY (2784 Clock Hour DH Program)

4.0 Credits

60 Clock Hours (40 Lecture/20 Lab Hours)

This course is designed to provide an overview of the elements of microbiology. Students will learn of the historical development of microbiology. Various microbotic life forms will be introduced to the student such as bacteria, viruses, and eukaryotic cells. Students will study the elements of microbial nutrition, ecology, and growth. Lastly the use of microbiology and genetics will be introduced to the student.

Prerequisite(s): None

BIO120 – BIOCHEMISTRY (2784 Clock Hour DH Program)

4.0 Credits

60 Clock Hours (40 Lecture/20 Lab Hours)

This course provides instruction in the introduction to atomic structure, chemical bonding, states of matter, organic and inorganic chemical reactions, and acids and bases. Virtual laboratory experiences are included in the course.

Prerequisite(s): None

BIO205 MICROBIOLOGY

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

The microbial world is composed of an incredibly diverse group of microorganisms. Many are distinguished by their remarkable ability to cause human disease. This course is a study of microorganisms and the manner in which they affect health; characteristics, growth requirements, methods of transfer and reactions of the body toward invading organisms; principles underlying immunity; food, water, industrial and ecological microbiology. Therefore, this course will also include host defense mechanisms that interact with microorganisms. At the end of this course, you will understand what types of diseases viral, fungal and bacterial pathogens can cause. Furthermore, you will know the general mechanisms of how they cause disease.

Prerequisite(s): None

CHM101 – CHEMISTRY

4.0 Credits

60 Clock Hours (30 Lecture/30 Lab Hours)

This course provides the foundations of chemistry. Topics include the fundamentals of matter, structure, and elemental interactions. Emphasis has been placed on compound formation, acid and base reactions, and organic chemistry as it relates to nutrients.

Prerequisite(s): None

COM101 COMMUNICATIONS (2784 Clock Hour Program)

4.0 Credits

60 Clock Hours (30 Lecture/30 Lab Hours)

This course will introduce the students to communication with the goal of helping students become more effective in verbal and non-verbal communication and to be able to manage interpersonal as well as group communication. The course focuses on learning and applying practical principles to students' daily lives, both in formal and informal settings. The course takes a look at the psychological, social, cultural, and linguistic factors that influence person-to-person interaction. This course is designed to give students strategies for improving their communication behavior. Some of the topics addressed include human perceptions, interpersonal dynamics, and patterns of influence, listening and verbal and visual symbols.

Prerequisite(s): None 60 Clock Hours (20 Lecture/40 Lab Hours)

COM205 EFFECTIVE COMMUNICATION

4.0 Credits

40 Clock Hours (40 Lecture Hours)

This course introduces the students to communication with the goal of helping them become more effective in verbal and nonverbal communication and managing interpersonal and group communication. The course focuses on applying practical principles to one's daily life, in both formal and informal settings. Through the analysis of psychological, social, cultural and linguistic factors that influence person-to-person interactions, students receive feedback and learn strategies for improving their own communication.

Prerequisite(s): None

CPT-F CERTIFIED PHLEBOTOMY TECHNICIAN

0 Credits

80 Clock Hours (20 Lecture/40 Lab Hours)

Students are introduced to the roles, responsibilities, and professionalism of phlebotomists. Safety and infection control, HIPAA, and ethics as they pertain to phlebotomy are discussed. Venipuncture and dermal puncture will be performed. Students will learn and demonstrate the proper methods for blood specimen collection, handling and processing. The practice of phlebotomy will be discussed. Standard precautions, transmission-based precautions, and body systems will be reviewed.

Prerequisite(s): None

DAS110 FUNDAMENTALS OF DENTAL ASSISTING

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course presents the foundational principles of the dental assisting profession, the science of dentistry, and an introduction to dental communications. The course includes the roles and functions of the dental team, and laws affecting ethics and the practice of dentistry. Students will gain a working vocabulary that includes terminology related to oral, dental, and head and neck anatomy, and histology. Students will be introduced to dental office communication and business operating systems.

Prerequisite(s): None

DAS116 COMPUTER APPLICATIONS & BILLING (2784 Clock Hour DH Program)

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

The course activities prepare students for administrative tasks in a dental office. Students are provided with an overview of dental insurance billing procedures and insurance billing codes. Students are also introduced to DENTRIX, dental practice management software. Class activities involve working through patient simulation exercises. While progressing through DENTRIX's menus and windows, students learn to input patient information, schedule appointments, and handle billing. Students learn to process both electronic and paper insurance claims. The rules and function of the Health Insurance Portability and Accountability Act of 1996, Administrative Simplification, as it applies to the dental healthcare system is reviewed.

Prerequisite(s): None

DAS116 INFECTION CONTROL

4.0 Credits

60 Clock Hours (20Lecture/40 Lab Hours)

This course presents the background, importance, and practical application of disease transmission prevention and infection control in dentistry. This includes infection prevention and control practices, the chain of infection, standard and transmission-based precautions, barriers and use of personal protective equipment (PPE), and strategies for preventing the spread of infectious disease to healthcare workers and patients. Also presented is an introduction and comprehension of regulatory agency guidelines.

Prerequisite: None

DAS120 DENTAL PROCEDURES AND TECHNIQUES

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course presents the foundation of chairside dental assisting in the delivery of dental care to include dental instrument identification and use, and moisture and pain control methods. Patient information and assessment skills detailed are patient information and assessment, an understanding of oral diagnosis and treatment planning process, the needs of the special needs and the medically compromised patient, principles of pharmacology, assisting in a medical emergency, patient assessment and oral pathology.

Prerequisite(s): DAS110

DAS125 DENTAL MATERIALS AND LAB TECHNIQUES

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course presents the fundamentals of materials used in restorative dentistry including laboratory techniques and procedures. The properties of dental materials are covered such as restorative and esthetic materials, liners, bases, and bonding materials, cements, and impression materials. Labs will cover applications and uses of dental materials.

Prerequisite(s): DAS110

DAS130 DENTAL RESTORATIVE PROCEDURES

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

The goal of this course is to introduce students to the practices in dentistry, and the foundations of radiography, radiation safety, infection control and quality assurance involving dental radiography. The student should be able to describe dental procedures including: general dentistry, restorative dentistry, fixed prosthodontics, provisional coverage, removable prosthodontics, and implant dentistry

Prerequisite(s): DAS110

DAS135 DENTAL RADIOLOGY

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course provides lecture and laboratory-based instruction on the exposure and processing techniques of diagnostic dental films. Radiographic instruction includes intraoral x-ray, panoramic x-rays, and an overview of digital x-ray systems. Using a radiographic simulator, students will develop a portfolio of radiographs they have taken to demonstrate competence in exposing, processing and mounting intra and extra oral radiographs on a variety of patient types.

Prerequisite(s): DAS110

DAS140 DENTAL OFFICE PROCEDURES AND BILLING

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course will prepare students for administrative tasks in a dental office. Students are provided with an overview of dental office management systems: the computerized dental practice, information management, patient scheduling, recall systems, inventory management, and dental office business equipment. Managing dental office finances entails financial arrangements and collection procedures, insurance processing, and accounts payable and accounts receivable. Students are introduced to DENTRIX, dental practice management software. Class activities involve working through patient simulation exercises. While progressing through DENTRIX's menus and windows, students learn to input patient information, schedule appointments, and handle billing. The rules and function of the Health Insurance Portability and Accountability Act of 1996, Administrative Simplification, as it applies to the dental healthcare system, are reviewed.

Prerequisite(s): None

DAS145 DENTAL SPECIALTIES AND EXPANDED FUNCTIONS

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

In this course, students will explore expanded dental assistant functions within the dental specialties endodontics, periodontics, oral and maxillofacial surgery, pediatric dentistry, and orthodontics. The basics of coronal polishing and dental sealants are presented along with advanced instruction on radiography.

Prerequisite(s): DAS135

DAS151 DENTAL CAPSTONE

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course provides a comprehensive review of program contents to prepare for applicable certification examinations. Students are also given an opportunity to review clinical skills acquired throughout the program. Students will develop a portfolio of radiographs they have taken to demonstrate competence in exposing, processing and mounting intra and extra oral radiographs on a variety of patient types. Professional ethics and local jurisprudence issues and regulations associated with Dental Assisting are presented.

Prerequisite(s): DAS135

DAS190 EXTERNSHIP I

6.0 Credits

160 Clock Hours (10 Lecture /150 Extern Hours)

This course allows the student to apply what they have learned in the program curriculum to practical use in a healthcare facility under the direct supervision of a preceptor on the site. Through the externship experience, the student gain first-hand knowledge of the workplace and perform the assigned duties to meet the expectations in a professional setting. Students are expected to adapt to the work environment and reflect regularly on their learning and observations. The externship work performed, is not to be paid. Students will be required to meet at the campus a total of 10 hours, 1-1/2 hours a week to review the extern experience and competency checklist.

Prerequisite(s): All Coursework

DAS195 EXTERNSHIP II

6.0 Credits

160 Clock Hours (10 Lecture /150 Extern Hours)

This course allows the student to apply what they have learned in the program curriculum to practical use in a healthcare facility under the direct supervision of a preceptor on the site. Through the externship experience, the student gain first-hand knowledge of the workplace and perform the assigned duties to meet the expectations in a professional setting. Students are expected to adapt to the work environment and reflect regularly on their learning and observations. The externship work performed, is not to be paid. Students will be required to meet at the campus a total of 10 hours, 1-1/2 hours a week to review the extern experience and competency checklist.

Prerequisite(s): All Coursework

DHG100 NUTRITION

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

This course is a basic orientation to the principles of nutrition. Topics include digestion, carbohydrates, proteins, lipids, the utilization of energy and metabolism. The role of vitamins, minerals and nutrients are emphasized and their role in maintaining healthy oral tissues. The role of the dental hygienist in nutritional assessment and counseling are highlighted.

Prerequisite(s): None

DHG100 NUTRITION (2784 Clock Hour DH Program)

4.0 Credits

60 Clock Hours (60 Lecture Hours)

This course is a basic orientation to the principles of nutrition. Topics include digestion, carbohydrates, proteins, lipids, the utilization of energy and metabolism. The role of vitamins, minerals and nutrients are emphasized and their role in maintaining healthy oral tissues. The role of the dental hygienist in nutritional assessment and counseling are highlighted.

Prerequisite(s): CHM101

DHG104 INTRODUCTION TO DENTAL HYGIENE LAB I

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

This course presents the didactic and laboratory components of pre-clinical dental hygiene theory. A firm foundation in infection control procedures, dental hygiene process of care, client assessment, deposit and disease indices, oral infection control, and disease prevention is highlighted. In preparation for advancing to patient care, the following topics are presented: CPR and management of medical emergencies, OSHA regulations, Bloodborne Pathogens standard, Hazard Communication standard, and CDC guidelines. Students will gain clinical experiences through student partner clinical experiences.

Prerequisite(s): AHP116 & AHP117

DHG104 INTRODUCTION TO DENTAL HYGIENE LAB I (2784 Clock Hour DH Program)

4.0 Credits

60 Clock Hours (40 Lecture/20 Lab Hours)

This course presents the didactic and laboratory components of pre-clinical dental hygiene theory. A firm foundation in infection control procedures, dental hygiene process of care, client assessment, deposit and disease indices, oral infection control, and disease prevention is highlighted. In preparation for advancing to patient care, the following

topics are presented: CPR and management of medical emergencies, OSHA regulations, Bloodborne Pathogens standard, Hazard Communication standard, and CDC guidelines. Students will gain clinical experiences through student partner clinical experiences.

Prerequisite(s): AHP116 & AHP117

DHG105 INTRODUCTION TO DENTAL HYGIENE LAB II

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

This combination lecture-laboratory course is designed to introduce the student to the dental hygiene care environment and to present basic instrumentation skills and techniques. The principles of instrumentation, ergonomic standards, and preparation for the educational and therapeutic patient services are presented in detail. Students will practice on typodonts in the lab then progress to student-partner experiences in the clinic.

Prerequisite(s): DHG104

DHG110 ANATOMY, HISTOLOGY, AND EMBRYOLOGY OF FACIAL STRUCTURES I

4.0 Credits

60 Clock Hours (40 Lecture/20 Lab Hours)

This course presents the anatomy, histology and embryology of the human facial structures and presents a comprehensive coverage of the anatomy of the head and neck, and surrounding hard and soft tissues.

Prerequisite(s): AHP116, AHP117

DHG110 ANATOMY, HISTOLOGY, AND EMBRYOLOGY OF FACIAL STRUCTURES I (2784 Clock Hour DH Program)

4.0 Credits

60 Clock Hours (40 Lecture/20 Lab Hours)

This course presents the anatomy, histology and embryology of the human facial structures and presents a comprehensive coverage of the anatomy of the head and neck, and surrounding hard and soft tissues.

Prerequisite(s): AHP117

DHG111 ANATOMY, HISTOLOGY, AND EMBRYOLOGY OF FACIAL STRUCTURES II

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

Information presented in this course is designed to develop a firm foundation for the dental hygiene student in morphology and function of the head, neck and oral structures. Topics presented include the formation of the face (nervous system, muscles, etc.) development and growth of the jaws and the origin and stages of tooth and root formation and development.

Prerequisite(s): DHG110

DHG111 ANATOMY, HISTOLOGY, AND EMBRYOLOGY OF FACIAL STRUCTURES II (2784 Clock Hour DH Program)

4.0 Credits

60 Clock Hours (40 Lecture/20 Lab Hours)

Information presented in this course is designed to develop a firm foundation for the dental hygiene student in morphology and function of the head, neck and oral structures. Topics presented include the formation of the face (nervous system, muscles, etc.) development and growth of the jaws and the origin and stages of tooth and root formation and development.

Prerequisite(s): AHP117

DHG112 PROCESS OF CARE I

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

This course builds on the foundations of DHG104 and DHG105. The focus is the elements of the Dental Hygiene Process of Care. As part of an introductory approach to implementing more advanced dental hygiene services, topics include risk assessments, patients with medical, physical and psychological conditions as well as the dental hygiene treatment modifications for those patient communities. In addition, the theoretical foundation for preventive counseling, ultrasonic and sonic instrumentation, and instrument sharpening are presented.

Prerequisite(s): DHG111 & DHG105

DHG112 PROCESS OF CARE I (2784 Clock Hour DH Program)

4.0 Credits

60 Clock Hours (40 Lecture/20 Lab Hours)

This course builds on the foundations of DHG104 and DHG105. The focus is the elements of the Dental Hygiene Process of Care. As part of an introductory approach to implementing more advanced dental hygiene services, topics include risk assessments, patients with medical, physical and psychological conditions as well as the dental hygiene treatment modifications for those patient communities. In addition, the theoretical foundation for preventive counseling, ultrasonic and sonic instrumentation, and instrument sharpening are presented.

Prerequisite(s): DHG105

DHG114 DENTAL RADIOLOGY

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab)

This course provides lecture and laboratory-based instruction on the exposure and processing techniques of diagnostic dental films. Students will also learn the basic principles of radiation physics and the concepts of radiation safety in the dental office. Radiographic instruction includes intraoral x-ray, panoramic x-rays, and an overview of digital x-ray systems. Using a radiographic simulator, students will develop a portfolio of radiographs they have taken to demonstrate competence in exposing, processing and mounting intra and extra oral radiographs on a variety of patient types.

Prerequisite (s): None

DHG114 DENTAL RADIOLOGY (2784 Clock Hour DH Program)

4.0 Credits

60 Clock Hours (30 Lecture/30 Lab)

This course provides lecture and laboratory-based instruction on the exposure and processing techniques of diagnostic dental films. Students will also learn the basic principles of radiation physics and the concepts of radiation safety in the dental office. Radiographic instruction includes intraoral x-ray, panoramic x-rays, and an overview of digital x-ray systems. Using a radiographic simulator, students will develop a portfolio of radiographs they have taken to demonstrate competence in exposing, processing and mounting intra and extra oral radiographs on a variety of patient types.

Prerequisite (s): None

DHG191 DENTAL HYGIENE CLINIC (2784 Clock Hour DH Program)

2.0 Credits 60 Clock Hours (60 Clinical Hours)

This course is designed to enable beginning dental hygiene students to assess the systemic and oral health of the client and allow for the delivery of clinical dental hygiene preventive and therapeutic care appropriate at the novice or DHG100 level.

Prerequisite(s): DHG105

DHG192 DENTAL HYGIENE CLINIC (2784 Clock Hour DH Program)

2.0 Credits

60 Clock Hours (60 Clinical Hours)

This course is designed to enable beginning dental hygiene students to assess the systemic and oral health of the client and allow for the delivery of clinical dental hygiene preventive and therapeutic care appropriate at the novice or DHG100 level.

Prerequisite(s): DHG191

DHG193 DENTAL HYGIENE CLINIC (2784 Clock Hour DH Program)

2.0 Credits

60 Clock Hours (60 Clinical Hours)

This course is designed to enable beginning dental hygiene students to assess the systemic and oral health of the client and allow for the delivery of clinical dental hygiene preventive and therapeutic care appropriate at the novice or DHG100 level.

Prerequisite(s): DHG192

DHG194 DENTAL HYGIENE CLINIC (2784 Clock Hour DH Program)

2.0 Credits

60 Clock Hours (60 Clinical Hours)

This course is designed to enable beginning dental hygiene students to assess the systemic and oral health of the

client and allow the delivery of clinical dental hygiene preventive and therapeutic care appropriate at the novice or DHG100 level.

Prerequisite(s): DHG193

DHG197 DENTAL HYGIENE CLINIC

4.0 Credits

120 Clock Hours (120 Clinical Hours)

This course is designed to enable beginning dental hygiene students to assess the systemic and oral health of the client and allow for the delivery of clinical dental hygiene preventive and therapeutic care appropriate at the novice or DHG100 level.

Prerequisite(s): DHG105

DHG198 DENTAL HYGIENE CLINIC

4.0 Credits

120 Clock Hours (120 Clinical Hours)

This course is designed to enable beginning dental hygiene students to assess the systemic and oral health of the client and allow for the delivery of clinical dental hygiene preventive and therapeutic care appropriate at the novice or DHG100 level.

Prerequisite(s): DHG197

DHG199 DENTAL HYGIENE CLINIC

4.0 Credits

120 Clock Hours (120 Clinical Hours)

This course is designed to enable beginning dental hygiene students to assess the systemic and oral health of the client and allow for the delivery of clinical dental hygiene preventive and therapeutic care appropriate at the novice or DHG100 level.

Prerequisite(s): DHG198

DHG200 DENTAL MATERIALS

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

This course is an integrated lecture laboratory course that introduces students to the dental laboratory environment. It focuses on the nature, qualities, composition, and manipulation of materials used in dentistry. The primary goal of this course is to enhance the student's ability to make clinical judgments regarding the use and care of dental materials based on how these materials react in the oral environment. Lecture topics include dental material standards, dental material properties, and impression materials. Classifications for restorative dentistry, direct restorative materials, indirect restorative materials, removable dental prostheses, sealants and implants are also covered in this course. Students will have hands-on laboratory experience in the proper manipulation of dental materials commonly employed in dentistry.

Prerequisite(s): DHG111, DHG105

DHG200 DENTAL MATERIALS (2784 Clock Hour DH Program)

4.0 Credits

60 Clock Hours (40 Lecture/20 Lab Hours)

This course is an integrated lecture laboratory course that introduces students to the dental laboratory environment. It focuses on the nature, qualities, composition, and manipulation of materials used in dentistry. The primary goal of this course is to enhance the student's ability to make clinical judgments regarding the use and care of dental materials based on how these materials react in the oral environment. Lecture topics include dental material standards, dental material properties, and impression materials. Classifications for restorative dentistry, direct restorative materials, indirect restorative materials, removable dental prostheses, sealants and implants are also covered in this course. Students will have hands-on laboratory experience in the proper manipulation of dental materials commonly employed in dentistry.

Prerequisite(s): DHG105

DHG212 PROCESS OF CARE II

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

This course is designed to present to the dental hygiene student an overview of more advanced clinical competencies

including debridement concepts, instrumentation strategies, and pain control strategies. The techniques of pain control include non-invasive and behavioral strategies, the principles of local anesthesia administration and nitrous oxide sedation as allowed by state law. Didactic and lab sessions are presented for the clinical skills associated with chemotherapeutics, dentinal hypersensitivity, and advanced instrumentation.

Prerequisite(s): DHG112

DHG212 PROCESS OF CARE II (2784 Clock Hour DH Program)

4.0 Credits

60 Clock Hours (40 Lecture/20 Lab Hours)

This course is designed to present to the dental hygiene student an overview of more advanced clinical competencies including debridement concepts, instrumentation strategies, and pain control strategies. The techniques of pain control include non-invasive and behavioral strategies, the principles of local anesthesia administration and nitrous oxide sedation as allowed by state law. Didactic and lab sessions are presented for the clinical skills associated with chemotherapeutics, dentinal hypersensitivity, and advanced instrumentation.

Prerequisite(s): DHG112

DHG220 PERIODONTOLOGY I

4.0 Credits

60 Clock Hours (20 Lecture Hours/40 Lab Hours)

The intent of this course is to acquaint the dental hygiene student with the fundamentals of periodontology. Topics include the basics of the epidemiology, anatomy, physiology, neurology, lymphatics and hematology of the periodontium in health and disease. A detailed discussion of the classification and etiology of periodontal diseases (periodontitis and gingivitis) is presented as well as clinical and radiographic assessments and systemic conditions affecting pathology.

Prerequisite(s): DHG105, DHG111

DHG220 PERIODONTOLOGY I (2784 Clock Hour DH Program)

4.0 Credits

60 Clock Hours (60 Lecture Hours)

The intent of this course is to acquaint the dental hygiene student with the fundamentals of periodontology. Topics include the basics of the epidemiology, anatomy, physiology, neurology, lymphatics and hematology of the periodontium in health and disease. A detailed discussion of the classification and etiology of periodontal diseases (periodontitis and gingivitis) is presented as well as clinical and radiographic assessments and systemic conditions affecting pathology.

Prerequisite(s): DAS114, DHG111, DHG112

DHG230 HEALTH PROMOTION

4.0 Credits

60 Clock Hours (20 Lecture/ 40 Lab Hours)

This course is designed to emphasize the role of the dental hygienist in health promotion, as educator and resource person. The knowledge and experiences will assist the dental hygiene student in developing and enhancing interpersonal communication skills necessary to interact effectively with patients from diverse populations and communities. An introduction to cultural diversity and competency as it relates to patient management is present. A participatory segment of this course explores the various methods used in health promotion and disease prevention programs (e.g., educational strategies, group and individual processes, community approaches). These education methods are tailored for diverse settings and populations. Topics include community efforts in tobacco cessation counseling programs and nutritional counseling.

Prerequisite(s): None

DHG230 HEALTH PROMOTION (2784 Clock Hour DH Program)

4.0 Credits

60 Clock Hours (40 Lecture/ 20 Lab Hours)

This course is designed to emphasize the role of the dental hygienist in health promotion, as educator and resource person. The knowledge and experiences will assist the dental hygiene student in developing and enhancing interpersonal communication skills necessary to interact effectively with patients from diverse populations and communities. An introduction to cultural diversity and competency as it relates to patient management is present. A

participatory segment of this course explores the various methods used in health promotion and disease prevention programs (e.g., educational strategies, group and individual processes, community approaches). These education methods are tailored for diverse settings and populations. Topics include community efforts in tobacco cessation counseling programs and nutritional counseling.

Prerequisite(s): DHG292

DHG240 GENERAL ORAL PATHOLOGY

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

This course presents processes of inflammation, wound healing, repair, regeneration and immunological responses. Topics include oral manifestations of systemic diseases, genetics, and developmental anomalies of the oral cavity. In addition, commonly encountered diseases and disorders of the head and neck will be covered. Emphasis will be placed on recognizing the differences between the pathological and normal tissues.

Prerequisite(s): DHG111

DHG240 GENERAL ORAL PATHOLOGY (2784 Clock Hour DH Program)

4.0 Credits

60 Clock Hours (40 Lecture/20 Lab Hours)

This course presents processes of inflammation, wound healing, repair, regeneration and immunological responses. Topics include oral manifestations of systemic diseases, genetics, and developmental anomalies of the oral cavity. In addition, commonly encountered diseases and disorders of the head and neck will be covered. Emphasis will be placed on recognizing the differences between the pathological and normal tissues.

Prerequisite(s): DHG105

DHG250 PHARMACOLOGY AND PAIN CONTROL

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

This course is designed to provide the student with a knowledge and understanding of basic pharmacology specific to clinical situations and with emphasis on dental hygiene practice. The pharmacology of pain control is presented in detail.

Prerequisite(s): None

DHG250 PHARMACOLOGY AND PAIN CONTROL (2784 Clock Hour DH Program)

4.0 Credits

60 Clock Hours (40 Lecture/20 Lab Hours)

This course is designed to provide the student with a knowledge and understanding of basic pharmacology specific to clinical situations and with emphasis on dental hygiene practice. The pharmacology of pain control is presented in detail.

Prerequisite(s): None

DHG291 DENTAL HYGIENE CLINIC (2784 Clock Hour DH Program)

2.0 Credit Hours

60 Clock Hours (60 Clinical Hours)

This course is designed to refine the psychomotor instrumentation skills of dental hygiene students. Students are expected to complete oral assessment and delivery of dental hygiene services in an independent manner. The students will have experiences with special care patient populations, pediatric clients and radiologic interpretations. Treatment plans will be written with more comprehensive components. An emerging portfolio of foundational competencies is expected at the completion of this course.

Prerequisite(s): DHG194

DHG292 DENTAL HYGIENE CLINIC (2784 Clock Hour DH Program)

2.0 Credit Hours

60 Clock Hours (60 Clinical Hours)

This course is designed to refine the psychomotor instrumentation skills of dental hygiene students. Students are expected to complete oral assessment and delivery of dental hygiene services in an independent manner. The students will have experiences with special care patient populations, pediatric clients and radiologic interpretations. Treatment plans will be written with more comprehensive components. An emerging portfolio of foundational competencies is expected at the completion of this course.

Prerequisite(s): DHG291

DHG293 ADVANCED DENTAL HYGIENE CLINIC (2784 Clock Hour DH Program)

3.0 Credit Hours

90 Clock Hours (90 Clinical Hours)

This course is designed to refine the psychomotor instrumentation skills of dental hygiene students. Students are expected to complete oral assessment and delivery of dental hygiene services in an independent manner. The students will have experiences with special care patient populations, pediatric clients and radiologic interpretations. Treatment plans will be written with more comprehensive components. An emerging portfolio of foundational competencies is expected at the completion of this course.

Prerequisite(s): DHG292

DHG294 ADVANCED DENTAL HYGIENE CLINIC (2784 Clock Hour DH Program)

3.0 Credit Hours

90 Clock Hours (90 Clinical Hours)

This course is designed to refine the psychomotor instrumentation skills of dental hygiene students. Students are expected to complete oral assessment and delivery of dental hygiene services in an independent manner. The students will have experiences with special care patient populations, pediatric clients and radiologic interpretations.

Treatment plans will be written with more comprehensive components. An emerging portfolio of foundational competencies is expected at the completion of this course.

Prerequisite(s): DHG293

DHG297 ADVANCE DENTAL HYGIENE CLINIC

4.5 Credit Hours

144 Clock Hours (144 Clinical Hours)

This course is designed to refine the psychomotor instrumentation skills of dental hygiene students. Students are expected to complete oral assessment and delivery of dental hygiene services in an independent manner. The students will have experiences with special care patient populations, pediatric clients and radiologic interpretations. Treatment plans will be written with more comprehensive components. An emerging portfolio of foundational competencies is expected at the completion of this course.

Prerequisite(s): DHG199

DHG298 ADVANCED DENTAL HYGIENE CLINIC

4.5 Credit Hours

144 Clock Hours (144 Clinical Hours)

This course is designed to refine the psychomotor instrumentation skills of dental hygiene students. Students are expected to complete oral assessment and delivery of dental hygiene services in an independent manner. The students will have experiences with special care patient populations, pediatric clients and radiologic interpretations.

Treatment plans will be written with more comprehensive components. An emerging portfolio of foundational competencies is expected at the completion of this course.

Prerequisite(s): DHG 297

DHG299 ADVANCED DENTAL HYGIENE CLINIC

4.5 Credits

144 Clock Hours (144 Clinical Hours)

This course is designed to refine the psychomotor instrumentation skills of dental hygiene students. Students are expected to complete oral assessment and delivery of dental hygiene services in an independent manner. The students will have experiences with special care patient populations, pediatric clients and radiologic interpretations. Treatment plans will be written with more comprehensive components. Students will complete a periodontal case treatment plan and presentation of results. An emerging portfolio of foundational competencies is expected at the completion of this course.

Prerequisite(s): DHG298

DHG312 PROCESS OF CARE III

4.0 Credit Hours

60 Clock Hours (20 Lecture Hours/40 Lab Hours)

This capstone course is intended to furnish the upper-level dental hygiene student with an opportunity to demonstrate competency in the process of care for diverse patient populations. Utilizing case studies, students assess findings, formulate a dental hygiene diagnosis, plan, implement and evaluate intervention strategies for a variety of diverse communities. Selected projects provide opportunities for proficiency in critical thinking skills and evidence-based

decision making. Students will take a simulation of the written Dental Hygiene National Board Examination.

Prerequisite(s): DHG212

DHG312 PROCESS OF CARE III (2784 Clock Hour DH Program)

4.0 Credit Hours

60 Clock Hours (60 Lecture Hours)

This capstone course is intended to furnish the upper-level dental hygiene student with an opportunity to demonstrate competency in the process of care for diverse patient populations. Utilizing case studies, students assess findings, formulate a dental hygiene diagnosis, plan, implement and evaluate intervention strategies for a variety of diverse communities. Selected projects provide opportunities for proficiency in critical thinking skills and evidence-based decision making. Students will take a simulation of the written Dental Hygiene National Board Examination.

Prerequisite(s): DHG212

DHG314 RADIOLOGY II

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

This course is a continuation of DAS114 and builds on the foundations of basic radiology. Topics include additional experiences in digital radiography, intraoral photography, and extra oral radiography. Advanced topics include: interpretation of films, complex exposure techniques and the clinical management of patients with clinical or systemic issues. During the clinical portion of this course, students are assigned to the radiology clinic/lab and provide selected imaging services.

Prerequisite(s): DAS114

DHG314 RADIOLOGY II (2784 Clock Hour DH Program)

4.0 Credits

60 Clock Hours (30 Lecture/30 Lab Hours)

This course is a continuation of DAS114 and builds on the foundations of basic radiology. Topics include additional experiences in digital radiography, intraoral photography, and extra oral radiography. Advanced topics include: interpretation of films, complex exposure techniques and the clinical management of patients with clinical or systemic issues. During the clinical portion of this course, students are assigned to the radiology clinic/lab and provide selected imaging services.

Prerequisite(s): DAS114

DHG320 PERIODONTOLOGY II

4.0 Credits

60 Clock Hours (20 Lecture Hours/40 Lab Hours)

The intent of this course is to present the field of periodontics to the dental hygiene student. Based on the foundation of the introductory course, the student will survey the diseases and disorders of the periodontium and the surgical and non-surgical therapies. Students will gain experience with autonomous decision making of evidence-based treatment planning and case management. Strong emphasis is placed on the role of the dental hygienist as a periodontal therapist in the recognition, treatment and prevention of periodontal diseases.

Prerequisite(s): DHG220

DHG320 PERIODONTOLOGY II (2784 Clock Hour DH Program)

4.0 Credits

60 Clock Hours (60 Lecture Hours)

The intent of this course is to present the field of periodontics to the dental hygiene student. Based on the foundation of the introductory course, the student will survey the diseases and disorders of the periodontium and the surgical and non-surgical therapies. Students will gain experience with autonomous decision making of evidence-based treatment planning and case management. Strong emphasis is placed on the role of the dental hygienist as a periodontal therapist in the recognition, treatment and prevention of periodontal diseases.

Prerequisite(s): DHG220

DHG330 COMMUNITY ORAL HEALTH

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

This course introduces the history and principles of community dental health and health care delivery systems. Topics include the prevention of oral disease, development of public policy, and implementation of community efforts to enlighten the public. Issues surrounding access to care, managed care, private practice, independent practice, as well as trends in dental insurance reimbursement are presented. In addition, students will gain insight into research design and statistical methods and evaluation. Selected and current topics in international healthcare are presented. The

student will participate in a community-based program from the planning stage through to evaluation to apply the ADPIE principles through individual experiences.

Prerequisite(s): DHG105, DHG111

DHG330 COMMUNITY ORAL HEALTH (2784 Clock Hour DH Program)

4.0 Credits

60 Clock Hours (30 Lecture/30 Lab Hours)

This course introduces the history and principles of community dental health and health care delivery systems. Topics include the prevention of oral disease, development of public policy, and implementation of community efforts to enlighten the public. Issues surrounding access to care, managed care, private practice, independent practice, as well as trends in dental insurance reimbursement are presented. In addition, students will gain insight into research design and statistical methods and evaluation. Selected and current topics in international healthcare are presented. The student will participate in a community-based program from the planning stage through to evaluation to apply the ADPIE principles through individual experiences.

Prerequisite(s): None

DHG391 ADVANCED DENTAL HYGIENE CLINIC

3.0 Credits

90 Clock Hours (90 Clinical Hours)

This course is designed to refine the psychomotor instrumentation skills of dental hygiene students. Students are expected to complete oral assessment and delivery of dental hygiene services in an independent manner. The students will have experiences with special care patient populations, pediatric clients and radiologic interpretations. Treatment plans will be written with more comprehensive components. Students will complete a periodontal case treatment plan and presentation of results. An emerging portfolio of foundational competencies is expected at the completion of this course.

Prerequisite(s): DHG294

DHG392 ADVANCED DENTAL HYGIENE CLINIC

3.0 Credits

90 Clock Hours (90 Clinical Hours)

This course is designed to refine the psychomotor instrumentation skills of dental hygiene students. Students are expected to complete oral assessment and delivery of dental hygiene services in an independent manner. The students will have experiences with special care patient populations, pediatric clients and radiologic interpretations. Treatment plans will be written with more comprehensive components. Students will complete a periodontal case treatment plan and presentation of results. An emerging portfolio of foundational competencies is expected at the completion of this course.

Prerequisite(s): DHG391

DHG393 ADVANCED DENTAL HYGIENE CLINIC

3.0 Credits

90 Clock Hours (90 Clinical Hours)

This course is designed to refine the psychomotor instrumentation skills of dental hygiene students. Students are expected to complete oral assessment and delivery of dental hygiene services in an independent manner. The students will have experiences with special care patient populations, pediatric clients and radiologic interpretations. Treatment plans will be written with more comprehensive components. Students will complete a periodontal case treatment plan and presentation of results. An emerging portfolio of foundational competencies is expected at the completion of this course.

Prerequisite(s): DHG392

DHG394 ADVANCED DENTAL HYGIENE CLINIC

3.0 Credits

90 Clock Hours (90 Clinical Hours)

This course is designed to refine the psychomotor instrumentation skills of dental hygiene students. Students are expected to complete oral assessment and delivery of dental hygiene services in an independent manner. The students will have experiences with special care patient populations, pediatric clients and radiologic interpretations. Treatment plans will be written with more comprehensive components. Students will complete a periodontal case treatment plan and presentation of results. An emerging portfolio of foundational competencies is expected at the completion of this course.

Prerequisite(s): DHG393

ELC110 PRINCIPLES OF ELECTRICITY

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course is designed to present basic concepts of electricity. Topics covered in the course include electrical safety, electrical theory, circuits, measuring instruments, alternating currents, transformers, and more. Students will develop skills that support introductory electrical theory and principles that are required in the construction and maintenance industries.

Prerequisite: None

ELC115 LOW VOLTAGE PRINCIPLES AND STANDARDS

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

Students learn about the wiring and standards of low voltage electrical systems in this course. Topics covered include types of conductors and cables, the grounding and bonding of electrical systems, pathways and spaces, an introduction to the National Electrical Code (NEC) and the Articles that affect the low voltage industry, listing and labeling, standards agencies, and an overview of audio systems and their components. By the end of this course, students will be familiar with the wiring and standards of low voltage electrical systems.

Prerequisite: ELC110

ELC120 ELECTRONICS FOR ELECTRICIANS

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

In this course students explore how electronics theory is applied in the electrical field. They learn about electronic devices commonly found in industry, how components and circuits work, what they do, and how they are tested. Soldering circuit boards is also covered. By the end of this course, students will be able to install, troubleshoot, replace and/or repair many of the electronics systems found in a home or industrial environment.

Prerequisite: ELC110

ELC125 NATIONAL ELECTRICAL CODE PRINCIPLES

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

In this course students become familiar with the terminology, presentation, and format of the National Electrical Code and the Articles therein. They learn about NEC provisions dealing with one family and multifamily dwellings. By the end of this course, students will be familiar with the NEC.

Prerequisite: ELC110

ELC130 NATIONAL ELECTRICAL CODE APPLICATIONS

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course is a continuation of the study of the National Electrical Code. The course focuses on commercial locations. Students calculate the receptacle load for non-dwelling buildings. Also covered are the Articles for hazardous locations, special occupancies, and specific equipment. By the end of this course, students will be familiar with commercial applications covered by the NEC.

Prerequisite: ELC125

ELC135 RESIDENTIAL CIRCUITRY AND DESIGN

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

The focus of this course is on the wiring of a typical residence in accordance with the requirements set forth by the National Electrical Code. Topics covered include safety while working with electricity, wiring methods, and conductor sizing. Students wire a residence, room by room, circuit by circuit.

Prerequisite: ELC110

ELC140 RESIDENTIAL CONSTRUCTION AND BRANCH CIRCUITS

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course focuses on circuit layout and wiring diagrams. Students wire a residence room-by-room, circuit-by-circuit. By the end of this course, students will be familiar with the tasks and responsibilities that professional residential electricians face on a daily basis.

Prerequisite: ELC110

ELC145 ELECTRICITY ESSENTIALS: THREE PHASE POWER AND TRANSFORMERS

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

In this course, students gain knowledge of transformers, three-phase power systems, and their connections. They become familiar with the operation of single-phase transformers and three-phase transformers. Students will also practice calculating values of voltage and current. By the end of this course, students will have foundational knowledge and skills relating to three-phase power and transformers.

Prerequisite: ELC110

ELC150 MOTOR CONTROLS

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

In this course, students explore the types and functions of motor controls. Topics include: circuit layout, connections and symbols, control pilot devices, basic control circuits, AC reduced voltage starters and multispeed controllers. By the end of this course, students will be familiar with the different types of motor controls and their functions.

Prerequisite: ELC110

ELC155 MOTOR CONTROLS MAINTENANCE

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

In this course students are provided with a review of DC and AC motors. They are introduced to motor control circuits, solid-state starters and controls, programmable logic controllers, basic controller troubleshooting and variable speed drives. By the end of the course, students will be able to describe various types of motor controls, their makeup, and their utilization.

Prerequisite: ELC110

ELC160 COMMERCIAL AND INDUSTRIAL CIRCUITS

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

In this course, students will learn to interpret symbols used in commercial construction drawings. They will learn how to select proper conductors, electrical boxes and raceways. They will also learn the importance of over-current protection and will determine minimum branch circuits. Students will calculate feeder loading, learn about feeder component selection and panel boards. By the end of the course, students will be able to evaluate and work on both commercial and industrial circuits.

Prerequisite: ELC110

ELC165 COMMERCIAL AND INDUSTRIAL CONTROLLERS

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

In this course, students are introduced to commercial and industrial loading schedules, electrical installation requirements, panel board criteria, service entrance equipment, and grounding. Students will also learn about lamps and luminaire characteristics, electronic drives and PLCs. By the end of this course, students will be familiar with the equipment and methods used to supply power to commercial and industrial buildings and to control power within them.

Prerequisite: ELC110

ELC170 HOME INTEGRATION

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course explores Digital Home Technology Integration (DHTI) emphasizing the latest high-tech home network systems. Students focus on the components that culminate into an integrated, whole-home unified system. They become familiar with the installation, programming, troubleshooting, and maintenance techniques used to put together wired and wireless home systems.

Prerequisite: ELC110

ENG101 ENGLISH COMPOSITION

4.0 Credits

40 Clock Hours (40 Lecture/0 Lab Hours)

Writing skills are essential to professional success. In this course students learn the major aspects of writing, beginning with components of the essay, and ending with full essays of different modes of composition. Students go through the various writing stages and strategies and learn to adapt them to their own writing and learning

preferences. They also acquire skills for generating ideas, preliminary outlining, topic selection, and drafting while learning to revise, rewrite, and polish structure and style for effective communication.

Prerequisite: None

ENG101 ENGLISH COMPOSITION I (DENTAL HYGIENE) (2784 Clock Hour DH Program)

4.0 Credits

60 Clock Hours (30 Lecture/30 Lab Hours)

This course is designed to help students to sharpen their writing skills through detailed writing exercises and vocabulary studies. Through creative writing exercises students will become familiar with the writing process and various types of writing styles. The concepts learned in this course will help students improve their written communication skills, which serve as a foundation for all other business courses.

Prerequisite(s): None

ENG102 ENGLISH COMPOSITION II (2784 Clock Hour DH Program)

4.0 Credits

60 Clock Hours (30 Lecture/30 Lab Hours)

This course builds on the skills acquired in ENG101 and introduces students to more complex communication through assignments that sustain inquiries about particular themes or issues. Through frequent reading and writing assignments, students analyze the structures of essays and arguments and formulate informed responses to them.

Prerequisite(s): ENG101

HVR105 THERMODYNAMICS

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

In this course students become familiar with the principles and theory of thermodynamics and how they apply to the HVAC-R industry. The components and features of the HVAC-R system are introduced. Students will also be introduced to Manual "J" calculations. At the conclusion of this course students will have a basic understanding of heat, pressure, temperature, conduction and radiation.

Prerequisite(s): None

HVR110 PRACTICAL APPLICATIONS OF ELECTRICITY

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

This course delivers the practical applications of electricity in relation to the Heating, Ventilation, Air Conditioning (HVAC) systems & the electrical panels. Topics include basic principles of electricity, circuits, interpreting wiring diagrams, the principles of electric motors and testing, troubleshooting, servicing, maintaining and installing HVAC electrical components. Students will be focusing on alternating current circuits, proper wiring of electrical boards, the application of electrical laws to practical wiring applications and safety in the process.

Prerequisite(s): None

HVR115 HVACR CONTROLS

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab)

In this course students gain a basic understanding of the principles and theory of controls used in the HVACR industry. Students will apply electrical and energy theory to applications; learn control components, the basics of troubleshooting, and types of electric motors. At the completion of this course the student will be prepared to use Ohms law to analyze circuits, identify types of mechanical, electromechanical, and electronic controls to sense and control temperature, level, flow, and pressure, the use of basic electrical troubleshooting techniques, and identify types of motors and state their characteristics.

Prerequisite(s): None

HVR120 CONTROLS, MOTORS AND MOTOR CONTROLS

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab)

In this course, students will be introduced to direct digital controls (DDCs): control applications, types of control systems, and components. The application of motors: safety, voltages, environments, insulation, bearings and drives. Motor controls: safety, control devices, motor protection, and troubleshooting electric motors. Upon completion of this course the student will be prepared to explain control terminology, describe electronic control components,

explain service factor amperage (SFA), full load amperage (FLA), and rated load amperage (RLA); and describe motor applications.

Prerequisite(s): None

HVR125 REFRIGERANTS

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab)

This course introduces the physics of the basic refrigeration cycle, refrigerants, the pressure and temperature relationship, and pressure-enthalpy to the student. The methods and principles associated with evacuation, recovery and charging of refrigeration and air conditioning equipment are explored. At the completion of this course students will be prepared to identify the main components in a refrigeration cycle, use a pressure temperature chart, measure superheat and sub-cooling, plot a pressure-enthalpy diagram, correctly recover, evacuate and charge an air conditioning or refrigeration system within compliance of EPA608 guidelines, identify refrigerants, and determine the temperature application

Prerequisite(s): None

HVR130 RESIDENTIAL AIR CONDITIONING

4.0 Credits

60 Clock (20 Lecture/40 Lab)

In this course students become familiar with indoor air quality and major air conditioning system components including: condensers, compressors, accumulators, suction lines, evaporators, metering devices, receivers, suction-, discharge-, liquid- and condensate lines. How equipment is selected using manual J heat gain and heat loss calculations are explored. At the end of this course the student will have a foundation of indoor air quality issues and methods that can address these issues. The student will be able to speak about use of manual J to apply proper selection of equipment and installation and use of major air conditioning components.

Prerequisite(s): None

HVR135 COMMERCIAL AIR CONDITIONING

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab)

This course focuses on the installation, start-up, and operation of commercial air-conditioning equipment. High-pressure, low-pressure, absorption chilled-water systems, cooling towers and pumps, operation, maintenance, and a troubleshooting of chilled water air conditioning systems, commercial packaged rooftop equipment, economizers, variable air volume, variable refrigerant flow and variable air flow system will be covered. Upon completion of this course students will be able recognize components and types of commercial air conditioning systems.

Prerequisite(s): HVR125

HVR140 COMMERCIAL REFRIGERATION CONCEPTS

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab)

Commercial Refrigeration Concepts provides the student with a basic understanding of the components, methods, principles and troubleshooting associated with HVAC-R equipment used in commercial HVAC-R systems. Topics include the major components, controls and accessories used in refrigeration systems, the identification of appropriate systems for given applications, and diagnosis and service of refrigeration systems. At the end of this course, students will be able to define, describe and identify the concepts, functions, components and troubleshooting strategies involved in commercial refrigeration.

Prerequisite(s): HVR125

HVR145 INDUSTRIAL REFRIGERATION

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab)

Industrial Refrigeration provides the student with a basic understanding of the components, methods, and principles associated with transport refrigeration and in large-scale industrial facilities. Topics include methods of refrigerated transport, and the components, processes and troubleshooting of chillers, cooling towers and chilled water air conditioning systems. At the end of this course, students will be able to define, describe and identify the concepts, functions, and components involved in servicing transport- and industrial-style refrigeration systems.

Prerequisite(s): HVR125

HVR150 ELECTRIC HEAT AND HEAT PUMPS

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab)

Students are introduced to the principles and theory of electric heat and heat pump systems. Focus is on the equipment and controls of electric heating and how to maintain, test, and troubleshoot electrical problems. This course also provides students with a basic understanding of the principles and theory of heat pumps. The equipment and controls of air-source and geothermal heat pumps are covered. At completion of this course the student should be prepared to identify the components, trace electrical schematics, describe operating sequence, perform basic maintenance and tests in troubleshooting electric heat and heat pump systems.

Prerequisite(s): HVR105

HVR155 GAS HEATING SYSTEMS

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab)

Gas Heating Systems exposes students to the theory of gas combustion and gas heating equipment and controls. Throughout the course students gain practical knowledge of gas furnaces along with safety considerations, and students will implement techniques used for troubleshooting, maintaining, and installing gas-heating equipment. After successfully completing this course, students will have the knowledge and skills necessary to begin supervised service and maintenance as well as installation of gas heating systems.

Prerequisite(s): None

HVR161 REGIONAL SYSTEMS

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

The Regional Systems course allows a custom approach to the needs of each region of the country. Where heating with oil is not a common heating method, or where State or regional certifications are required, this course can be tailored to the needs of each school. Oil heating introduces students to the equipment and controls of oil heating components. Solar Energy teaches the integration of solar energy systems to the HVAC industry. The installation and operation of Mini-Splits are discussed, along with installation and tune-up techniques for single and multi-split heat pump systems. Zoning Controls teaches the operation and wiring of ducted zone systems. Duct Fabrication gives hands-on experience with the most common air distribution techniques. And the Natural Gas Technician provides specific regional instruction on gas pipe sizing, combustion air requirements, and venting for natural gas appliances.

Prerequisite(s): HVR105

HVR165 HVAC SYSTEM PERFORMANCE

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

This course provides the student with the basic principles for the design and installation of HVACR equipment and how these practices assure proper system performance. The principles and theory of airflow requirements, indoor air quality, duct design, load calculation, and sheet metal fabrication are covered in this course. Manual "J" will be introduced. At the completion of this course the student will be prepared to develop a basic load calculation resulting in a properly sized system, recognize good installation practices and analyze system performance.

Prerequisite(s): HVR105

HVR170 WATER-BASED HEATING SYSTEMS

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

Water-Based Heating Systems introduces students to the equipment and controls of hot water and steam-based heating systems, as well as the strategies used to reduce indoor air pollution. Throughout the course students will gain valuable knowledge and experience with safety procedures, tools, piping, valves, and control systems used with water-based heating systems, and the tools and components used for providing indoor quality air. After successfully completing this course, students will have the knowledge and skills necessary to begin supervised maintenance and repair of water-based heating systems, and be able to explain procedures used to create indoor quality air.

Prerequisite(s): HVR105

HVR175 HVAC TROUBLESHOOTING AND SERVICE CALLS

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

This course provides the student with the basic principles for troubleshooting HVACR equipment. The methods for

repairing problems identified in HVACR equipment are practiced. The focus is on HVACR service calls for residential and commercial equipment. At the completion of this course, the student will be prepared to make service calls for troubleshooting and repairing problems in basic HVACR equipment.

Prerequisite(s): HVR105, HVR125

HVR180 EPA CERTIFICATION PREPARATION

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

This course provides an extensive review of refrigeration and air conditioning systems fundamentals and lab practical. The Core, Type I, Type II and Type III certifications will be covered. Emphasis will be placed on the safe and proper handling of refrigerants in compliance with Section 608 of the Clean Air Act. At the end of this course the student will be prepared for the EPA Certification—Universal Exam.

Prerequisite(s): HVR140

MAS110 CLINICAL PROCEDURES AND TECHNIQUES

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course is an introduction to clinical procedures performed in the medical office. Students practice obtaining vital signs and medical histories, maintaining exam rooms, preparing for and assisting with routine and specialty exams, and performing diagnostic testing, including eye and respiratory testing. OSHA standards, communication techniques, cultural diversity, charting, patient education, therapeutic modalities, assistive devices, and nutritional and wellness concepts are also covered.

Prerequisite(s): None

MAS115 LABORATORY PROCEDURES AND TECHNIQUES

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course introduces basic medical laboratory techniques, diagnostic imaging tests, and cardiac diagnostic tests performed in the medical office. Laboratory terminology and the medical assistant's responsibility in specimen collection and processing, including urine, blood, microbiology and immunology testing, and phlebotomy, are discussed. Safety, infection control, and OSHA guidelines are reinforced. Quality assurance, laboratory mathematics, and federal and state regulations regarding clinical laboratories are also addressed.

Prerequisite(s): MAS110

MAS120 HUMAN DISEASES AND PHARMACOLOGY

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course will introduce the students to the common diseases that affect the body systems. A review of body systems along with the causes, signs, symptoms, and treatments of the diseases will be discussed. Students will learn about the medications used as treatments. An emphasis on drug action, classification, patient education, and common side effects of these medications will be provided.

Prerequisite(s): None

MAS125 INVASIVE CLINICAL PROCEDURES

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

Students learn terminology and skills related to medication administration and assisting with minor surgery. Pharmacology principles and math, elements of prescriptions, TB and allergy testing, phlebotomy, and surgical supplies and instruments are discussed, along with the medical assistant's role in assisting with surgical procedures. Emergency preparedness concepts and the medical assistant's role in medical emergencies are reinforced. Safety, infection control and federal regulations regarding medications and surgical procedures are addressed.

Prerequisite(s): MAS110

MAS135 CERTIFICATION REVIEW AND CAREER DEVELOPMENT

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course provides a review of all skills acquired during prior Medical Assisting classes, including injections and phlebotomy. Through a comprehensive review, the student will prepare to sit for the national certification exam. Career development and employment seeking related topics will be discussed, including cover letters, resumes, applications, and professionalism during interviews, answering interview questions, appropriate follow-up after the interviews, and continuing education. Life skills and professional behavior will also be addressed.

Prerequisite(s): MAS110

MAS190 EXTERNSHIP

6.0 Credits

180 Clock Hours (180 Externship Hours)

This course allows the student to apply what they have learned in the program curriculum to practical use in a healthcare facility under the direct supervision of a preceptor on the site. Through the externship experience, students gain first-hand knowledge of the workplace and perform the assigned duties to meet the expectations in a professional setting. Students are expected to adapt to the work environment and reflect regularly on their learning and observations. The externship work performed is not to be paid.

Prerequisite(s): All program courses

MAT101 COLLEGE MATHEMATICS

4.0 Credits

40 Clock Hours (40 Lecture Hours/0 Lab Hours)

This is an introductory college mathematics course with the goal of teaching students to think mathematically and solve real-world problems by applying mathematical concepts and principles. Emphasis will be placed on numeration, whole numbers, fractions, mixed numbers, and decimals. Also included are the concepts of variables, algebraic techniques, ratios, proportions, solving simple equations in one variable, percent, basic geometry, solving applied problems, and operations with integers.

Prerequisite(s): None

MAT110 APPLIED MATHEMATICS

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course provides students with an introduction and review of basic mathematical concepts by associating math with events that occur in their lives and on the job site. The course is designed to develop and reinforce students' mathematical reasoning abilities. It also builds a knowledge basis for students, which they can apply in the classroom and workplace. Whole numbers, fractions, decimals, and percentages are introduced, reviewed, and applied to life and job site events. Measurement in English and metrics are introduced, and calculated. Pre-algebra and algebra concepts are explained, reviewed, and used to solve problems and equations. Practical plane geometry, solid figures, triangle trigonometry, and trigonometric ratio are introduced, discussed, and computed. Statistical analysis is introduced and calculated.

Prerequisite(s): None

MBC110 PROCEDURAL AND DIAGNOSTIC CODING

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course expands the basic diagnostic and procedural coding fundamentals already introduced. Students will use the ICD-10-CM, CPT 4, and HCPCS Level II coding manuals to apply principles of diagnosis and procedural coding. Students learn diagnosis coding systems with detailed instruction on how to code and properly apply the guidelines ICD-10-CM. It also provides in-depth coverage of procedural coding systems with detailed instruction on CPT 4 coding for Anesthesia, Evaluation and Management services, surgical procedures, Pathology, Laboratory, Radiology and Medicine. HCPCS Level II coding for procedures, services, and supplies is also taught.

Prerequisite(s): MOA115

MBC115 HOSPITAL, SURGICAL, AND MEDICAL CODING

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course provides the student with practical applications of Diagnostic and Procedural Coding Systems for facilities. Students will expand their knowledge of coding by abstracting the appropriate information from hospital records, surgical/operative reports, and medical case studies to accurately assign diagnoses and procedure codes to be used on the hospital CMS-1450 insurance claim form and for electronic claims. Students will also acquire a working knowledge of MS-DRGs (Medicare Severity Diagnosis Related Groups) assignment.

Prerequisite(s): MBC110

MBC120 PHYSICIAN CODING

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course provides the student with practical applications of diagnostic and procedural coding systems for physician billing. Students will expand their knowledge of coding by abstracting the appropriate information from

documentation in a variety of outpatient healthcare settings provided by physician's and mid-level providers to accurately assign diagnoses and procedure codes to be used on the CMS-1500 insurance claim form and for electronic submissions.

Prerequisite(s): MBC110

MBC125 REIMBURSEMENT METHODS AND PROCEDURES

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course reviews the different types of insurance programs, payer specific guidelines, and reimbursement issues. This will include review of diagnostic and procedural coding and Medicare Severity Diagnosis Related Groups (DRGs), as well as explanation of the Resource Based Relative Value Scale (RBRVS), Ambulatory Payment Classifications (APCs), and the National Correct Coding Initiative (NCCI). Review of insurance claims processing steps, patient billing, payment determinations, and calculations for insurance and private pay payments, and interpretation of the explanation of benefits (EOB) are integral parts of this course. Through application exercises, the student will evaluate and respond to claims denials and site resubmission requirements and will endorse the ability to process appeals. A review of insurance plans and regulation, insurance math, claims administration organizations, billing concepts, and terminology associated with accounts receivable and accounts payable are integrated into the course.

Prerequisite(s): MOA115

MBC130 CAPSTONE AND CAREER DEVELOPMENT

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course provides a complete overview of all information and skills acquired during prior Medical Coding and Billing courses. Through a comprehensive review, the student will prepare to sit for one of the National Certified Coding Examinations. Utilizing course exercises, the students will engage all phases of professional development relative to employment.

Prerequisite(s): MBC110

MBC190 EXTERNSHIP

6.0 Credits

180 Clock Hours (180 Externship Hours)

This course allows the student to apply what they have learned in the program curriculum to practical use in a healthcare facility under the direct supervision of a preceptor on the site. Through the externship experience, the student gain first-hand knowledge of the workplace and perform the assigned duties to meet the expectations in a professional setting. Students are expected to adapt to the work environment and reflect regularly on their learning and observations. The externship work performed, is not to be paid.

Prerequisite(s): All program courses

MED110 ANATOMY AND PHYSIOLOGY I

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course presents an introduction to the structure and function of the human body, including basic cellular principles, the skin, skeletal tissues, joints, and the muscular system. Also included, are the nervous system cells, central and peripheral nervous systems, sense organs, and endocrine system. Medical terminology associated with the systems covered in this course is also included. Connect laboratory experiences are included in the course.

Prerequisite(s): None

MED115 ANATOMY AND PHYSIOLOGY II

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course presents an introduction to the structure and function of the human body, including transportation of blood and its many vital functions, including how it links the body's internal and external environments. This course also includes instruction in the following systems: cardiovascular, lymphatic and Immunities, digestive and nutrition, respiratory, urinary and reproductive. Also covered is the importance of maintaining homeostasis in the body by balancing water and electrolytes. Medical terminology associated with the systems covered in this course is also included. Virtual laboratory experiences are included in the course.

Prerequisite(s): MED110

MLT101 INTRODUCTION TO CLINICAL LABORATORY SCIENCE

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This is an introductory course, where the student will gain a foundation of theory and skills for understanding, and applying learned techniques when performing routine laboratory tests. The major areas of theory, skill, and techniques studied briefly during this course are: basic hematology, hemostasis, immunology and immunohematology, urinalysis, clinical chemistry, clinical microbiology, and parasitology. The student is introduced to pipetting, the metric system, Beer's Law, specimen processing, and microscopy.

Prerequisite(s): None

MLT105 URINE AND BODY FLUIDS ANALYSIS

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course provides to the student the basic, hands-on instruction in the process of urinalysis. All aspects of urinalysis are covered, including specimen collection, physical observations, chemical and microscopic analysis, including quality control. Also covered are the physiological functions of the kidney, use of lyophilized controls, calculating specific gravity, use of confirmatory tests and comparisons of types of microscopy. Other analyses will include fecal, seminal, amniotic, cerebrospinal, synovial, pleural, pericardial, and peritoneal fluids.

Prerequisite(s): None

MLT110 IMMUNOLOGY AND SEROLOGY

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course encompasses the theory, practice, and clinical applications in the field of immunology and serology. The student will gain a foundation of basic concepts of immunology, to elucidate the underlying theory of procedures performed in immunology and serology. The major areas explored during this course are: basic immunologic mechanisms, theory of immunologic and serologic procedures, immunologic manifestations of infectious diseases, and immunologically and serologically related disorders, and the students' application of procedures and techniques of each area.

Prerequisite(s): None

MLT115 GENERAL CHEMISTRY

4.0 Credits

50 Clock Hours (30 Lecture /20 Lab Hours)

This course provides an introduction to the principles of chemistry. Major topics of this course include physical and chemical changes, atomic structure, bonding, nomenclature, chemical calculations and chemical reactions. Additional classroom lecture will focus on gas laws, acid-base chemistry, organic, nuclear and biochemistry. Virtual laboratory activities will support these topics as well as provide experiences in qualitative and quantitative experimentation and data analysis.

Prerequisite(s): MAT101

MLT120 CLINICAL CHEMISTRY

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course provides specific and detailed information on the principles of clinical chemistry in laboratory diagnosis as well as the pathophysiologic changes that occur in disease and which affect testing outcomes. Clinical chemistry explores the various basic principles and practice of analytical chemistry of human plasma and serum along with patient correlations and analytic procedures. This course will explore the chemical assessment of the organ system functions and address basic theoretical concepts of photometric measurements used in clinical chemistry.

Prerequisite(s): MLT115, MED115

MLT125 CLINICAL IMMUNOCHEMISTRY AND TOXICOLOGY

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course provides specific and detailed information on the principles of clinical chemistry in laboratory diagnosis using specialized EIA, immunofluorescence, ELISA, particle fluorescence, and antigen-antibody measurement methodologies. All body systems are studied. Also studied and explored are molecular diagnostics, toxicology, clinical enzymology, therapeutic drug monitoring, and the examination of urine. Specialty areas will include the geriatric and pediatric patients. The student uses available analytical equipment and spectrophotometers to perform analyses with human specimens.

Prerequisite(s): MLT115, MED115

MLT130 DIAGNOSTIC MICROBIOLOGY

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course focuses on the essentials of modern diagnostic microbiology. Information is presented in diagnostic format in the classroom environment, progressing from basic principles and concepts to the systematic and theoretical identification of etiologic agents of infectious diseases to the development of the process of flowchart identification of pathogens. The course explains basic principles and concepts to setup a firm foundation in medical microbiology.

Prerequisite(s): MAT101, MED115

MLT135 MICROBIOLOGY LABORATORY

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course focuses on performing actual cultivation of microorganisms, their identification, and antibiotic sensitivity. Information is presented in an easy-to-use format in a hands-on environment, progressing from basic principles and concepts to the systematic identification of etiologic agents of infectious diseases to the development of problem-solving skills. Microbiology laboratory exposes the student to actual culture techniques to perform laboratory diagnosis of infectious diseases. The primary focus is on the most medically significant and commonly encountered organisms. Bacterial identification will be performed by manual, semi-manual or automated methods.

Prerequisite(s): MAT101, MED115

MLT140 HEMATOLOGY

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

The focus of this course is on clinical hematologic principles, techniques, and applications. The student will examine hematologic disorders and complete an overview of cellular examinations in the hematology laboratory, finally, applying the correct techniques for each application. Hematology approaches the anemia, leukemia, hemoglobinopathies, and platelet disorders detailing the various types of disease states from both the morphologic and pathophysiologic views.

Prerequisite(s): MLT115, MED115

MLT145 HEMATOLOGY AND HEMOSTASIS

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course introduces the student to actual clinical hematologic testing techniques found in the hematology section. Leukocyte and erythrocytic disorders are examined, with areas of study including cytochemistry, molecular genetics, manual cell counts, and WBC differentials. The course includes a study of hemostasis with its disorders and syndromes. Mature lymphocytic malignancies are discussed, diseases of the bone marrow, as well as pediatric and geriatric hematology. The major lines of automated cell counters are examined, as is other collateral hematological testing such as reticulocytes, ESR, and staining techniques.

Prerequisite(s): MLT115, MED115

MLT150 IMMUNOHEMATOLOGY

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course provides a comprehensive overview and study of modern transfusion practices, donor collection processes, hemapheresis, component preparation/storage/transportation, genetics and immunology as applied to transfusion medicine, antiglobulin testing and applicability to pretransfusion testing, human red cell groups. The course addresses the ABO and Rh systems, lesser known blood groups systems, compatibility testing, transfusion practices (applied DAT/IAT, Antibody ID, and case studies), a broad review of transfusion practices, and patient age considerations.

Prerequisite(s): MLT115, MED115

MLT200 TRANSFUSION MEDICINE AND COMPONENT THERAPY

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course presents the student with clinical conditions associated with transfusion medicine (with case studies), GVHD, transfusions reactions, cell-mediated alloimmunization, and the investigation of patient reactions to transfusion. These topics are followed by transfusion-transmitted diseases, infections, parasitic infections, followed by hemolytic disease of the newborn, all fetomaternal considerations and pathogenesis. The final sections of the course introduce the autoimmune hemolytic anemias and drug-induced hemolytic anemias including warm autoantibody,

cold agglutinin syndrome, and PCH. The final topics deal with quality assurance, and regulatory issues, biosafety, irradiation, and introduce the various agencies, (i.e. AABB, FDA, BOB) whose standards regulate the blood banking industry.

Prerequisite(s): MLT115, MED115

MLT205 PARASITOLOGY AND MYCOLOGY

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course presents basic descriptions of parasites and fungi commonly found to cause human disease. Students will learn the pathogenesis of parasite infections and be able to diagnose these infections in the laboratory. Students will explore the reality of global approaches to diagnosis of "exotic" diseases, not commonly seen in the United States in years past. Students will apply microscopic methods, and discuss non-traditional methods of parasite detection, using immunological and molecular techniques.

Prerequisite(s): MLT115, MED115

MLT210 CAPSTONE AND CERTIFICATION REVIEW

4.0 Credits

60 Clock Hours (40 Lecture /0 Lab Hours)

This is a review course for the MLT certification examination. All MLT concepts are covered throughout this course, along with demonstration of practical applications of various techniques for each medical laboratory discipline and its corresponding instrumentation. The structure of the ASCP and AMT exams are also delineated. This course is designed to ensure that the student has the knowledge and information necessary to pass the MLT certification.

Prerequisite(s): MLT110, MLT150

MLT215 SIMULATIONS I

4.0 Credits

120 Clock Hours (120 Externship Hours)

This course will allow students to simulate laboratory procedures of all departments and areas of the clinical laboratory. This class will prepare the MLT student to practice and prepare for licensure in each laboratory specialty.

Prerequisite(s): MLT120, MLT140

MLT220 SIMULATIONS II

4.0 Credits

120 Clock Hours (120 Externship Hours)

This course will allow students to simulate laboratory procedures of all departments and areas of the clinical laboratory. This class will prepare the MLT student to practice and prepare for licensure in each laboratory specialty.

Prerequisite(s): MLT130, MLT150

MLT230 SIMULATIONS III

5.0 Credits

150 Clock Hours (150 Externship Hours)

This course will allow students to simulate laboratory procedures of all departments and areas of the clinical laboratory. This class will prepare the MLT student to practice and prepare for licensure in each laboratory specialty.

Prerequisite(s): MLT220

MLT240 EXTERNSHIP I

7.0 Credits

210 Clock Hours (210 Externship Hours)

This course allows the student to apply what they have learned in the program curriculum to practical use in a healthcare facility under the supervision of a preceptor on the site. Through the externship experience, the student gain first-hand knowledge of the workplace and perform the assigned duties to meet the expectations in a professional setting. Students are expected to adapt to the work environment and reflect regularly on their learning and observations. The externship work performed, is not to be paid.

Prerequisite(s): MLT230

MLT250 EXTERNSHIP II

7.0 Credits

210 Clock Hours (210 Externship Hours)

This course allows the student to apply what they have learned in the program curriculum to practical use in a healthcare facility under the supervision of a preceptor on the site. Through the externship experience, the student gain first-hand knowledge of the workplace and perform the assigned duties to meet the expectations in a professional

setting. Students are expected to adapt to the work environment and reflect regularly on their learning and observations. The externship work performed, is not to be paid.

Prerequisite(s): MLT240

MOA110 MEDICAL OFFICE PROCEDURES

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

Students gain a working knowledge of reception procedures and office management skills utilized in the medical environment. Knowledge and skills related to scheduling appointments, written and oral communication including telephone techniques, reception duties, and emergency procedures are introduced. Basic psychological concepts that relate to patient care are discussed. Students will learn how computers impact the medical office environment. In addition, administrative terminology, legal, ethical and safety concepts related to the medical office will be addressed.

Prerequisite(s): None

MOA115 MEDICAL RECORDS AND INSURANCE

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

Students explore the fundamentals of paper and electronic medical record management, fee determination, billing methodology, and collection processes. Students perform basic bookkeeping, coding, and third-party billing procedures. Financial management of the medical office and various medical insurance plans are discussed along with related terminology and legal regulations.

Prerequisite(s): None

MOA120 ELECTRONIC HEALTH RECORDS

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course focuses on the various aspects of electronic health records and practice management systems including standards, setup, administration, patient charts, office visits, clinical tools, templates and administrative financial functions. Other topics covered include tests, procedures, and diagnosis codes, and administrative utilities. Students will gain invaluable real-world experience through the use EHR/PM software. Taken as a whole, this course is designed to provide each student with the necessary tools needed to be successful in the rapidly growing field of electronic health records and practice management.

Prerequisite(s): None

MOA125 MEDICAL INSURANCE AND BILLING

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course builds on the foundational insurance and billing information. Students will learn in-depth concepts regarding health insurance, including the types and sources of health insurance, Medicaid, Medicare, and other carriers. To help understand the billing aspects, students will learn more about the CMS-1500, universal claims form. Legal regulations and ethical issues relating to insurance and claims will be examined.

Prerequisite(s): MOA115

MOA130 BOOKKEEPING IN THE MEDICAL OFFICE

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

Building on the prior coding, billing, and collection information, this course introduces students to medical practice finance and practice management. Terminology and concepts related to accounting, banking, financial records, and payroll records will be discussed. Diagnostic and procedural coding procedures are reviewed, and customer service concepts are addressed. Related legal and ethics issues will be examined.

Prerequisite(s): MOA115

MTH101 COLLEGE MATHEMATICS

4.0 Credits

60 Clock Hours (30 Lecture/30 Lab Hours)

This course provides the foundations of mathematics. Topics include fractions, decimals, basic algebra, and geometry. Emphasis has been placed on applications that model real-world situations and estimation.

Prerequisite(s): None

PDC100 COLLEGE SUCCESS (2784 Clock Hour DH Program)

1.0 Credits

24 Clock Hours (24 Lecture Hours)

Students will develop an understanding of the importance of education and the impact his/her education will have on meeting career goals. Time management, critical thinking, study skills, and financial symmetry will be addressed to achieve a well-rounded student. This course helps to establish critical skills and balance in a student's life to aid him/her in the workforce.

Prerequisite(s): None

PDC110 CAREER AND PROFESSIONAL DEVELOPMENT

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course is designed to provide the students with career planning and job search techniques and skills. Topics include career exploration, sources for job information, networking, employment applications, cover letters, resumes, and interviewing. Students will also be introduced to effective communication and customer service along with small business concepts. Students will develop skills that, along with their education, can lead to achieving personal goals and career success.

Prerequisite(s): None

PDC200 CAREER DEVELOPMENT

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course is designed to provide the students with career planning and job search techniques and skills. Topics include career exploration, sources for job information, networking, employment applications, cover letters, resumes, and interviewing. Students will develop skills that, along with their education, can lead to achieving personal goals and career success.

Prerequisite(s): None

PDC200 CAREER DEVELOPMENT (2784 Clock Hour DH Program)

4.0 Credits

60 Clock Hours (30 Lecture /30 Lab Hours)

This course is designed to provide the students with career planning and job search techniques and skills. Topics include career exploration, sources for job information, networking, employment applications, cover letters, resumes, and interviewing. Students will develop skills that, along with their education, can lead to achieving personal goals and career success.

Prerequisite(s): None

PSY101 INTRODUCTION TO PSYCHOLOGY

4.0 Credits

40 Clock Hours (40 Lecture)

This course is a general introduction to the study of human behavior. The course explores topics such as methods of research, physiological development of the individual, learning, motivation, emotions, cognitive processes, sensation, perception, testing, personality disorders, behavior disorders, and individual differences.

Prerequisite(s): None

SCI118 CHEMISTRY

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

This course provides the foundations of chemistry. Topics include the fundamentals of matter, structure, and elemental interactions. Emphasis has been placed on compound formation, acid and base reactions, and organic chemistry as it relates to nutrients.

Prerequisite(s): None

SCI119 MICROBIOLOGY

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

This course is designed to provide an overview of the elements of microbiology. Students will learn of the historical development of microbiology. Various microbotic life forms will be introduced to the student such as bacteria, viruses, and eukaryotic cells. Students will study the elements of microbial nutrition, ecology, and growth. Lastly the use of microbiology and genetics will be introduced to the student.

Prerequisite(s): None

SCI119 MICROBIOLOGY

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

This course is designed to provide an overview of the elements of microbiology. Students will learn of the historical development of microbiology. Various microbotic life forms will be introduced to the student such as bacteria, viruses, and eukaryotic cells. Students will study the elements of microbial nutrition, ecology, and growth. Lastly the use of microbiology and genetics will be introduced to the student.

Prerequisite(s): None

SCI120 BIOCHEMISTRY

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

This course provides instruction in the introduction to atomic structure, chemical bonding, states of matter, organic and inorganic chemical reactions, and acids and bases. Virtual laboratory experiences are included in the course.

Prerequisite(s): None

SKW101 INTRODUCTION TO THE SKILLED PROFESSIONS

4.0 Credits 60 Clock Hours (20 Lecture /40 Lab Hours)

In this course students will receive an overview of the trades' professions, and learn the basics of safety, equipment use and a variety of construction prints. Students will learn directives and guidelines set forth by government agencies for the trade's career field. To help students transition successfully into the college environment, this course also explores learning strategies such as reading, critical thinking, test-taking and using computer technology for resources and class assignments. Prerequisite(s): None

SOC101 SOCIOLOGY

4.0 Credits

40 Clock Hours (40 Lecture Hours)

Sociology is the systematic study of the relationship between human beings and society. In this course students examine basic sociological principles, concepts, and theories in the context of human culture, societies, the socialization process, and various types of stratification. Students also explore and compare the various historic, cultural, and social frameworks of the world and learn to appreciate unique cultural identities. In addition, this course helps students learn to analyze and interpret historic as well as contemporary social issues in the U.S. and around the world.

Prerequisite(s): None

SOC101 SOCIOLOGY (DENTAL HYGIENE)

4.0 Credits

40 Clock Hours (40 Lecture)

This course is designed to introduce students to the application of the principles, methods, and major theoretical orientations of sociology in providing basic understanding of social aspects of human life. This course covers the theoretical underpinnings of the field of sociology, provides an introduction to central sociological concepts such as social structure, socialization, social interaction, deviance and social control groups and organizations. In addition, it looks at inequality in society, starting with social stratification and class systems, locally and globally. The course provides explanations for differences in social institutions as well as in the behaviors of individuals in society, including gender relations, marriage, and family. Social institutions are examined and their impact on society, including health, life expectancy, education, and the economy are explored. Further, current topics and controversies are explored and discussed.

Prerequisite(s): None

MAT110 APPLIED MATHEMATICS

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course provides students with an introduction and review of basic mathematical concepts by associating math with events that occur in their lives and on the job site. The course is designed to develop and reinforce students' mathematical reasoning abilities. It also builds a knowledge basis for students, which they can apply in the classroom and workplace. Whole numbers, fractions, decimals, and percentages are introduced, reviewed, and applied to life and job site events. Measurement in English and metrics are introduced, and calculated. Pre-algebra and algebra concepts are explained, reviewed, and used to solve problems and equations. Practical plane geometry, solid figures, triangle trigonometry, and

trigonometric ratio are introduced, discussed, and computed. Statistical analysis is introduced and calculated.
Prerequisite(s): None WLD101

WLD101 PRINCIPALS OF WELDING TECHNOLOGY

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab)

This course provides an introduction to welding technology with an emphasis on developing welding safety habits for identifying health concerns and potential hazards; wearing of personal protection equipment, safety inspection of welding equipment, equipment repair and maintenance; and adhering to laboratory principles and rules. Additionally, students will be introduced to the welding certification requirements and practice oxy-fuel, plasma arc, and carbon arc-cutting processes. Prerequisite: None WLD105 WELDING SYMBOL INTERPRETATION AND INSPECTION This course introduces basic elements of weld sketches, drawings, and welding symbols found in shop drawings, welding prints, and basic welding forms. Emphasis is placed on interpreting sketch and symbol information to fabricate a weldment. Destructive and non-destructive testing methods will be developed through practicing examination, exploring their functionality and usability in the industry, and visually inspecting and measuring welds to identify discontinuities and defects. At the conclusion of this course, students will be able to utilize print reading, inspection, and testing procedures for weldments according to drawings and standards used in the industry. Prerequisite: None

WLD105 WELDING SYMBOL INTERPRETATION AND INSPECTION

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab)

This course introduces basic elements of weld sketches, drawings, and welding symbols found in shop drawings, welding prints, and basic welding forms. Emphasis is placed on interpreting sketch and symbol information to fabricate a weldment. Destructive and non-destructive testing methods will be developed through practicing examination, exploring their functionality and usability in the industry, and visually inspecting and measuring welds to identify discontinuities and defects. At the conclusion of this course, students will be able to utilize print reading, inspection, and testing procedures for weldments according to drawings and standards used in the industry. Prerequisite: None

WLD110 CUTTING PROCESSES

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab)

In this course, the student is introduced to basic air carbon arc, oxy-fuel, and plasma arc cutting processes. Development of thermal cutting processes including identification of safety hazards (ANSI Z49.1 Safety in Welding, Cutting and Allied Processes), and wearing of protective equipment; proper assembly, maintenance, testing, and use of equipment; and the production of quality cuts. Students will practice a variety of cutting techniques through the practical experience of the laboratory. At the end of this course, students will be able to make basic cuts using a variety of cutting processes. Prerequisite: WLD101

WLD115 SHIELDED METAL ARC-WELDING

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab)

This course introduces the fundamental concepts and techniques involved with the shielded metal arc-welding process, safety hazards and proper procedures, equipment set up, electrical theory and machine selection, maintenance and repair, qualification testing, electrode selection, and the production of quality groove and fillet welds in the 1G, 2G, 1F, and 2F positions. Students will develop a theoretical understanding of the SMAW process, and then build upon that foundation through practical experience in the laboratory where a variety of welding techniques will be taught through practical exercises and reinforced through self and peer inspection. After this course the student will be able to perform basic SMAW welding processes. Prerequisite: WLD101 WLD120 SHIELDED METAL ARC-WELDING FIT AND ALIGNMENT This course develops the concepts and techniques involved with the shielded metal arc-welding process, safety hazards and proper procedures, equipment set up, electrical theory and machine selection, maintenance and repair, qualification testing, and electrode selection. Students will develop the production of quality groove and fillet welds in the 1G, 2G, 3G, and 4G, 1F, 2F, 3F and 4F positions. Students will build practical experience in the laboratory where a variety of welding techniques will be practiced and reinforced through self and peer inspection. At the conclusion of this course students will be prepared to perform quality groove and fillet welds using SMAW processes. Prerequisite: WLD101

WLD120 SHIELDED METAL ARC-WELDING FIT AND ALIGNMENT

4.0 Credits

60 Clock Hour (20 Lecture/40 Lab)

This course develops the concepts and techniques involved with the shielded metal arc-welding process, safety hazards and proper procedures, equipment set up, electrical theory and machine selection, maintenance and repair, qualification testing, and electrode selection. Students will develop the production of quality groove and fillet welds in the 1G, 2G, 3G, and 4G, 1F, 2F, 3F and 4F positions. Students will build practical experience in the laboratory where a variety of welding techniques will be practiced and reinforced through self and peer inspection. At the conclusion of this course students will be prepared to perform quality groove and fillet welds using SMAW processes. Prerequisite: WLD101

WLD125 GAS METAL ARC-WELDING

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab)

This course introduces the student to gas metal arc welding processes. Included in GMAW processes is continued development of identification of safety hazards and wearing of proper protective equipment. Assembly, maintenance, repair, and testing of GMAW equipment is introduced; the production of quality groove and fillet welds in the 1G, 2G, 3G, 1F, 2F, and 3F positions are practiced in the labs and reinforced through self and peer inspection. At the conclusion of this course students will be able to perform basic GMAW processes. Prerequisite: WLD101

WLD130 GAS METAL ARC-WELDING FIT AND ALIGNMENT

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab)

This course develops the concepts and techniques involved with the gas metal arc-welding process, safety hazards and proper procedures, equipment set up, electrical theory and machine selection, maintenance and repair, and qualification testing. Students will develop the production of quality groove and fillet welds in the 1G, 2G, and 3G; 1F, 2F, and 3F positions and students will build practical experience in the laboratory where a variety of welding techniques will be practiced and reinforced through self and peer inspection. Additionally, students will be introduced to production of groove and fillet welds in the 4G and 4F positions and welds utilizing the GMAW spray transfer in a variety of positions. Prerequisite: WLD101

WLD135 FLUX CORE ARC-WELDING

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab)

This course introduces the fundamental concepts and techniques involved with the flux core arc welding process, safety hazards and proper procedures, equipment assembly, electrical theory and machine selection, maintenance and repair, safety testing, and the production of quality groove and fillet welds in the 1G, 2G, 3G, 1F, 2F, and 3F positions. Students will develop a theoretical understanding of the FCAW process, and then build upon that foundation through practical experience in the laboratory where a variety of welding techniques will be taught through practical exercises and reinforced through self and peer inspection. Prerequisite: WLD101

WLD140 FLUX CORE ARC-WELDING APPLICATIONS

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab)

This course covers advanced concepts and techniques involved with the flux core arc welding process, as well as content such as safety hazards and proper procedures, equipment assembly, electrical theory and machine selection, maintenance and repair, and safety testing. Additionally, students will produce of quality fillet and groove welds in the, 1F, 2F, 3F, and 4F and 1G, 2G, 3G, and 4G positions. Students will develop the FCAW-S process, and then build upon that foundation through practical experience in the laboratory where a variety of welding techniques will be taught through practical exercises and reinforced through self and peer inspection. Prerequisite: WLD101

WLD145 GAS TUNGSTEN ARC-WELDING

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab)

This course introduces the concepts and techniques involved with the gas tungsten arc welding process, safety procedures, equipment assembly, electrical theory and machine selection, maintenance and repair, safety testing, electrode selection

and preparation, and the production of quality groove and fillet welds in the 1G, 2G, 3G, 4G, 1F, 2F, 3F, and 4F positions. Students will be introduced to GTAW process with carbon steel and Austenitic Stainless Steel, and then build upon that foundation through practical experience in the laboratory where a variety of welding techniques will be taught through practical exercises and reinforced through self and peer inspection. Prerequisite: WLD101

WLD150 GAS TUNGSTEN ARC-WELDING APPLICATIONS

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab)

This course covers concepts and techniques involved with the gas tungsten arc welding process with a focus on the production of quality groove and fillet welds on austenitic stainless steel in the 1G, 2G, 3G, 1F, 2F, and 3F positions and 1G, 2G, 1F, and 2F positions on aluminum. Additionally, this course covers fundamental concepts such as safety hazards and proper procedures, equipment assembly, electrical theory and machine selection, maintenance and repair, safety testing, electrode selection and preparation. Prerequisite: WLD101

WLD155 PIPE WELDING TECHNIQUES

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab)

In this course, students are provided an introduction to welding of pipe using the shielded metal arc welding process (SMAW). Included are electrode selection, equipment setup, and safety procedures. The student will describe equipment and required pipe preparation, perform 1G and 2G welds using various electrodes, and practice up and down hill piping techniques. Students will evaluate their performance abilities to troubleshoot for potential problems. Students will develop interpretation of the AWS coding system and use available materials and equipment properly. Prerequisite: WLD101

WLD160 WELDING FABRICATION CONCEPTS

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab)

In this course, students gain a comprehensive overview of metal fabrication techniques. Through lab projects, they practice skills such as using blueprints and taking accurate measurements. Labs allow for gaining competency with Fortis Institute Catalog Addendum Page 5 fabrication tools, especially automated devices, such as shears, and press brakes. At the end of this course, students will be competent in metal fabrication techniques. Prerequisite: WLD101

WLD165 WELDING CERTIFICATION AND CAREER DEVELOPMENT

4.0 Credits

60 Clocks Hours (20 Lecture/40 Lab)

In this course, students will develop and practice the skills necessary to pass the D1.1 certification test. Pre-testing will be administered at the completion of 30 hours in both GMAW and SMAW. Pretesting identifies students' readiness for the official Certification Test and provides students with direction for continued lab work and hands on practice. This course will also provide the student with marketable job search techniques and skills. Prerequisite: WLD101

STAFF AND FACULTY

This section has been revised. See addendum 2 and 5.

ADMINISTRATIVE STAFF

Campus President	Khaled Sakalla
Administrative Assistant	Amber Ware
Administrative Assistant (DH)	Shirley Jackson

ADMISSIONS

Director of Admissions	Benjamin Lee
Admissions Representative	Joi Williams
Admissions Representative	Jerome Ruffin
Admissions Representative	Mark Culp

CAREER SERVICES

Director of Career & Student Services	Whitney Fritts Career Services
Advisor	Bryan Shubert
Externship Coordinator	Jamika Austin

FINANCIAL AID

Director of Financial Aid	Brian Kimbrough Financial Aid
Representative	Unity Dudley
Financial Aid Representative	Heather Clark
Financial Aid Representative	Jimmy Hawkins

OPERATIONS

Business Office Manager	Monique Jordan
Senior Registrar	Alecia Beachem

LIBRARY

Learning Resource Center Manager	Lorenzo Gunn
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ACADEMIC LEADERSHIP

Academic Dean Patricia Cunningham

Bachelor of General Studies, Southeast Missouri State University, Cape Girardeau, MO
Master of Arts, Health Services Management, Webster University, St. Louis, MO
Master of Arts, Procurement /Acquisition Management, Webster University, St. Louis, MO

Program Director of Dental Hygiene Program

Danielle Guillory

Master of Education: Curriculum and Instructional Leadership, Liberty University, VA
Bachelor of Arts Psychology, University of North Texas, Denton, TX
Bachelor of Science Dental Hygiene, University of Texas Health Science Center at San Antonio, San Antonio, TX

Associate of Applied Science, Community College of the Air Force, Maxell AFB, Montgomery, AL

Program Director Medical Assisting Program

Tiffany Chappell

Bachelor of Science, Licensed Practical Nurse, Fortis Institute, Mobile AL

Diploma, Medical Assisting, Fortis Institute, Birmingham, AL

Clinical Certified Medical Assistant, National Healthcareer Association

Program Director of Medical Billing and Coding

Rhonda Ritchey

Associate of Science, Health Information Management, Herzing University, Online Certification

CBCS National Healthcareer Association, Leawood, KS

. CEHRS, National Healthcareer Association, Leawood, KS

Program Director of Medical Laboratory Technology Program

Beverly Macon

Graduate Studies, Biochemistry-Meharry Medical College

Bachelor of Science, Biology, Mississippi University for Women

Medical Laboratory Scientist, American Society for Clinical Pathology

Program Director of Trades Programs

TBA

Program Director of Welding Technician Program

Reginald Carlisle

Diploma, Professional Welder with Pipefitting, Tulsa School of Welding, Jacksonville Florida

Certified Professional Welder

FACULTY

Dental Hygiene Program

Richard Skinner (Part-Time Supervising Dentist)

Doctor of Dental Medicine, University of Alabama in Birmingham, School of Dentistry, Birmingham, AL

Bachelor of Science, Auburn University, Auburn, AL

Glenn Stephens, DMD (Part-time Supervising Dentist)

Doctor of Dental Medicine, University of Alabama in Birmingham, School of Dentistry, Birmingham, AL

Bachelor of Science, Biology, Jacksonville State University, AL

William Borden, DMD (Part-time Supervising Dentist)

Doctor of Dental Medicine, University of Alabama in Birmingham, School of Dentistry, Birmingham, AL

Angela Jones-King (Clinical Coordinator)

Master of Science in Health Care Management, Colorado Technical University, CO

Bachelor of Science, Dental Hygiene, University of Alabama at Birmingham, Birmingham, AL

Registered Dental Hygienist, AL

Amy Price (full-time)

Bachelor of Science, Wichita State University, Wichita, KS

Dental Hygiene Board of Dental Examiners of Alabama, License

Donna Swofford (Part-time)

Bachelor of Science, Individually Designed, University of Alabama at Birmingham, Birmingham, AL

*Associate of Science, Dental Hygiene, Columbus State University, Columbus, GA
Registered Dental Hygienist, AL*

Jennifer Ryan (Part-time)

*Associate of Science, Dental Hygiene, Wallace State Community College,
Associate in Science, General Education with Emphasis in Biology, Beville State Community College, AL
National Board Dental Hygiene Exam, Registered Dental Hygienist*

Dianna Clifton (Part-time)

*Bachelor of Science, Dental Hygiene, University of Alabama, Birmingham, AL
Registered Dental Hygienist, AL*

Lasheka Barnes (Part-time)

*Associate of Science, Dental Hygiene, Fortis Institute, Birmingham AL
Registered Dental Hygienist, AL*

Dental Assisting Program

Shayla Pool (Full-Time Lead)

Diploma, Dental Assisting, University of Alabama at Birmingham School of Dentistry, Birmingham, AL

Mechelle Moore (Part-time)

*Dental Assisting Diploma, Fortis Institute, Birmingham AL
Associate of Applied Science, Business, Monroe College, Bronx, New York
Associate of Applied Science, Biology, Lawson State Community College, Birmingham AL
DANB Certification*

Zandra Brand (Part-time)

*Diploma, Dental Assisting, Brown Mackie College, Birmingham, AL
TSDA Certification*

Brian Jackson (Part-time)

Diploma, Dental Assisting, University of Alabama at Birmingham School of Dentistry, Birmingham, AL

Medical Assisting Program

Yolanda Harris (Full-time)

*Diploma, Medical Assisting, Medical Career Center, Mobile, AL
Certified Medical Administrative Assistant, National Healthcareer Association*

Irvin McElrath (Part-time)

Bachelor of Science, Radiographic Science, University of Alabama, Birmingham, AL

Orlando Willis (Part-time)

*Associated of Applied Science, Medical Assistant, Trenholm State, Montgomery, AL
Clinical Certified Medical Assistant NREMT*

Jamika Austin (Full-time)

*Associate of Applied Science, Medical Assistant, Virginia College, Birmingham, AL
Certified Clinical Medical Assistant, NHA*

Medical Laboratory Technology Program

Nicole West (Clinical Coordinator Full-time)

Master of Science, Medical Technology Program, University of Alabama, Birmingham, AL

*Bachelor of Science, Biology, Tuskegee University, Tuskegee, AL
Certified Medical Technologist (ASCP), Certified Specialist in Hematology*

Clara Bishop (Part-time)

*Master of Science, Clinical Laboratory Science, University of Alabama, Birmingham, AL
Bachelor of Science, Biology, University of Alabama, Birmingham, AL*

Director Electrical Trades and Heating, Ventilation, Air Conditioning, & Refrigeration Programs

Timothy Paul Wheeler (Full-time)

*HVAC Contractor License, State of Alabama, Birmingham
EPA Certification*

Brandon Copeland (Full-time)

*Diploma, Heating, Ventilation, Air Conditioning and Refrigeration, Fortis Institute, Birmingham AL
EPA Certification*

Barry Clayton (Part-time)

EPA (Universal Certification), ESCO

Clarence Hanson (Part-time)

*Diploma, Heating, Ventilation, and AC Technology, Interactive College of Technology, Morrow GA
Heating, Air Conditioning and Refrigeration Contractor, State of Alabama
EPA Certification*

Earnest Maiden (Part-time)

*Associate of Applied Science, Electronic Engineering Technician, Phillips Junior College, Birmingham, AL
Journeyman Electrician License*

Jeremy Davis (Part-time)

*Diploma, National Center for Construction Education and Research
Certification State of Alabama Electrical Contractors Board*

Vaughan C. Boswell (Part-time)

*Associate of Applied Science, Air Conditioning and Refrigeration, George Corley Wallace State Community College, Hanceville, AL
EPA Certification*

Medical Billing and Coding

GENERAL EDUCATION

Nicole Pleasant (Part-time)

*Master of Arts, Psychology, Ashford University (online), San Diego, CA
Bachelor of Science, Psychology, Troy University, Montgomery, AL*

Carmen Hill (Part-Time)

*Master of Education, Strayer University, Birmingham, AL
Bachelor of Science, Environmental Science, University of Alabama, Tuscaloosa, AL*

Sabrina Underwood Moore (Part-Time)

*Master of Education, Alabama State University, Montgomery, AL
Bachelor of Arts, History, Stillman College, Tuscaloosa, AL*

Cody Gibson (Part-time)

*Master of Art, Biology Research, University of Alabama, Birmingham AL
Bachelor of Science, Biology, Athens State University, Athens, AL*

Welding Technician Program

Marquel Jackson (Full-Time)

*Diploma, Tulsa Welding School, Professional Welder, Jacksonville FL
Structure Welder Certificate, Mobile AL*

Demetrius Pettway (Full-Time)

*Certificate, Pipe Welding, Coastal AL Community College, Minette AL
Certificate, Basic Plate Welding.*

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Fortis Institute

CATALOG ADDENDUM

Addendum to catalog: 2022-2023 Catalog, April 26, 2022, Volume 1, Version 1

Effective date: 4/26/2022

Fortis Institute reserves the right to make changes within the terms of the catalog, which may affect any of the information published, and to make such changes, by notifying individual students. As such changes may occur, these will be published in a catalog addendum, which is intended as, and is to be regarded as, an integral part of this catalog. Information presented in this addendum is meant to supersede language presented in the catalog.

This is effective July 1, 2021 to July 1, 2023.

This addendum replaces all prior published COVID-19 addenda.

ADDITIONAL ADMISSION REQUIREMENTS FOR DENTAL HYGIENE & MED TECH PROGRAMS

Applicants are required to provide evidence that they have received at least the first dose of the COVID-19 vaccine prior to starting one of these programs and must be fully vaccinated (both doses if other than the Johnson & Johnson vaccine) prior to entering a clinical/externship site that requires students to be vaccinated.

Although we list the COVID-19 vaccine as an admissions requirement for the above mentioned programs, we cannot deny any student's ability to start school if they do not plan to get vaccinated against COVID-19 but otherwise meet the entrance requirements as stated in the catalog. Thus, going forward every student who enrolls in one of the affected programs must sign the **COVID-19 Vaccine Acknowledgement**.

ADDITIONAL ADMISSIONS REQUIREMENTS FOR THE DENTAL HYGIENE PROGRAM - APPLICANTS IMPACTED BY THE COVID-19 PANDEMIC

In addition to the General Admissions Requirements, the following are additional admissions requirements for Dental Hygiene programs.

1. An applicant to the Dental Hygiene program will be required to take the Wonderlic Scholastic Level Exam (SLE-Q) and must achieve a passing score of not less than 22.
2. The applicant must complete a 2 to 4-page typed essay outlining (1) why the applicant wants to enter into the Dental Hygiene profession and (2) why he or she should be admitted to the Dental Hygiene program. The Dental Hygiene Program Director may elect to include an additional topic. The essay may be completed offsite. It must be submitted by email to the Dental Hygiene Program Director or his or her designee no less than one week prior to the interview with the program director or his or her designee. After the essay is completed, the applicant will meet virtually with the program director. The program director or his or her designee scores the essay using the Essay Rubric.
3. The applicant must schedule and complete a virtual interview with the Dental Hygiene Program Director and/or his or her designee.

4. The applicant must submit a current and valid form of picture identification. For example, a current and valid driver's license or U.S. Passport.
5. The applicant must submit either a valid medical insurance card or a sign a medical waiver form stating he or she is responsible for the costs of all medical services he or she requires.
6. Applicants must submit to and pass a drug-screening test, as was specified in this Catalog prior to publication of this COVID-19 addendum. Applicants who experience delays in meeting this requirement as a result of the COVID-19 Pandemic may start class while completing and submitting satisfactory documentation of the program requirements. All applicants are informed of the requirements during the enrollment process, and must complete the process within the timeframe provided by the Program Director or Academic Dean in order to remain in the program.
7. Applicants must submit to and pass a healthcare criminal background check, as was specified in this Catalog prior to publication of this COVID-19 addendum. Applicants who experience delays in meeting this requirement as a result of the COVID-19 Pandemic may start class while completing and submitting satisfactory documentation of the program requirements. All applicants are informed of the requirements during the enrollment process, and must complete the process within the timeframe provided by the Program Director or Academic Dean in order to remain in the program. The applicant should note that a history of criminal convictions may prevent the student from attending or completing the clinical/externship requirements of the program or may prevent his or her credentialing in the profession. If there are any questions regarding the results of the criminal background check, the applicant must make an appointment with the program director to discuss the consequences of the results.
8. All required immunizations are to be completed, as was specified in this Catalog prior to publication of this COVID-19 addendum. Applicants who experience delays in obtaining initial immunizations as a result of the COVID-19 Pandemic may start class while completing and submitting satisfactory documentation of the program requirements. All applicants are informed of the requirements during the enrollment process, and must complete the process by the end of the first term in order to remain in the program.
9. When all the above admissions requirements are completed with the exception of COVID-19 exceptions as noted, the Applicant Rating Form and Rubric and the application file will be submitted by the Director of Admissions to the Director of the Dental Hygiene Program for consideration by the Dental Hygiene Admissions Committee. The Dental Hygiene Admissions Committee consists of the Dental Hygiene Program Director or his or her designee as the chairperson of this committee, designated Dental Hygiene or other faculty member(s), and the Campus President or his or her designee. The primary purposes of the Dental Hygiene Program Admissions Committee are: (1) to rank the applicants and (2) to make the final decision as to which applicants are best suited for the Dental Hygiene program. This includes selecting applicants who are most likely to be successful weighing the applicant's background and experiences with the standards of the profession and school.
10. The Dental Hygiene Program Admissions Committee reviews each application package, ranks each applicant, as mandated by the Commission on Dental Accreditation, and makes the final determination for admission to the Dental Hygiene program based on limited seating capacity for the program. Each member of the committee has an equal vote in determining an applicant's rank; a majority vote will rule. In the event of a tie vote, the Dental Hygiene Program Director will be the deciding vote.
11. After the Dental Hygiene Program Admission Committee meets virtually and makes its determinations, letters of acceptance or denial are mailed to the applicants.
12. An applicant who is not accepted for the start of a class may re-apply to the Dental Hygiene program for a future class. If desired by the applicant, he or she will have the opportunity to retake the SLE-Q examination in accordance with testing procedures. His or her revised admission rank will be measured according to the current applicant pool. A waiting list for future cohorts will not be generated with applicants who have not been accepted. An applicant who is not accepted for the start of a class may re-apply for a future class and will be placed into the new pool of applicants for ranking.

Ranking for Applicant Admission into the Dental Hygiene Program

Applicants will be ranked for admission into the Dental Hygiene program using the following criteria: (1) high school and/or College grade point average (GPA) or GED, (2) interview with the Dental Hygiene Program Director, (3) written essay, (4) score on the Wonderlic Scholastic Level Exam, and (5) work experience in an allied health field or military service. Following is a description of the ranking criteria and procedures.

- Interview with the Dental Hygiene Program Director. The interview will assess a variety of the applicant's characteristics and attributes. A questionnaire interview rubric will result in the assignment of a score ranging from 1 to 5.
- Written Essay. The essay will include the assessment of content, writing format, logical progression of thoughts, writing style, spelling, grammar and punctuation. An essay rubric will result in the assignment of a score ranging from 5 to 25.
- High School Grade Point Average (GPA), GED and College GPA if applicable. The high school or Insert: College, Institute or School GPA or GED will have a possible score ranging from 0 to 60. Ten (10) additional points will be awarded for applicants who have a cumulative 3.0 GPA in College science courses. Total possible score in this category is 70.

High School /Insert: College, Institute or School GPA/GED Range	Points
2.0 – 2.5 or GED	10
2.6 – 2.99	25
3.0 – 3.5	50
3.6+	60
No transcript	0
CGPA 3.0 or higher in Insert: College, Institute or School science courses	+10

- Wonderlic Scholastic Level Exam (SLE-Q) Score. Points will be assigned according to the score on the exam ranging from 0 to 30. Minimum score of 22 required.

Test Score Range	Points
16 – 21	0
22 – 25	10
26 – 29	20
30 – 50	30

- Work Experience in an Allied Health Field or U.S. Military Service. Points will be assigned according the amount of time the applicant has worked in an allied health field or served in the US Military, ranging from 0 to 30.

Years of Experience	Points
1 – 2 years, 11 months	10
3 – 5 years, 11 months	20
6 + years	30

Essential Skills and Functional Abilities for Dental Hygiene Applicants

An applicant for the Dental Hygiene program should possess the following essential skills and functional abilities:

Motor Abilities

- Physical abilities and mobility sufficient to execute gross motor skills, and physical endurance to provide patient care

Manual Dexterity

- Ability of the applicant to demonstrate fine motor skills sufficient to accomplish required tasks and to provide necessary patient care.

Perceptual/Auditory Ability

- Sensory and perceptual ability to assess patients for providing dental hygiene care

Behavioral/Interpersonal/Emotional

- Demonstrates interpersonal abilities sufficient for interaction with individuals, families and groups from various social, intellectual and cultural backgrounds.
- Demonstrates the ability to work constructively and independently with the ability to modify behavior in response to constructive criticism.
- Demonstrates ethical behavior, which includes adherence to the professional standards and student honor codes.
- Ability to effectively and accurately operate equipment and utilize instruments safely in laboratory and clinical environments.

ADDITIONAL ADMISSIONS REQUIREMENTS RELATING TO CPR - APPLICANTS IMPACTED BY THE COVID-19 PANDEMIC

To comply with the CDC precautions during COVID-19, applicants and students in medical technology programs will be provided with the opportunity to complete an AHA BLS Provider Course within their program prior to the scheduling of clinicals. Students enrolled in the medical technology programs will be required to comply with all applicable requirements within the timeframes which will be specified by the Program Director or Academic Dean in order to remain in the program.

ADDITIONAL ADMISSION REQUIREMENTS RELATING TO DRUG SCREENS, PHYSICALS, CRIMINAL BACKGROUND CHECKS, AND IMMUNIZATIONS - APPLICANTS IMPACTED BY THE COVID-19 PANDEMIC

Applicants who experience delays in obtaining drug tests, physicals, criminal background checks, and initial immunizations as a result of the COVID-19 Pandemic may start class while completing and submitting satisfactory documentation of the program requirements. All applicants are informed of the requirements during the enrollment process, and must complete the process within the timeframe provided by the Program Director or Academic Dean in order to remain in the program. Failure to complete the requirements may result in dismissal from the program.

EDUCATIONAL DELIVERY SYSTEMS - STUDENTS IMPACTED BY THE COVID-19 PANDEMIC

Courses and student work impacted by the COVID-19 Pandemic will be temporarily delivered via remote modalities, as appropriate.

INCOMPLETE GRADE POLICY – STUDENTS IMPACTED BY THE COVID-19 PANDEMIC

It is the student's responsibility to complete all coursework within the prescribed time frames. Students may request a grade of Incomplete ("I") at the end of a grading period if the circumstances which are causing the student to request the Incomplete grade are beyond the student's control as a result of COVID-19 related reasons, including, but not limited to, the illness of the student or family member, compliance with a quarantine restriction, or the general disruption to the student's educational experience which prevent him/her from completing the required coursework by the last scheduled day of class. Students must request an Incomplete Grade by submitting a completed Incomplete Grade Request Form to the course instructor. The student's instructor will co-sign the form with the student and the instructor is responsible for obtaining approval signature from the Program Director or Academic Dean before submitting the form to the Registrar for recording.

All incomplete work must be completed and submitted for grading no later than 30 calendar days from the last day of the completed academic term. If there are circumstances that delay the student's submission of the required work within the 30 day period a further extension may be permitted based on the student's situation. The student is responsible to notify the Program Director or Academic Dean of specific circumstances and the plan to complete the required coursework by day 25 of the 30 day period. The Program Director or Academic Dean will review requests for extension of an Incomplete and provide a decision within 4 business days..

At the end of the period granted for the Incomplete a grade of 0 (zero) will be entered for all work still missing and the course grade will be determined in accordance with the criteria published in the course syllabus. If a student is unable to complete the term due to COVID-19 related reasons, the student will receive a grade of E for course attempted in the term.

Credits associated with courses in which an incomplete grade is received will not count as either credits attempted or Minimum Cumulative Credits completed at the Institute. They bear no quality points and are not included in the calculation of CGPA.

ACADEMIC LEAVE OF ABSENCE - STUDENTS IMPACTED BY THE COVID-19 PANDEMIC

Students enrolled in term-based credit hour programs who need to interrupt their program of study due to COVID-19 related issues affecting the student or a member of the student's immediate family (spouse and/or children) are not able to resume training at the within the same term in which the training was interrupted and therefore would not qualify for a Traditional Leave of Absence (TLOA), but would qualify for the Academic Leave of Absence (ALOA) provision. To qualify for this provision, the ALOA must meet all eligibility criteria below, and the student may only return at the beginning of a subsequent term or module. Students enrolled in term-based programs that are approved for an ALOA will begin their grace period on any Federal Student Loan(s) as of their last date of attendance. Furthermore, Tuition Refund policy as listed in the catalog will be applied and a waiver will be applied under the CARES Act for any refunds required under the Return to Title IV policy.

The following are the criteria for making application and approving an Academic Leave of Absence:

- 1) The student's request and reason(s) for the Leave of Absence must be submitted on an Academic Leave of Absence Request Form in advance of the ALOA. Due to COVID-19, it is recognized that unexpected circumstances may occur which prevent a student from making the ALOA request in advance, the Institute may choose to grant an ALOA on behalf of a student without having received prior written request as long as the Institute has received appropriate documentation to support the decision and the student provides the required information at a later date. This would apply in such instances where the student became suddenly ill, or had an immediate family member become suddenly ill that was in need of immediate care, or other COVID-19 related reasons.

- 2) During a documented qualifying emergency, a student who cannot continue attending the course(s), may find it essential to request an A L O A after a term or module has started. The institution is not required to approve this type of ALOA request; however, if the institution grants this type of mid-term ALOA request, the student will receive a grade of E for course attempted in the term.

- 3) The initial leave period requested should be no more than 90 days; however, in certain semester-based programs, the initial ALOA request may be extended to 120 days. If the student requires an extension of the original leave period, the student must apply for an extension and provide new/updated documentation. The request for extension will follow the same approval process as the original request, which requires the written approval from the, Institute. The Institute cannot extend the period of leave originally requested without a written request from the student (or family member if the student is incapacitated) that includes third-party supporting documentation. All ALOA extension paperwork and documentation must be submitted to the Insert: College, Institute or School prior to the student's initial ALOA return date. In any 12month period, the cumulative leave period(s) may be no longer than 180 calendar days.

The applicant for an ALOA will be notified by the Registrar or the Campus President if his or her application for an Academic Leave of Absence has been approved or denied. If the leave is approved, the student will also be notified of the scheduled return date and any other conditions required of the student. All students that are approved for an ALOA must meet with the Financial Aid Department prior to returning to school.

WITHDRAWAL - STUDENTS IMPACTED BY THE COVID-19 PANDEMIC

In order to remain in "Active" status at the Institute, students must be enrolled in and actively attending at least one course. If students withdraw from all of their classes, or cease to actively attend, they will be withdrawn from the Insert: College, Institute or School in accordance with the Attendance Policy.

A student who withdraws voluntarily or involuntarily from enrollment in a course is also withdrawn from the institution if the student is only enrolled in one course. However, a student enrolled in multiple courses who withdraws voluntarily or involuntarily from one or more courses may remain actively enrolled. Students may withdraw from all of their courses, and therefore from the Institute, by notifying the Institute in writing.

Should students be considering withdrawing from a course or from the Institute, they should meet with the Dean of Education or the Campus President in order to gain an appreciation for what the Institute can do to help them address their problems and to gain a complete understanding of the decision they are about to make. If a student decides to proceed with withdrawal, the student must provide notification to the Campus President and the Registrar in writing and meet with the Director of Financial Aid to understand the Student Responsibility (see below).

Students who withdraw from a course or from the Insert: College, Institute or School due to COVID-19 related reasons will receive a grade of "E". The grade will be recorded on their transcript.

ACADEMIC ACHIEVEMENT/GRADING - STUDENTS IMPACTED BY THE COVID-19 PANDEMIC

Other letter grades used by the Institute include:

Grade	Description	Affects Credits Attempted	Affects GPA
AU	Audit	No	No
I	Incomplete	No	No
L	Leave of Absence	No	No
W	Withdrawn	Yes	No
WF	Withdrawn	Yes	Yes
	Failing		
TR	Transfer Credit	Yes	No

CR	Block Credit award to LPN students entering ADN program (where applicable)	Yes	No
E	Excused/Emergency Withdrawal related to the COVID-19 Pandemic	No	No

TUITION AND FEES – STUDENTS IMPACTED BY THE COVID-19 PANDEMIC

Optional Tablet - In response to the COVID-19 pandemic, and to assist students to avoid interruption to their education, Fortis Institute temporarily moved all educational instruction to online delivery. A tablet was made available to order through Fortis Institute in the amount of \$320.00. This purchase was optional and made available to help accommodate access to online course content.

FEDERAL WORK STUDY - STUDENTS IMPACTED BY THE COVID-19 PANDEMIC

FWS employees working in facilities, either on campus or off campus, that have closed as a result of COVID-19 can continue to be paid during the facilities closure if the closure occurred after the beginning of the students term, the institution is continuing to pay its other employees (including faculty and staff), and the institution continues to pay the required non-federal share.

Fortis Institute

CATALOG ADDENDUM

Addendum to catalog: 2022 – 2023 Catalog, 4/26/2022 Volume 1 Version 2

Effective date: 5/25/2022

Fortis Institute reserves the right to make changes within the terms of the catalog, which may affect any of the information published, and to make such changes, by notifying individual students. As such changes may occur, these will be published in a catalog addendum, which is intended as, and is to be regarded as, an integral part of this catalog. Information presented in this addendum is meant to supersede language presented in the catalog.

STAFF AND FACULTY, PAGE 103

DENTAL HYGIENE FACULTY

Nicole Figgeurs-Jones (Part-time)

*Bachelors of Science Dental Hygiene, University of Alabama at Birmingham, AL,
Registered Dental Hygienist, AL*

Fortis Institute

CATALOG ADDENDUM

Addendum to catalog: 2022-2023 Catalog, April 26, 2022, Volume 1, Version 3

Effective date: 6/22/2022

Fortis Institute reserves the right to make changes within the terms of the catalog, which may affect any of the information published, and to make such changes, by notifying individual students. As such changes may occur, these will be published in a catalog addendum, which is intended as, and is to be regarded as, an integral part of this catalog. Information presented in this addendum is meant to supersede language presented in the catalog.

GENERAL ADMISSION REQUIREMENTS, PAGES 7-8

1. The student must be a high school graduate or possess the recognized equivalent of a high school certificate. The student must provide documentation of graduation from high school or college in the form of a valid high school certificate or an earned college degree higher than a diploma that is completed. Acceptable documentation includes a transcript or other documentation which confirms that the student meets or exceeds the academic achievement equivalent to a high school diploma in the USA. All documents from foreign countries must also be translated into English and evaluated to be equivalent or higher than a USA high school certificate by a credential evaluation service, which is a member agency of the National Association of Credential Evaluation Services (NACS), subject to the approval of the Institute.

2. The applicant must be seventeen years of age or older at the time he or she starts his or her program of study.

3. The applicant must be eighteen years of age or older to be accepted into the program.

4. The applicant must complete an applicant information form.

5. The applicant must interview with an admissions representative and/or other administrative staff.

6. Applicants, who otherwise meet the requirements to pursue a selected program of study, will be given the opportunity to take the Wonderlic Scholastic Level Exam (SLE). Applicants to the Institute who do not achieve a passing score are eligible to immediately retake another version of the SLE. (See below for the SLE minimum score requirement for each program of study.) In the event that the applicant fails to achieve a passing score on the second administration of the SLE, the applicant is eligible to take the SLE a third time using another version; however, a minimum of seven days must elapse after the second testing date before the third SLE may be administered. In addition, this administration and subsequent administrations requires approval by the Campus President. A fourth and final administration of another version of the SLE is permitted only after a minimum of 180 days have elapsed since the date of the third test administration. Applicants who choose to take the entrance test for the fourth and final time are strongly encouraged to pursue remediation in reading and math prior to testing for the fourth and final time to assist in strengthening their critical thinking skills.

7. Once a passing score is earned, the SLE score is valid for three years from the date of administration. Applicants for readmission must achieve the passing score on the SLE required of current applicants for admission to the selected program of study. If the applicant for readmission had previously achieved a passing score on the SLE, that score may be used for readmission, provided the SLE test was administered and passed within three years (36 months) of the date of readmission and still meets the current minimum acceptable SLE score for the applicable program.

8. Applicants must meet all financial obligations. The SLE minimum entrance requirements by program are as follows: Diploma Programs

Dental Assisting 11

Electrical Trades 11

Heating, Ventilation, Air Conditioning and Refrigeration 11

Medical Assisting 11

Medical Billing and Coding 13

Welding Technician 11

Associate Degree Programs Dental Hygiene 22

Medical Laboratory Technology 13

Note: In the event an applicant desires special accommodations for the SLE, the applicant must follow the policies in this catalog to request those accommodations. Campus staff members are not authorized to approve accommodations for admissions testing.

9. Applicants must complete all tuition payment requirements.

10. Accepted applicants must agree to and sign the Fortis Institute Enrollment Agreement.

TUITION AND FEES, Page 49

The following information applies to all students who enroll for start dates July 1, 2022 and later.

PROGRAM	TUITION	ADMIN & TECH FEE	SCRUBS / UNIFORMS	STUDENT KIT	CERTIFICATION / LICENSURE EXAM	IMMUNIZATIONS	BACKGROUND CHECK	DRUG SCREEN	TEXTBOOKS & E-BOOKS	LAPTOP	TOTAL COST
DIPLOMA/ CERTIFICATE PROGRAMS											
DENTAL ASSISTING COST PER CREDIT:\$324.06	19,444	203	84	455	540	0	0	0	477	385	21,588
ELECTRICAL TRADES COST PER CREDIT:\$282.62	18,088	100	84	663	0	0	0	0	1,727	0	20,662
HEATING, VENTILATION, AIR CONDITIONING AND REFRIGERATION COST PER CREDIT:\$303.93	19,452	100	84	754	25	0	0	0	432	385	21,232
MEDICAL ASSISTING COST PER CREDIT:\$346.82	15,954	178	63	38	132	0	0	0	473	385	17,223
MEDICAL BILLING AND CODING COST PER CREDIT:\$303.35	18,808	203	84	0	114	0	0	0	868	385	20,462
WELDING TECHNICIAN COST PER CREDIT: \$318.50	20,384	100	172	551	0	0	0	0	563	0	21,770
DEGREE PROGRAMS											
DENTAL HYGIENE COST PER CREDIT: \$231 PER SCIENCE COURSE, \$426 PER DENTAL HYGIENE COURSE & \$150 FOR GENERAL EDUCATION COURSE	49,299	350	230	3179	2,095	0	43	38	2,445	385	58,064
MEDICAL LABORATORY TECHNOLOGY COST PER CREDIT:\$369 PER CORE & \$150 PER	38,055	303	168	0	415	0	43	38	1,628	385	41,035

PROGRAM	TUITION	ADMIN & TECH FEE	SCRUBS / UNIFORMS	STUDENT KIT	CERTIFICATION / LICENSURE EXAM	IMMUNIZATIONS	BACKGROUND CHECK	DRUG SCREEN	TEXTBOOKS & E-BOOKS	LAPTOP	TOTAL COST
GENERAL EDUCATION											

The Enrollment Agreement obligates the student and the Institute by the Academic Quarter for the program of instruction selected by the student. Students' financial obligations will be calculated in accordance with the refund policy in the contract and this Institute catalog. The content and schedule for the programs and academic terms are described in this catalog. All tuition and fees are charged each Quarter. A returned payment fee of \$25.00 may be charged for each returned check or rejected payment.

OTHER CHARGES

Students may be required by an externship site to have an additional background check and/or drug test. If additional background checks and/or drug screening is required, this amount will be charged to the student. A student must see the Registrar's Office and Financial Aid to discuss any program changes. There is no graduation fee.

RIGHT TO CANCEL

An applicant to the Institute may cancel his or her enrollment to the Institute and receive a full refund of monies paid. Written notice of cancellation is encouraged, and should be mailed to Fortis Institute, postmarked no later than midnight on the fifth (5th) calendar day after the date the applicant's Enrollment Agreement with the Institute was signed by the student and a representative of the Institute. The applicant may use a copy of his or his Enrollment Agreement as a cancellation notice by writing "I hereby cancel" at the bottom of the Enrollment Agreement, adding his or her name, address, and signature, and delivering or mailing it to Fortis Institute at 100 London Parkway, Suite 150, Birmingham, AL 35211, Attention: Campus President. If the applicant for admission cancels his or her enrollment as noted above more than five days after signing the Enrollment Agreement, and making an initial payment, but prior to the start of classes, the applicant is entitled to a refund of all payments for tuition and fees to be paid within 30 days.

Fortis Institute

CATALOG ADDENDUM

Addendum to catalog: 2022-2023 Catalog, 4/26/022, Volume 1 Version 4

Effective date: August 29, 2022

Fortis Institute reserves the right to make changes within the terms of the catalog, which may affect any of the information published, and to make such changes, by notifying individual students. As such changes may occur, these will be published in a catalog addendum, which is intended as, and is to be regarded as, an integral part of this catalog. Information presented in this addendum is meant to supersede language presented in the catalog.

INTRODUCTION & OVERVIEW, PAGE 3

ACCREDITATION, LICENSES, AND APPROVALS

1. Fortis Institute has institutional accreditation from the Accrediting Bureau of Health Education Schools (ABHES), 6116 Executive Blvd., Suite 730, North Bethesda, MD 20852. 301.291.7550

DIPLOMA PROGRAMS, PAGE 21

HEATING, VENTILATION, AIR CONDITIONING AND REFRIGERATION

Length: 960 Clock Hours; 48 Instructional Weeks

Program Quarter Credits: 64

Credential Awarded: Diploma

Mode of Delivery: Residential

PLAN OF STUDY

COURSE CODE	COURSE TITLE	CLOCK HOURS	CREDIT HOURS
SKW101	Introduction to the Skilled Professions	60	4
HVR105	Thermodynamics	60	4
HVR110	Practical Applications of Electricity	60	4
HVR115	HVACR Controls	60	4
HVR120	Controls, Motors, and Motor Controls	60	4
HVR125	Refrigerants	60	4
HVR130	Residential Air Conditioning	60	4
HVR140	Commercial Refrigeration Concepts	60	4
HVR141	Industrial Refrigeration and Commercial Air Conditioning	60	4
HVR150	Electric Heat and Heat Pumps	60	4
HVR155	Gas Heating Systems	60	4
HVR161	Regional Systems	60	4
HVR165	HVAC System Performance	60	4
HVR170	Water-Based Heating Systems	60	4
HVR175	HVAC Troubleshooting and Service Calls	60	4
HVR180	EPA Certification Preparation	60	4

COURSE DESCRIPTIONS, PAGE 73

SKW101 INTRODUCTION TO THE SKILLED PROFESSIONS

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

In this course students will receive an overview of the trades' professions, and learn the basics of safety, equipment uses and a variety of construction prints. Students will learn directives and guidelines set forth by government agencies for the trade's career field. To help students transition successfully into the college environment, this course also explores learning strategies such as reading, critical thinking, test-taking, and using computer technology for resources and class assignments.

Prerequisite: None

HVR141 INDUSTRIAL REFRIGERATION AND COMMERCIAL AIR CONDITIONING

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

Industrial Refrigeration provides the student with a basic understanding of the components, methods, and principles associated with large-scale industrial facilities. Topics include the components, processes and troubleshooting of chillers, cooling towers and chilled water air conditioning systems. At the end of this course, students will be able to define, describe and identify the concepts, functions, and components involved in servicing industrial-style refrigeration systems.

Additionally, this course focuses on the installation, start-up, and operation of commercial air-conditioning equipment. High-pressure, low-pressure, absorption chilled-water systems, cooling towers and pumps, operation, maintenance, and a troubleshooting of chilled water air conditioning systems, commercial packaged rooftop equipment, economizers, variable air volume, variable refrigerant flow and variable air flow system will be covered. Upon completion of this course students will be able recognize components and types of commercial air conditioning systems.

Prerequisite: HVR125

HVR180 EPA CERTIFICATION PREPARATION

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course provides an extensive review of refrigeration and air conditioning systems fundamentals and lab practical. The Core, Type I, Type II, and Type III certifications will be covered. Emphasis will be placed on the safe and proper handling of refrigerants in compliance with Section 608 of the Clean Air Act. At the end of this course the student will be prepared for the EPA Certification—Universal Exam.

Prerequisites: HVR105 and HVR125

TUITION AND FEES, P. 50

PROGRAM	TUITION	ADMIN & TECH FEE	UNIFORMS	STUDENT KIT	LAPTOP COMPUTER	TEXTBOOKS	E-BOOKS	CREDENTIALING EXAMS	TOTAL COST
PROGRAMS									
HEATING, VENTILATION, AIR CONDITIONING AND REFRIGERATION	\$19,452	\$100	\$84	\$754	\$385	\$552	\$0	\$25	\$21,352

GRIEVANCE PROCEDURE, PAGE 70

The title and address of the institutional accrediting commission is:

Accrediting Bureau of Health Education Schools (ABHES)

6116 Executive Blvd., Suite 730

Fortis Institute

Catalog Addendum, Version 4

Page 2

North Bethesda, MD 20852

301.291.7550 www.ABHES.org

Fortis Institute

CATALOG ADDENDUM

Addendum to catalog: 2022-2023 Catalog, 4/26/022, Volume 1 Version 5

Effective date: 1/17/2023

Fortis Institute reserves the right to make changes within the terms of the catalog, which may affect any of the information published, and to make such changes, by notifying individual students. As such changes may occur, these will be published in a catalog addendum, which is intended as, and is to be regarded as, an integral part of this catalog. Information presented in this addendum is meant to supersede language presented in the catalog.

INTRODUCTION & OVERVIEW, PAGE 3

HISTORY AND OWNERSHIP

Fortis Institute is owned and operated by Education Affiliates, Inc. Education Affiliates, Inc. is located at 5026-D Campbell Boulevard, Baltimore, Maryland 21236, phone: 410-633-2929 and fax: 410-633-1844 and is a privately held corporation providing career education through a variety of certificate, diploma, and degree programs. Dan Finuf is the President/Chief Executive Officer, and Stephen Budosh is the Chief Financial Officer of Education Affiliates, Inc.

Fortis Institute in Birmingham, AL was founded in 2008 as a non-main campus of Tri-State Business Institute in Erie, PA; Fortis Institute in Erie, PA was founded in 1987 as Tri-State Business Institute. The Institute is located at 5757 West 26th Street, Erie, PA 16506 and was institutionally accredited by ABHES. Fortis Institute in is located at 100 London Parkway in Birmingham, AL.

Fortis Institute was established in 2020 as a branch campus of Fortis College located at 14111 Airline Hwy., Suite 101, Baton Rouge, LA 70817, which is institutionally accredited by ABHES.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Fortis Institute is an Equal Opportunity Educational institution and does not discriminate in the recruitment and admission of students with respect to race, color, creed, sex, age, handicap, disability, national origin, or any other legally protected characteristic. Applicants, prospective, or current students with disabilities who require academic adjustments and/or auxiliary aids in connection with the admissions process, the admissions test and/or their program of study, should contact the Campus President. The Campus President, in consultation with the Vice President of Education at Education Affiliates, Inc., will work with the applicant and/or prospective student to identify reasonable accommodations/adjustments necessary to enable him or her to fully participate in the admissions and educational processes. Questions about this process may be directed to the Vice President of Education, at karen.ferguson@edaff.com or 443-678-2143 (voice)/410-633-1844 (fax).

If a student wishes to file a complaint regarding any disability discrimination, the student should notify the Vice President of Education at Education Affiliates, Inc. in writing within ten days of the alleged discriminatory act. A hearing will be scheduled within five business days of the notification at which time the student has the right to present further evidence and bring witnesses, if desired, to support his or her position.

ACADEMIC PROGRAMS, PAGE 19

ELECTRICAL TRADES

PLAN OF STUDY

The following information applies to all students who enroll for start dates January 23, 2023, and later.

PDC110 Career and Professional Development replaced with PDC200 Career Development

Course Code	Course Title	Clock Hours	Credit Hours
SKW101	Introduction to the Skilled Professions	60	4.0
MAT110	Applied Mathematics	60	4.0
PDC200	Career Development	60	4.0
ELC110	Principles of Electricity	60	4.0
ELC115	Low Voltage Principles and Standards	60	4.0
ELC120	Electronics for Electricians	60	4.0
ELC125	National Electrical Code Principles	60	4.0
ELC130	National Electrical Code Applications	60	4.0
ELC135	Residential Circuitry and Design	60	4.0
ELC140	Residential Construction and Branch Circuits	60	4.0
ELC145	Electricity Essentials: Three-Phase Power and Transformers	60	4.0
ELC150	Motor Controls	60	4.0
ELC155	Motor Controls Maintenance	60	4.0
ELC160	Commercial and Industrial Circuits	60	4.0
ELC165	Commercial and Industrial Controllers	60	4.0
ELC170	Home Integration	60	4.0

ACADEMIC POLICIES, PAGE 37

TRANSCRIPT OF GRADES

Students will be provided one official transcript of their grades upon completion of their program of study. Each additional transcript will cost \$5.00. All requests for student transcripts must be made in writing to the Registrar's Office.

STUDENT POLICIES, PAGE 60

STUDENT APPEAL PROCESS

Students who are dismissed by the Institute have the right to appeal that decision. Students must initiate the appeal process by submitting, in writing, the reason why they should be re-admitted to Institute to the Campus President within 30 days of termination. The Campus President will respond to the appeal, in writing, within two weeks of receipt of the request.

Satisfactory Academic Progress

Certain decisions may not be appealed. If a student is terminated for failing to meet standards of Satisfactory Academic Progress (SAP), including exceeding the maximum timeframe to complete the program, he or she is not entitled to appeal unless there is documented proof of mitigating circumstance such as a medical or disability condition that impacted his or her ability to study or participate in the program. The specific requirements for SAP appeals process are contained in the Institute's SAP policy.

SIGNIFICANT MEDICAL CONDITIONS

Fortis Institute encourages students to promptly report significant medical conditions to the respective program director to prevent danger to the student's health. Fortis Institute encourages students to obtain written clearance from their physician, specifically citing any

no restrictions on activity or weight-lifting, and to report such restrictions immediately to the student's program director and instructor.

Note: For policy information regarding declared pregnant students in the Dental Assistant program, please refer to the disclosure signed during enrollment (copy from student file available upon request)

TITLE VI CIVIL RIGHTS ACT OF 1964/AGE DISCRIMINATION ACT OF 1975 *This section has been revised. See addendum 12.*

Fortis Institute is committed to maintaining a healthy and safe learning environment where no person shall be discriminated against or excluded from, participation in, or deprived of benefits in the Institution's education program or activity because of race, color, national origin, or age. If a student, employee, or other third party believes his/her rights have been violated the student may submit a complaint to the Title VI/Age Discrimination Coordinator. The student may also submit a complaint to the Campus President and the Campus President will forward it to the Title VI/Age Discrimination Coordinator.

A complainant is not required to file a complaint within any specified timeframe following the alleged incident. A complainant is not required to make an informal resolution attempt with the other party.

Once a complaint has been received by the Title VI/Age Discrimination Coordinator, an investigation will be conducted thoroughly and promptly. The complainant may provide evidence and any other information, including the names of witnesses. Once the investigation is complete, the Title VI/Age Discrimination Coordinator will provide a report of findings and recommendations to the Vice President of Education at the completion of the investigation.

The Vice President of Education will make a final determination of whether the Institution's Title VI Policy or the Age Discrimination Policy were violated, will notify all parties, and describe any disciplinary sanctions or remedies. If the Institute determines that discrimination based on race, color, national origin, or age may have occurred, Institution will take steps proactively designed to promptly and effectively end the offending behavior or the threat of the offending behavior, prevent its recurrence, and address its effects.

Supportive measures, among other things, may include:

1. academic support services and accommodations, including the ability to reschedule exams and assignments, transfer course sections, or withdraw from courses or programs without penalty;
2. assistance in connecting to community-based counseling services;
3. assistance in connecting to community-based medical services;
4. assistance with obtaining personal protective orders;
5. mutual restrictions on communication or contact; or
6. a combination of any of these measures.

If you are a faculty or staff member and you believe that you have been subject to unlawful discrimination based on race, color, national origin, or age, please contact Dondi.Kuennen@edaff.com, Vice President of Human Resources. A Title VI complaint by an employee not involving a student will result in a report of findings and recommendations to the Vice President of Human Resources responsible for the Institution.

All students, employees, and other third parties are expected to fully comply with Institution's Title VI and the Age Discrimination Act Policy and take appropriate measures to create an atmosphere free of discrimination. Ms. Suzanne Peters has been designated to coordinate the school's compliance with Institution's Title VI Policy and the Age Discrimination Act Policy. Any inquiries regarding this policy or to file a complaint please contact the Title VI/Age Discrimination Coordinator at the information as provided below.

Title VI Coordinator

Attention: Title VI/Age Discrimination Coordinator
Suzanne Peters Esq., M.Ed.
National Dean of Programmatic Accreditation
Address: 5026D Campbell Blvd.
Baltimore, Maryland 21236
Telephone: Phone: 330-805-2819
E-Mail Address: speters@edaff.com

COURSE DESCRIPTIONS, PAGE 73

PDC200 CAREER DEVELOPMENT 4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

This course is designed to provide the students with career planning and job search techniques and skills. Topics include career exploration, sources for job information, networking, employment applications, cover letters, resumes, and interviewing. Students will develop skills that, along with their education, can lead to achieving personal goals and career success.

Prerequisite(s): None

STAFF AND FACULTY, PAGE 104

ADMINISTRATIVE STAFF

Campus President	Revina Miller
Administrative Assistant	Jessica Miller
Administrative Assistant	Tamika Huntington
Administrative Assistant	Jessica Sams

ADMISSIONS

Director of Admissions	Benjamin Lee
Admissions Representative	Franchon Elmore
Admissions Representative	Jerome Ruffin
Admissions Representative	Makiba Glover
Admissions Representative	Nicole Watts
Admissions Representative	Nadia Hardin

CAREER SERVICES

Director of Career & Student Services	Whitney Fritts Career Services
Advisor	Bryan Shubert
Externship Coordinator	Jamika Austin

FINANCIAL AID

Director of Financial Aid	Shawnette Trower
Financial Aid Representative	Unity Dudley
Financial Aid Representative	Michael Griggs
Financial Aid Representative	Jimmy Hawkins

OPERATIONS

Business Office Manager	Alicia Bandy
Senior Registrar	Alecia Beachem
Student Service Director	Libra Mason

LIBRARY

Learning Resource Center Manager	Lorenzo Gunn
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ACADEMIC LEADERSHIP

Academic Dean

Beatrice Lewis

Bachelor of Mass Communication, Shaw University, Raleigh, NC

Master of Business General Management, Dowling College, NY

Program Director of Dental Hygiene Program

Danielle Guillory

Master of Education: Curriculum and Instructional Leadership, Liberty University, VA

Bachelor of Arts Psychology, University of North Texas, Denton, TX

Bachelor of Science Dental Hygiene, University of Texas Health Science Center at San Antonio, San Antonio, TX

Associate of Applied Science, Community College of the Air Force, Maxell AFB, Montgomery, AL

Program Director Dental Assisting Program

Marecca Weathers

Bachelor of Science, Health Science, South University, Savannah Georgia

Certified Dental Assistant DANB (Dental Assisting National Board)

Expanded Functions Certificate (EFDA), Sinclair Community College,

Dayton, Ohio

Program Director Medical Assisting Program

Tiffany Chappell

Bachelor of Science, Registered Nurse, University of Mobile

Clinical Certified Medical Assistant, National Health Career Association

Program Director of Medical Billing and Coding

Rhonda Ritchey

Associate of Science, Health Information Management, Herzing University, Online

Associate of Applied Science, Healthcare Reimbursement, Virginia College, Birmingham, AL

CBCS National Health Career Association, Leawood, KS

CEHRS, National Health Career Association, Leawood, KS

Program Director of Trades Programs

Vaugh Boswell

Associate of Science HVAC, Wallace State Community College, Selma, Alabama

Program Director of Welding Technician Program

Reginald Carlisle

Diploma, Professional Welder with Pipefitting, Tulsa School of Welding, Jacksonville Florida

Certified Professional Welder

FACULTY

Dental Hygiene Program

Richard Skinner (Part-Time Supervising Dentist)

Doctor of Dental Medicine, University of Alabama in Birmingham, School of Dentistry, Birmingham, AL

Bachelor of Science, Auburn University, Auburn, AL

Glenn Stephens, DMD (Part-time Supervising Dentist)

Doctor of Dental Medicine, University of Alabama in Birmingham, School of Dentistry, Birmingham, AL

Bachelor of Science, Biology, Jacksonville State University, AL

William Borden, DMD (Part-time Supervising Dentist)

Doctor of Dental Medicine, University of Alabama in Birmingham, School of Dentistry, Birmingham, AL

Angela Jones-King (Clinical Coordinator)

Master of Science in Health Care Management, Colorado Technical University, CO

Bachelor of Science, Dental Hygiene, University of Alabama at Birmingham, Birmingham, AL

Registered Dental Hygienist, AL

Donna Swofford (Part-time)

Bachelor of Science, Individually Designed, University of Alabama at Birmingham, Birmingham, AL
Associate of Science, Dental Hygiene, Columbus State University, Columbus, GA
Registered Dental Hygienist, AL

Jennifer Ryan (Part-time)

Associate of Science, Dental Hygiene, Wallace State Community College,
Associate in Science, General Education with Emphasis in Biology, Beville State Community College, AL
National Board Dental Hygiene Exam, Registered Dental Hygienist

Dianna Clifton (Part-time)

Bachelor of Science, Dental Hygiene, University of Alabama, Birmingham, AL
Registered Dental Hygienist, AL

Dental Assisting Program

Marecca Weathers Program Director

Diploma, Dental Assisting, University of Alabama at Birmingham School of Dentistry, Birmingham, AL

Mechelle Moore (Full-Time Lead)

Dental Assisting Diploma, Fortis Institute, Birmingham AL
Associate of Applied Science, Business, Monroe College, Bronx, New York
Associate of Applied Science, Biology, Lawson State Community College, Birmingham AL
DANB Certification

Brian Jackson (Part-time)

Diploma, Dental Assisting, University of Alabama at Birmingham School of Dentistry, Birmingham, AL

Medical Assisting Program

Yolanda Harris (Full-time)

Diploma, Medical Assisting, Medical Career Center, Mobile, AL
Certified Medical Administrative Assistant, National Health Career Association

Jamika Austin (Full-time)

Associate of Applied Science, Medical Assistant, Virginia College, Birmingham, AL
Certified Clinical Medical Assistant, NHA

Medical Laboratory Technology Program

Clara Bishop (Part-time)

Master of Science, Clinical Laboratory Science, University of Alabama, Birmingham, Birmingham, AL
Bachelor of Science, Biology, University of Alabama, Birmingham, AL

Electrical Trades and Heating, Ventilation, Air Conditioning, & Refrigeration Programs

Timothy Paul Wheeler (Full-time)

HVAC Contractor License, State of Alabama, Birmingham
EPA Certification

Brandon Copeland (Full-time)

Diploma, Heating, Ventilation, Air Conditioning and Refrigeration, Fortis Institute, Birmingham AL
EPA Certification

Amil Williams (Part-time)

Diploma, Heating, Ventilation, Air Conditioning and Refrigeration, Fortis Institute, Birmingham AL
EPA Certification

Barry Clayton (Part-time)

EPA (Universal Certification), ESCO

Jeremy Davis (Part-time)

*Diploma, National Center for Construction Education and Research
Certification State of Alabama Electrical Contractors Board*

General Education

Nicole Pleasant (Part-time)

*Master of Arts, Psychology, Ashford University (online), San Diego, CA
Bachelor of Science, Psychology, Troy University, Montgomery, AL*

Elizabeth Gray (Part-time)

*Bachelor of Arts, Mathematics, Miles College, Birmingham, AL
Master of Arts, Mathematics Education, University of Alabama, Birmingham, AL*

Sabrina Underwood Moore (Part-Time)

*Master of Education, Alabama State University, Montgomery, AL
Bachelor of Arts, History, Stillman College, Tuscaloosa, AL*

Natasha Rembert (Part-Time)

*Master of Education, Concordia University(online), Irvine, CA
Bachelor of Arts, Mass Communication, Stillman College, Tuscaloosa, AL*

Welding Technician Program

Marquel Jackson (Full-Time)

*Diploma, Tulsa Welding School, Professional Welder, Jacksonville FL
Structure Welder Certificate, Mobile AL*

Demetrius Pettway (Full-Time)

*Certificate, Pipe Welding, Coastal AL Community College, Minette AL
Certificate, Basic Plate Welding.*

Fortis Institute

CATALOG ADDENDUM

Addendum to catalog: 2022-2023 Catalog, 4/26/022, Volume 1 Version 6

Effective date: 2/7/2023

Fortis Institute reserves the right to make changes within the terms of the catalog, which may affect any of the information published, and to make such changes, by notifying individual students. As such changes may occur, these will be published in a catalog addendum, which is intended as, and is to be regarded as, an integral part of this catalog. Information presented in this addendum is meant to supersede language presented in the catalog.

INTRODUCTION & OVERVIEW, PAGE 3

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Fortis Institute is an Equal Opportunity Educational institution and does not discriminate in the recruitment and admission of students with respect to race, color, creed, sex, age, handicap, disability, national origin, or any other legally protected characteristics. Applicants, prospective, or current students with disabilities who require academic adjustments and/or auxiliary aids in connection with the admissions process, the admissions test and/or their program of study, should contact the Campus President. The Campus President, in consultation with the Vice President of Education at Education Affiliates, Inc., will work with the applicant and/or prospective student to identify reasonable accommodations and academic adjustments necessary to enable him or her to fully participate in the admissions and educational processes. For applicants, prospective, or current students for the nursing programs, the Campus President will consult with the Vice President of Nursing at Education Affiliates, Inc. Questions about this process may be directed to the Vice President of Education, Karen Ferguson or for nursing students to the Vice President of Nursing, Elaine Foster at the contact information listed below.

If a student wishes to file a complaint regarding any disability discrimination, the student should notify the Vice President of Education at Education Affiliates, Inc. A student is not required to make an informal resolution attempt. A hearing will be scheduled within five business days of the notification. However, at the discretion of the Institution, the complaint process may be delayed or extended for good cause. Good cause includes, but is not limited to, the unavailability of witnesses or the need for language assistance. At the hearing, the student has the right to present additional relevant evidence and bring witnesses, if desired, to support his or her position.

If the College determines that discrimination based on disability may have occurred, Institution will take steps proactively designed to promptly and effectively end the discrimination, prevent its recurrence, address its effects, and provide supportive measures.

Dr. Karen Ferguson PhD
karen.ferguson@edaff.com
5026D Campbell Blvd.
Baltimore, Maryland 21236
443-678-2143 (voice)
410-633-1844 (fax)

Elaine Foster PhD, MSN, RN
Elaine.Foster@edaff.com
5026D Campbell Blvd.
Baltimore, Maryland 21236
269-208-5098 (voice)

Fortis Institute

CATALOG ADDENDUM

Addendum to catalog: 2022-2023 Catalog, 4/26/022, Volume 1 Version 7

Effective date: 5/22/2023

Fortis Institute reserves the right to make changes within the terms of the catalog, which may affect any of the information published, and to make such changes, by notifying individual students. As such changes may occur, these will be published in a catalog addendum, which is intended as, and is to be regarded as, an integral part of this catalog. Information presented in this addendum is meant to supersede the language presented in the catalog.

ADMISSIONS INFORMATION

READMISSION, PAGE 13

A former student who withdrew in good standing may make an application for readmission to his or her program of study. Students who dropped or were withdrawn from a program and wish to return to the same program can do so within three years (36 months) of their last date of attendance (LDA) and within one year (12 months) of their LDA for truck driving programs. Generally, a student will not be considered for readmission more than twice unless there are exceptional extenuating circumstances, such as military deployment, major emergency medical issues, or an unexpected disaster that temporarily prevents the student from continuing in the program. Any exception must be approved by the National Director of Restart Programs. The applicant for readmission must satisfactorily demonstrate that the barriers that prevented the student from successfully completing his or her program during the previous enrollment have been resolved, and that there is a reasonable probability he or she can complete the program of study. Former students approved for readmission must meet all current program admissions requirements.

A former student who wishes to be considered for admission to a different program of study should contact the Admissions office. The Admissions Director should consult with the Dean/Director of Education or the Program Director to determine the appropriate transfer of credits, Satisfactory Academic Progress status, and course scheduling prior to enrolling the student.

Any students who have been dismissed for conduct violations, including violations of academic integrity, are not permitted to re-enter any of the Education Affiliates' programs, which includes Fortis, St. Paul's School of Nursing, All-State Career Schools, or Denver College of Nursing.

A former student seeking readmission to the same program must apply for readmission by submitting a Readmission Application to the Student Success Coordinator or the staff person designated to coordinate readmissions. The applicant must meet with the Student Success Coordinator, or the staff person designated to coordinate readmissions to discuss and document the circumstances that led to the prior withdrawal and what the applicant has done to ensure that these or other issues will not interrupt the completion of the program of study if the applicant is approved for readmission.

Applications for re-admission are reviewed by a committee comprised of the Campus President, Dean/Director of Education, and/or the Dean of Nursing, the Business Office Manager, and Director of Financial Aid, or their designees. The applicant must meet all current admissions and readmission requirements for the program of study. Applicants approved for readmission are required to meet with the Business Office Manager and the Director of Financial Aid (or their designees) and complete all necessary applications and documents to ensure that his or her past and future tuition and fees obligations will be satisfied in a timely manner. Applicants approved for readmission will have their transcripts reviewed by the Dean of Nursing/Dean or Director of Education who will determine which course credit(s) previously earned will be counted toward program completion and the course(s) which need to be repeated. Approval of an applicant for readmission is subject to space availability.

A student dismissed for failure to meet Satisfactory Academic Progress (SAP) requirements may apply for readmission if there is reasonable probability that he or she can achieve the grades necessary to raise the Cumulative Grade Point Average (CGPA) and can

increase his or her credits earned to credits attempted ratio to comply with the institution's SAP policy. If approved for readmission, the student will reenter in a status of Academic Probation. A student may remain in a status of Academic Probation for only one quarter/semester. A student who fails to meet SAP after the first quarter/semester will be dismissed. In addition, a student readmitted in a status of Academic Probation for the purpose of regaining SAP status is not eligible for any form of federal grant, loan, or work study funding until he or she corrects the condition that caused the loss of SAP standing (See SAP policy for specific requirements). If a readmitted student does not qualify for financial aid, he or she is responsible for the payment of all new tuition and fees from his or her own resources until such time as the student may prequalify for student financial assistance.

A readmitted student is required to sign a new enrollment agreement which lists the current tuition and fees, the revised graduation date, and acknowledges receipt of any other required disclosures. The student must be current with any unpaid balance from his or her prior enrollment unless payment arrangements have been established by the Campus President/Director. With assistance from the Registrar, the Dean of Nursing or Dean/Director of Education will establish a course schedule for program completion.

TRANSFER OF CREDIT, PAGE 17

Transfer of credit is always the decision of the individual college or university and is controlled by the receiving institution. Accreditation does not guarantee transfer of credits. Students interested in transferring credits earned at Fortis Institute should check with the receiving institution directly to determine to what extent, if any, credits can be transferred.

The request to transfer credit must be initiated by the applicant or student. Requests for transfer credit should be submitted prior to enrollment, and only under extenuating circumstances may an exception be made with the approval of the Campus President, in which case all necessary documents must be received no later than 14 calendar days after the start date or re-entry date of the student's program.

To apply for consideration of credits previously earned, students must request official transcripts be sent directly to the Institute to the attention of the Registrar. Students may be required to provide a relevant catalog and/or other relevant documents regarding the course(s) to be considered. Foreign transcripts must be translated into English and be evaluated by a member agency of the National Association of Credential Evaluation Services (NACES).

Criteria

In order to be considered, the institution where the credit was previously earned must be accredited by an agency recognized by the United States Department of Education or the Council for Higher Education Accreditation (CHEA) at the time the student earned the credits. If students earned educational credits at a post-secondary institution outside the United States and not accredited by an agency recognized by the United States Department of Education at the time the student earned the credits, then that postsecondary institution must have equivalent accreditation standing with the central accrediting body in its country of residence at the time the student earned the credits.

Courses for which applicants would like to request transfer credit must meet the applicable criteria listed below:

- Courses in general taken at an institution outside of Education Affiliates must have been completed within the previous five years (60 months). Individuals holding an earned associate or higher degree are exempt from the time limit in this paragraph, except as noted below.
- Mathematics and prerequisite science courses in Medical Technology programs must have been completed within the past five years (60 months).
- Mathematics and prerequisite science courses in Medical Technology programs must have a grade of "B" or higher on the transcript from the awarding institution.
- All other courses must have a grade of "C" or higher on the transcript from the awarding institution.
- Learning objectives or competencies of courses submitted for transfer credit must be comparable to the courses at Fortis Institute in order for transfer credit to be awarded.
- The maximum allowable transfer credit that can be awarded is 50% of the total program credits unless specified otherwise in a particular program.
 - The Campus will accept credit earned in a similarly titled program from another affiliated College or Institute up to a maximum of 75% of the credit hours in the program unless specified otherwise in a particular program.
- When a warranted need for exception to the time limit as stipulated in the preceding paragraphs arises, it must be carefully evaluated at the campus level and presented with justification to the Vice President of Education at Education Affiliates for approval.

Credit may also be awarded for successful completion of Advanced Placement (AP), College Level Examination Program (CLEP), and DANTES Subject Standardized Test (DSST) examinations in subject areas equivalent to courses within the student's program. The student must provide official documentation in order to be considered for possible award of course credit. Minimum scores required in order to receive transfer credit are as follows:

- AP scores of 4 or higher
- CLEP scaled scores of 60 or higher
- DANTES scores of 434 or higher (only scores from DANTES exams taken after 2008 will be considered).

The Institute does not award credit for life or work experience.

Additional Requirements for Specific Programs

- Dental Hygiene courses completed at another postsecondary institution are not eligible for transfer of credit. The only exceptions are dental hygiene courses completed at another Education Affiliates campus.

Veterans

A Veterans Administration (VA) funded student enrolling in any of the Campus programs with prior credit from another school or military education or skills training will be evaluated according to the Transfer Credit Policy for all students. All veterans and other students eligible for VA funding should apply for credit for previously completed training. The Campus will evaluate and grant credit, if appropriate. Training time will be adjusted, and tuition reduced proportionately if credit is granted for previous training. The VA and the student will be notified.

The Campus must receive and evaluate official transcripts from all postsecondary schools previously attended by a Veteran and the Veteran's military transcripts before enrollment can be certified. It is the Veteran's responsibility to request all transcripts and pay any fees assessed by the previously attended school(s).

Appeal Process

1. Students who wish to appeal a decision must appeal in writing to the Campus President/Director.
 - a. The student must write a letter, stating very clearly why they should receive credit.
 - b. The student must supply additional documentation to support the appeal. If no additional documentation is received, the appeal will be automatically denied.
2. All appeals should be requested within 14 days of the decision to deny credit.
3. Decisions related to appeals will be returned to students within 14 days of their receipt.

Returning or Transferring Students

If students wish to transfer between programs at the same school, students should seek guidance from the Director of Education and the Registrar. The Director of Education will work with students seeking to transfer to a different program to determine if any of the courses or learning from the current or prior program of study is applicable and can be transferred into the proposed new program with credit granted accordingly.

1. Students transferring from one Education Affiliates campus to another must have all previous credits evaluated for transfer credits.
 - a. Students that have passed a class at another Education Affiliates campus with the same course code as the program they are enrolling into will receive transfer credits for grades of D or higher if a D is passing for that program.
 - b. Courses that are not a part of the enrolled program will be evaluated for transfer credits as per normal policy.
 - c. This is applicable for campus-to-campus transfers within the same program, and campus to campus transfers into new programs that share course codes.
2. Students who are re-enrolling into the same Campus or re-entering into a new program or program version will have all applicable courses Associated to the new program. Any courses that cannot be Associated may be evaluated for transfer credit.
 - a. Associated courses are evaluated and documented like transfer credits, using the same forms and procedure.
 - b. Applicable courses are those course codes that are the same between programs.
 - c. All courses are Associated, whether passed, failed or withdrawn, and should be included in all future SAP calculations for the program.
 - d. Shared courses with a D or higher will not need to be retaken, unless that is considered a failing grade in the new program.

Articulation Agreement(s)

Fortis Institute has no established articulation agreements.

STUDENT PHYSICAL LOCATION

Fortis Institute reviews admissions applications and may enroll students who are residents of Alabama only. The student's address of residency as reflected on government issued identification, mail reflecting the student's address, student attestation, lease agreement, or other verified documentation of physical location will be utilized to determine state of residency. Documentation must be provided at the time of enrollment. This policy is applicable to all students enrolled at Fortis Institute in Alabama.

Should the student change their address while enrolled at Fortis Institute, the student is required to notify the School's personnel: Business office, Financial Aid or Front Desk to make an update to their physical location as needed. Should the student move out of one of the above listed states while enrolled at Fortis Institute, the Institute may be required to withdraw the student from the program prior to completion. Students must notify the campus of a change in physical location within 30 days and provide proof of location change via approved documentation as noted above.

ACADEMIC POLICIES

BRIEF PERIODS OF NON-ENROLLMENT OR STANDARD PERIOD OF NON-ENROLLMENT (SPN), PAGE 42

SPN's will not exceed a 6-week period plus scheduled holiday breaks and must be non-consecutive. An SPN is used on the rare occasion that outside factors beyond the control of the institution occur, such as weather events or other outside factors that could prevent normal scheduled classes. The SPN status may also be employed to support a student's progression and is applied when a student has a course that is not available. The SPN status is not to be used in conjunction with externship courses or included in the Satisfactory Academic Progress calculation.

There are five required steps that must be completed prior to the approval of the SPN enrollment status:

- 1) The student must be currently enrolled and actively attending a program of study that delivers instruction in modules.
- 2) The student must have successfully completed at least one grading period, have a minimum cumulative GPA of 2.0, be making Satisfactory Academic Progress, be current in his or her tuition and fees obligation, and have satisfactorily completed all student financial assistance requirements.
- 3) The student must be able to return to the same payment period, or term for which the SPN is granted. For standard term programs a SPN can only be granted in the first child module of the parent term.
- 4) The Campus President and Financial Aid Director **must** approve the SPN request.
- 5) Any SPN means that the School will not charge the tuition, books or fees for the module of instruction for which the student is not in attendance.

Fortis Institute

CATALOG ADDENDUM

Addendum to catalog: 2022-2023 Catalog, April 26, 2022, Volume 1, Version 8

Effective date: 6/26/2023

Fortis Institute reserves the right to make changes within the terms of the catalog, which may affect any of the information published, and to make such changes, by notifying individual students. As such changes may occur, these will be published in a catalog addendum, which is intended as, and is to be regarded as, an integral part of this catalog. Information presented in this addendum is meant to supersede language presented in the catalog.

TUITION AND FEES, PAGE 50

The following information applies to all students who enroll for start dates July 1, 2023 and later.

PROGRAM	TUITION	ADMIN & TECH FEE	SCRUBS / UNIFORMS	STUDENT KIT	CERTIFICATION / LICENSURE	IMMUNIZATIONS	BACKGROUND CHECK	DRUG SCREEN	TEXTBOOKS & E-BOOKS	LAPTOP	TOTAL COST
DIPLOMA PROGRAMS											
DENTAL ASSISTING COST PER CREDIT:\$324.06	19,444	203	84	566	540	0	0	0	495	424	21,756
ELECTRICAL TRADES COST PER CREDIT:\$282.62	18,088	100	84	683	0	0	0	0	1,516	424	20,895
HEATING, VENTILATION, AIR CONDITIONING AND REFRIGERATION COST PER CREDIT:\$303.93	19,452	100	84	776	25	0	0	0	568	424	21,429
MEDICAL ASSISTING COST PER CREDIT:\$346.82	15,954	178	63	35	132	0	0	0	493	424	17,279
MEDICAL BILLING AND CODING COST PER CREDIT:\$303.35	18,808	203	84	0	114	0	0	0	1165	424	20,798
WELDING TECHNICIAN COST PER CREDIT: \$318.50	20,384	100	172	564	0	0	0	0	593	424	22,237
DEGREE PROGRAMS											
DENTAL HYGIENE COST PER CREDIT: \$231 PER SCIENCE COURSE, \$426 PER DENTAL HYGIENE COURSE & \$150 FOR GENERAL EDUCATION COURSE	49,299	350	230	3316	2,095	0	60	37	2,629	424	58,440

ACADEMIC PROGRAMS, PAGE 20

The Medical Laboratory Technology program was discontinued as of 5/28/2023.

Fortis Institute

CATALOG ADDENDUM

Addendum to catalog: 2022-2023 Catalog 4/26/2022 Volume 1, Version 9

Effective date: 7/20/2023

Fortis Institute reserves the right to make changes within the terms of the catalog, which may affect any of the information published, and to make such changes, by notifying individual students. As such changes may occur, these will be published in a catalog addendum, which is intended as, and is to be regarded as, an integral part of this catalog. Information presented in this addendum is meant to supersede language presented in the catalog.

ADMISSIONS INFORMATION

*All references to the **HESI A2 exam** in this catalog are no longer applicable.*

*All references to the SLE minimum required score of 16 for Dental Hygiene is no longer applicable. **The required SLE score for Dental Hygiene is 22.***

GRIEVANCE PROCEDURE

The following section is being removed from the catalog:

MANDATORY ARBITRATION AND CLASS ACTION WAIVER, PAGE 71

~~As a condition of enrolling at Fortis Institute, applicants must agree to submit all claims and disputes with Fortis Institute to arbitration. Arbitration is a private dispute resolution process in which disputes are heard and resolved by an arbitrator, rather than by a judge or jury. Applicants also must agree to have any and all claims and disputes against Fortis Institute resolved on an individual basis and to waive any right to initiate or participate in a collective or class action against Fortis Institute. Individual arbitration of claims and disputes allows for faster resolution of issues at less cost than typically is seen in judicial proceedings and class actions.~~

~~Fortis Institute cannot and does not require any applicant who enrolls and borrows under a federal student loan program to submit to arbitration or any institutional dispute resolution process prior to filing any borrower defense to repayment that a borrower may claim. Further, Fortis Institute cannot and does not in any way require a student to limit, relinquish, or waive the ability to file a borrower defense claim at any time. Any mandatory arbitration proceeding tolls the limitations period for filing a borrower defense to repayment claim.~~

Fortis Institute

CATALOG ADDENDUM

Addendum to catalog: 2022-2023 Catalog, 4/26/2022, Volume 1, Version 10

Effective date: Effective 1/2/2024

Fortis Institute reserves the right to make changes within the terms of the catalog, which may affect any of the information published, and to make such changes, by notifying individual students. As such changes may occur, these will be published in a catalog addendum, which is intended as, and is to be regarded as, an integral part of this catalog. Information presented in this addendum is meant to supersede the language presented in the catalog.

TUITION AND FEES, PAGE 50

The following information applies to all students who enroll for start dates January 8, 2024 and later

PROGRAM	TUITION	ADMIN & TECH FEE	SCRUBS / UNIFORMS	STUDENT KIT	CERTIFICATION / LICENSURE EXAM	IMMUNIZATIONS	BACKGROUND CHECK	DRUG SCREEN	TEXTBOOKS & E-BOOKS	LAPTOP	TOTAL COST
DIPLOMA/ CERTIFICATE PROGRAMS											
DENTAL ASSISTING COST PER CREDIT:\$330.53	19,832	203	84	566	540	0	0	0	495	424	22,144
ELECTRICAL TRADES COST PER CREDIT:\$285.44	18,268	100	84	683	0	0	0	0	1,516	424	21,075
HEATING, VENTILATION, AIR CONDITIONING AND REFRIGERATION COST PER CREDIT:\$307.00	19,648	100	84	776	25	0	0	0	568	424	21,625
MEDICAL ASSISTING COST PER CREDIT:\$353.74	16,272	178	63	35	132	0	0	0	493	424	17,597
WELDING TECHNICIAN COST PER CREDIT: \$321.69	20,588	100	172	564	0	0	0	0	593	424	22,441
DEGREE PROGRAMS											
DENTAL HYGIENE COST PER CREDIT: \$241 PER SCIENCE COURSE, \$444 PER DENTAL HYGIENE COURSE & \$150 FOR GENERAL EDUCATION COURSE	51,262	350	230	3316	2,095	0	60	37	2,629	424	60,403

Fortis Institute

CATALOG ADDENDUM

Addendum to catalog: 2022-2023 catalog, 4/26/2022 Volume 1 Version 11

Effective date: 04/15/2024

Fortis Institute reserves the right to make changes within the terms of the catalog, which may affect any of the information published, and to make such changes, by notifying individual students. As such changes may occur, these will be published in a catalog addendum, which is intended as, and is to be regarded as, an integral part of this catalog. Information presented in this addendum is meant to supersede the language presented in the catalog.

The below information is effective April 1, 2024.

ACADEMIC POLICIES

COUNSELING/ADVISEMENT, PAGE 40

Academic advising is available throughout the student's enrollment at the Institute to assist students with the identification and resolution of academic problems. Individual advisement sessions are scheduled by appointment and may be outside of regular class time. In addition, faculty members are available throughout the term to meet with students as needed.

The Institute does not offer counseling services. Students requesting guidance, encouragement, or assistance in their chosen career fields are encouraged to discuss any problem with an instructor or a member of the Institute management team as needed. Students who encounter problems that interfere with their ability to succeed in their program are also encouraged to seek help. While the Institute does not provide counseling services, it maintains a community resource list and/or ESPYR a student assistance program, for personal, family, and financial counseling-related needs. Students who need assistance in these areas should request the community resources list.

If a student has a problem that cannot be addressed by the Fortis Institute team members, that student is referred to ESPYR. ESPYR is a professional, confidential service provided by Fortis Institute to give students immediate access to a comprehensive network of experts and information that can help you to handle life's challenges while you are in school. This 24-hour service is prepaid for by the Institute and there is no cost to the student. All members of campus have 24/7 access to licensed ESPYR counselors at (866) 200-7350.

Fortis Institute

CATALOG ADDENDUM

Addendum to catalog: 2022-2023 catalog, 4/26/2022 Volume 1 Version 12

Effective date: 04/18/2024

Fortis Institute reserves the right to make changes within the terms of the catalog, which may affect any of the information published, and to make such changes, by notifying individual students. As such changes may occur, these will be published in a catalog addendum, which is intended as, and is to be regarded as, an integral part of this catalog. Information presented in this addendum is meant to supersede the language presented in the catalog.

HISTORY AND OWNERSHIP

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES, PAGE 6

Fortis Institute is an Equal Opportunity Educational institution and does not discriminate in the recruitment and admission of students with respect to race, color, creed, sex, age, handicap, disability, national origin, or any other legally protected characteristics. Applicants, prospective, or current students with disabilities who require academic adjustments and/or auxiliary aids in connection with the admissions process, the admissions test and/or their program of study, should contact the Campus President. The Campus President, in accordance with the Applicants and Students with Disabilities Policy, will work with the applicant and/or prospective student to collect the required documentation and request forms and identify reasonable accommodations and necessary to enable him or her to fully participate in the admissions and educational processes. Questions about this process may be directed to the Vice President of Academic Affairs at Education Affiliates, Inc. at vpaa@edaff.com.

If a student wishes to file a complaint regarding any disability discrimination, the student should notify the Vice President of Academic Affairs at Education Affiliates, Inc via email at vpaa@edaff.com. A student is not required to make an informal resolution attempt. A hearing will be scheduled within five business days of the notification. However, at the discretion of the Institution, the complaint process may be delayed or extended for good cause. Good cause includes, but is not limited to, the unavailability of witnesses or the need for language assistance. At the hearing, the student has the right to present additional relevant evidence and bring witnesses, if desired, to support his or her position.

If the Institute determines that discrimination based on disability may have occurred, the Institution will take steps proactively designed to promptly and effectively end the discrimination, prevent its recurrence, address its effects, and provide supportive measures.

Vice President, Academic Affairs

vpaa@edaff.com

5026D Campbell Blvd.

Baltimore, Maryland 21236

443-678-2143 (voice)

410-633-1844 (fax)

ADMISSIONS INFORMATION

MINIMUM HARDWARE AND SOFTWARE REQUIREMENTS, PAGE 10

Hardware (Windows or Mac)

- 2.2 GHz CPU or greater with minimum of 8 GB RAM (16 GB Recommended)
- Broadband Connection: Cable or DSL preferred
- Web Cam with functional microphone
- Speakers or headphones

Software

- Windows Operating System: Windows ® 11 or higher
- Apple Mac Operating System: Mac OSX or higher
- Microsoft Office 365

Browsers

- Mozilla Firefox Web Browser or Google Chrome Web Browser (most recent version)

Plugins (most recent versions)

- Java™ Runtime Environment
- Adobe Reader

Note that Chromebooks are not compatible with online class technology.

ACADEMIC POLICIES

INCOMPLETE GRADE POLICY, PAGE 38

Online Courses

Students request an Incomplete by contacting the instructor prior to the last day of the completed academic term. The online instructor will submit the form to online leadership and the online leadership will review and, if appropriate, approve the Incomplete. The student must submit all incomplete work no later than 14 days after the last day of the completed academic term and notify the online instructor when the incomplete work has been completed.

Students in online nursing courses will follow the incomplete policy for Nursing Students.

ACADEMIC APPEALS, PAGE 40

Final Course Grade Appeals

A student has the right to appeal a final course grade if one or more of the following reasons can be substantiated:

- A grading decision was made on some basis other than the student's classroom performance.
- A grading decision was based on significantly different standards from those applied to other students in the same course in the same term with the same instructor.
- A grading decision was based on a significant and unannounced departure from the course syllabus.
- The student experienced a significant extenuating circumstance within the last 7 days of the course term that prevented the student from participating in class or submitting coursework.

Before initiating a grade appeal, the student is strongly encouraged to work directly with the course instructor to resolve the concern. Per the Grade Appeal Policy, if the student still chooses to appeal their final grade the student must complete, sign, and submit the school's Grade Appeal Form by the 3rd day following the end of the term. The form must be accompanied by any relevant documentation to support the student's reason for the appeal. The burden of proving

the reason for the appeal rests solely with the student. An appeal cannot be made solely based on a disagreement with the instructor's decisions. Students can obtain the Grade Appeal Form from their Dean or Registrar.

Dismissal Appeals

The Student Academic Appeal policy provides students a way to appeal dismissal from their academic program. Students who wish to appeal academic status/eligibility due to failure to maintain Satisfactory Academic Progress should see the *SAP Appeals & Financial Aid Probation* section of the *Satisfactory Academic Progress* policy within this Catalog.

An academic appeal must be received within 14 calendar days of the student being notified of the decision that he or she wishes to appeal. Appeals must be submitted in writing to the Dean of Education. The appeal must include a description of the academic decision the student is requesting be reviewed and the relevant facts explaining the reason for a review of the decision.

The Dean of Education will convene a meeting of the Academic Review Board, consisting of the one program director who was not the instructor for the course and the Dean or designee and Campus President. This meeting will be held within seven calendar days of the Dean receiving the student's written appeal. The student will be notified in writing (via mail and/or email) of the Academic Review Board's decision. The notification will be sent no later than the end of the 3rd business day after the Academic Review Board meeting.

If the student is appealing termination due to violation of the attendance policy the student will remain withdrawn from the school until the appeal is successful.

ATTENDANCE, PAGE 41

Attendance in Online General Education and Allied Health Courses

Students attend online General Education and Allied Health by completing the following activities in the course:

- Submitting an initial or peer response post to the discussion board (posting to the Course Café *does not* give a student attendance)
- Submitting a paper, project, or other assignment for grading
- Completing a quiz, mid-term, or final

Online General Education and Allied Health courses are asynchronous, meaning there are typically no weekly live lectures for students to attend.

CLOCK TO CREDIT HOUR CONVERSION FORMULA, PAGE 44

Out-of-Class Work in Online Courses

Out-of-Class work in online courses includes quizzes, exams, and written assignments. Due to the nature of online courses, out-of-class work accounts for more than 20% of the final course grade. Each online course syllabus outlines the specific out-of-class work for each course.

MAXIMUM CLASS SIZE, PAGE 45

Course Component	Medical Assisting & Medical Billing and Coding	Dental Assisting	Dental Hygiene	Medical Laboratory Technology	Trades Programs
Online Courses	25:1	25:1	25:1	25:1	N/A

INSTITUTE CLOSURES, PAGE 45

School Closures And Online Courses

Online courses typically continue to run during weather or other emergencies. Exceptions will be communicated to students by the online faculty or staff.

For nursing students in online nursing courses, zoom lectures will be held as scheduled.

STUDENT POLICIES

TITLE VI CIVIL RIGHTS ACT OF 1964/AGE DISCRIMINATION ACT OF 1975, ADDENDUM VERSION 5, PAGE 3

Fortis Institute is committed to maintaining a healthy and safe learning environment where no person shall be discriminated against or excluded from, participation in, or deprived of benefits in the Institution's education program or activity because of race, color, national origin, or age. If a student, employee, or other third party believes his/her rights have been violated the student may submit a complaint to the Title VI/Age Discrimination Coordinator. The student may also submit a complaint to the Campus President and the Campus President will forward it to the Title VI/Age Discrimination Coordinator.

A complainant is not required to file a complaint within any specified timeframe following the alleged incident. A complainant is not required to make an informal resolution attempt with the other party.

Once a complaint has been received by the Title VI/Age Discrimination Coordinator, an investigation will be conducted thoroughly and promptly. The complainant may provide evidence and any other information, including the names of witnesses. Once the investigation is complete, the Title VI/Age Discrimination Coordinator will provide a report of findings and recommendations to the Vice President of Education at the completion of the investigation.

The Vice President of Education will make a final determination of whether the Institution's Title VI Policy or the Age Discrimination Policy were violated, will notify all parties, and describe any disciplinary sanctions or remedies. If the Institute determines that discrimination based on race, color, national origin, or age may have occurred, Institution will take steps proactively designed to promptly and effectively end the offending behavior or the threat of the offending behavior, prevent its recurrence, and address its effects.

Supportive measures, among other things, may include:

1. academic support services and accommodations, including the ability to reschedule exams and assignments, transfer course sections, or withdraw from courses or programs without penalty;
2. assistance in connecting to community-based counseling services;
3. assistance in connecting to community-based medical services;
4. assistance with obtaining personal protective orders;
5. mutual restrictions on communication or contact; or
6. a combination of any of these measures.

Appeal Process:

Either party may appeal from a determination regarding responsibility, or from Institution's dismissal of a formal complaint or any allegations, on the following bases:

- Procedural irregularity that affected the outcome of the matter;
- Newly discovered evidence that was not reasonably available prior to the determination of responsibility that could affect the outcome of the matter; or
- One or more of Institution's Title VI personnel had a conflict of interest or bias that affected the outcome of the matter.

A notice of appeal must be in writing and must be filed with the Title VI Coordinator within 10 calendar days after the delivery of the decision to be appealed. The notice of appeal must include the name of the complainant, the name of the respondent, the decision or action being appealed, and an explanation of the grounds for appeal.

Upon receiving a notice of appeal, the Institution will provide formal notice to the parties of the appeal. Each party will be given a minimum of ten calendar days to provide a written statement supporting or challenging the appealed action.

The Title VI Coordinator will designate an Appeal Officer to hear and make a decision with regard to the appeal. The Appeal Officer must be free from bias or conflict of interest and must not be the Title VI Coordinator, the Investigator, or the Decision-maker(s).

As soon as is reasonably practicable, and generally, within 14 calendar days after receipt of the parties' written statements, the Appeal Officer will issue a written decision regarding the appeal simultaneously to both parties. The decision will describe the result of the appeal and the rationale for the decision. The decision of the Appeal Officer is final.

If you are a faculty or staff member and you believe that you have been subject to unlawful discrimination based on race, color, national origin, or age, please contact Dondi.Kuennen@edaff.com, Vice President of Human Resources. A Title VI complaint by an employee not involving a student will result in a report of findings and recommendations to the Vice President of Human Resources responsible for the Institution.

All students, employees,, and other third parties are expected to fully comply with Institution's Title VI and the Age Discrimination Act Policy and take appropriate measures to create an atmosphere free of discrimination. Ms. Suzanne Peters has been designated to coordinate the school's compliance with Institution's Title VI Policy and the Age Discrimination Act Policy. Any inquiries regarding this policy or to file a complaint please contact the Title VI/Age Discrimination Coordinator at the information as provided below.

Title VI Coordinator

Attention: Title VI/Age Discrimination Coordinator
Suzanne Peters Esq., M.Ed.
National Dean of Programmatic Accreditation

Address: 5026D Campbell Blvd.
Baltimore, Maryland 21236

Telephone: Phone: 330-805-2819

E-Mail Address: speters@edaff.com



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