FORTIS COLLEGE

# 2025-2026 CATALOG

***Effective Date: October 21, 2026***

*555 East Alex Bell Road, Centerville, OH 45459*
*Phone: 937-433-3410 Fax: 937-435-6516*

*For consumer info visit www.fortis.edu · Registration No. 05-09-1769T*



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# Calendars

## Campus Holiday and Break Schedule

*(No classes scheduled on the following days)*

### 2025

| Date | Holiday/Break |
|---|---|
| 1/1/2025 | New Year's Day |
| 1/20/2025 | Martin Luther King Day |
| 5/26/2025 | Memorial Day |
| 6/19/2025 | Juneteenth |
| 7/4/2025 | Independence Day |
| 9/1/2025 | Labor Day |
| 11/27/2025 | Thanksgiving Day |
| 11/28/2025 | Day After Thanksgiving |
| 12/25/2025 | Christmas Day |
| 12/26/2025 | Day After Christmas |
| 12/31/2025 | New Year's Eve |

### 2026

| Date | Holiday/Break |
|---|---|
| 1/1/2026 | New Year's Day |
| 1/19/2026 | Martin Luther King Day |
| 5/25/2026 | Memorial Day |
| 6/19/2026 | Juneteenth |
| 7/3/2026 | Independence Day (Observed) |
| 9/7/2026 | Labor Day |
| 11/26/2026 | Thanksgiving Day |
| 11/27/2026 | Day After Thanksgiving |
| 12/24/2026 | Christmas Eve |
| 12/25/2026 | Christmas Day |

## Start Dates

### Allied Health / Trade Program

**Medical Assisting (Diploma) Dental Assisting (Diploma) Heating, Ventilating, Air Conditioning, and Refrigeration (Diploma)**

#### 2025

| Start Date | End Date |
|---|---|
| 01.27.2025 | 03.09.2025 |

| Start Date | End Date |
|---|---|
| 03.10.2025 | 04.20.2025 |
| 04.21.2025 | 06.01.2025 |
| 06.02.2025 | 07.20.2025 |
| 07.21.2025 | 08.31.2025 |
| 09.01.2025 | 10.12.2025 |
| 10.13.2025 | 11.23.2025 |
| 11.24.2025 | 01.11.2026 |

#### 2026

| Start Date | End Date |
|---|---|
| 01.12.2026 | 02.22.2026 |
| 02.23.2026 | 04.05.2025 |
| 04.06.2026 | 05.17.2026 |
| 05.18.2026 | 06.28.2026 |
| 06.29.2026 | 08.09.2026 |
| 08.10.2026 | 09.20.2026 |
| 09.21.2026 | 11.01.2026 |
| 11.02.2026 | 12.13.2026 |
| 12.14.2026 | 01.24.2027 |

### Nursing Programs

**Nursing (AAS), Practical Nursing (Diploma)**

#### 2025

| Start Date | End Date |
|---|---|
| 01.06.2025 | 03.30.2025 |
| 04.07.2025 | 06.29.2025 |
| 07.07.2025 | 09.28.2025 |
| 10.06.2025 | 12.28.2025 |

#### 2026

| Start Date | End Date |
|---|---|
| 01.05.2026 | 03.29.2026 |
| 04.06.2026 | 06.28.2026 |
| 07.06.2026 | 09.27.2026 |
| 10.05.2026 | 12.27.2026 |

Each term is 6 weeks in length. Each quarter is 12 weeks in length. Not all programs have a start each term. Term dates are subject to change.

# Introduction and Overview

## History and Ownership

Fortis College in Centerville, Ohio, 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 Laurence (Larry) Hinz is the Chief Financial Officer of Education Affiliates, Inc.

Fortis College, formerly known as RETS College, is located in Centerville, Ohio, which is approximately eight miles south of Dayton, Ohio. The College occupies one building, which is a 56,800 square foot building on a modern, nine-acre campus. All classes and labs are held at this location, which include high fidelity simulation, HVACR/Trades, medical assisting, two nursing labs, dental assisting, and science labs. There are over 70 computer workstations and over 1,100 volumes and periodicals.

Founded in 1953, Fortis operated as RETS Tech Center. In addition to electronics programs, offerings were expanded to include various computer disciplines and climate control technology. In 1984 a business division was added, which included the Medical Assisting program.

Practical Nursing was instituted in 2002, and the Associate Degree of Nursing program began in 2005.

Education Affiliates purchased RETS Tech Center in October 2005. Since the acquisition, additional programs have become available. RETS Tech Center changed its name to RETS College in 2008.

On April 1, 2010, the name change from RETS College to Fortis College occurred to align the organization with other campuses owned and operated by Education Affiliates, Inc. As of November 2016, Fortis College, Indianapolis at 9001 N. Wesleyan Road, Suite 101, Indianapolis, Indiana 46268 and Fortis College, Cutler Bay at 19600 S. Dixie Hwy., Cutler Bay, Florida 33157 were approved as branch campuses.

## Consumer Information

This catalog is published in order to inform students and others of Fortis College'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 College and any individuals. The information provided is current and accurate as of the date of publication.

Fortis College 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 College 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 College 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 College 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, Fortis College, 555 East Alex Bell Road, Centerville, OH 45459.

Please see the Consumer Disclosures tab found on the College's website for information regarding student achievement data and other important information.

# Accreditation, Licenses, and Approvals

Institutional and program assessments are conducted periodically by qualified examiners and members of the College's accrediting body and/or by accrediting teams. The purpose of these assessments is to examine and evaluate compliance of the College'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 College has institutional accreditation from the Accrediting Commission of Career Schools and Colleges (ACCSC), 2101 Wilson Boulevard, Suite 302 Arlington, Virginia 22201; (703) 247-4212 (phone); (703) 247-4533 (fax).
- Fortis College is registered with the State Board of Career Colleges and Schools, 30 East Broad Street, Suite 2481, Columbus, OH 43215. phone: (614) 466-2752; fax: (614) 466-2219; toll free (877) 275-4219; e-mail: bpsr@scr.state.oh.us. The State Board of Career Colleges and Schools Registration Number for Fortis College in Centerville, OH is 05-09-1769T.
- Fortis College is authorized to enroll and offer online instruction or distance education to Indiana residents delivered from a campus in another state per Indiana Code IC 21-18.5-6-12.
- Fortis College programs have the following programmatic recognitions:
  - Fortis College has authorization from the Chancellor of Ohio Department of Higher Education for the following degree program (residential): Associate Degree in Nursing; 25 South Front Street, Columbus, OH 43215; Phone: 614-466-6000; Fax: 614-466-5866; https://www.ohiohighered.org.
  - Fortis College's Practical Nursing program is granted full approval status, and the Associate Degree in Nursing program is granted provisional approval status by the Ohio Board of Nursing; 8995 East Main Street, Reynoldsburg, OH 43068; Phone: 614-466-3947; Fax: 614-466-0388; http://www.nursing.ohio.gov.
  - The associate degree Nursing program at Fortis College located in Centerville, Ohio is accredited by the Accreditation Commission for Education in Nursing until 2030. The Accreditation Commission for Education in Nursing (ACEN) is located at 2290 Peachtree Road NE, Suite 1400, Atlanta, GA 30326, (404) 975-5000. Search Programs (acenursing.org).

The College's accreditation, approvals, and membership certificates are displayed in the lobby. Students may receive a copy of the College'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.

# Mission and Purposes

Fortis College provides postsecondary career education to both traditional and nontraditional students through a variety of diploma and degree programs that assist adult students in enhancing their career opportunities and improving problem-solving abilities. Fortis College strives to develop within its students the desire for lifelong and continued education. The staff at Fortis College believe that they make an important contribution to the economic growth and social well-being of the area. Fortis College 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 College:

- 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 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 College

*Career-oriented programs:* The College'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 College.

*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 College's accreditation and licensure, the campus academic improvement plan, and disciplinary actions and appeals.

Director of Education, Dean of Nursing and/or Program Directors: 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.

Director of Administration and/or Business Office Manager: tuition charges, payments, adjustments, and refunds.

Senior 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 College 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 College residential facilities include a 56,800 square foot building located at 555 East Alex Bell Road, Centerville, OH 45459. A learning resource center is available with internet access, computer stations, web-based resources, reference books, and periodicals. Medical labs are equipped with high fidelity simulation equipment, 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 College 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, career services, financial aid, registrar, admissions, and business offices. There is a faculty workroom and faculty offices. Clinical and externship sites are in area doctor's offices, hospitals, and other professional medical facilities. The facility is handicapped accessible.

# Accommodations for Students with Disabilities

Fortis College 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 Chief Transformation Officer 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 Chief Transformation Officer 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 College 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.

Chief Transformation Officer
vpaa@edaff.com
5026D Campbell Blvd.
Baltimore, Maryland 21236
443-678-2143 (voice)
410-633-1844 (fax)

Vice President of Nursing PhD, MSN, RN
vpaa@edaff.com
5026D Campbell Blvd.
Baltimore, Maryland 21236
269-208-5098 (voice)

# Notice of Non-Discrimination

Fortis College does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admissions and employment.

If you are pregnant and have questions or concerns about modifications you may need, contact the Title IX Coordinator.

Inquiries about Title IX may be referred to the Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The Title IX Coordinator is:

Title IX Coordinator
Attention: Suzanne Peters
Senior Corporate Attorney

5026D Campbell Blvd
Baltimore, MD 21236
Telephone: 330-805-2819
Email Address: speters@edaff.com

The Fortis College nondiscrimination policy and grievance procedures can be located at https://www.fortis.edu/consumer-information/title-ix.html.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please contact the Title IX Coordinator. You may also use the reporting tool at https://www.edaff.com/title-ix-contact-us.php.

# Admissions Information

## Admissions Requirements and Procedures

Each applicant for admission is assigned an admissions advisor 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 College receives all the required documentation. All records received become the property of Fortis College.

## General Admissions Requirements

1. The student must be a high school graduate or possess the recognized equivalent of a high school diploma. The student must provide documentation of graduation from high school or college in the form of a valid high school diploma 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 diploma 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 College.
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 complete an applicant information form.
4. The applicant must interview with an admissions advisor and/or other administrative staff.
5. 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 College 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.

   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.

   The SLE minimum entrance requirements by program are as follows:

| Diploma Programs | SLE Minimum |
|---|---|
| Dental Assisting | 11 |
| Heating, Ventilating, Air Conditioning, and Refrigeration | 11 |
| Medical Assisting | 11 |
| Practical Nursing | 19 |

| Associate Degree Programs | SLE Minimum |
|---|---|
| Nursing | 22 |

*Applicants to the Associate Degree in Nursing program who hold a valid unencumbered VN or PN licensure are exempt from taking the Wonderlic exam.*

**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.

6. Applicants must meet all financial obligations.
7. Applicants must complete all tuition payment requirements.
8. Accepted applicants must agree to and sign the Fortis College Enrollment Agreement.

# Additional Nursing Admissions Requirements for the Nursing Programs

Applicants to the nursing program will be informed of all the required documentation, and the timeframes for submitting the required documentation, for application to the program. When all nursing program application requirements have been completed and submitted by the applicant, and the applicant has signed the enrollment agreement, the completed application file will be submitted to the Nursing Program Admissions Committee for consideration. The Nursing Program Admissions Committee reviews each completed application file and makes a final determination on admission to the Nursing Program. Once the Nursing Program Admissions Committee makes its final determination in regards to an applicant, the applicant will be notified.

In addition to the General Admissions Requirements, the following are additional admissions requirements for the Nursing programs:

1. Applicants must submit to and a pass a criminal background check administered by the school prior to starting the program, or prior to being readmitted following a withdrawal period of 90 days, and the results of the CBC must be in the student file prior to starting the program. The conviction for certain criminal offenses may bar an applicant from participating in certain externship/clinical training experiences, eligibility to acquire professional certification/licensure required to function in professional career fields and obtaining employment. Adverse results, to include but not limited to, any felony or misdemeanor identified on an applicant's background report that may prevent the applicant's completion of the program, acceptance to externship/clinical training facilities, achievement of professional certification/licensure, and attainment of employment in a particular field.

   Any candidate who has an adverse result on his/her background report is encouraged to seek approval from the certifying bodies of any applicable program to establish eligibility for certification/licensure and employment in that specific field. If an applicant with an adverse occurrence on his/her background chooses to participate in a program that requires a clear background for admission to externship/clinical sites, eligibility to acquire professional certification/licensure required for employment in specific career fields and obtaining employment, he/she will be required to sign a disclosure document accepting full responsibility for any and all costs associated with attending the career program, and does not hold the institution and its associates liable for being denied program completion, entrance to any and all externship/clinical training facilities necessary for the completion of the program, ability to achieve certification/licensure, or gain employment in the field of study.
   Applicants to the Nursing program should note that a history of criminal convictions may prevent the student from attending or completing the clinical requirements of the program or may prevent his or her licensure by the State Board. If there are any questions regarding this process, the applicant should make an appointment with the Dean of Nursing.

   Students must report to the Dean of Nursing in writing, any change in their criminal background or current status within 24 hours of occurrence (includes new citations and/or charges regardless of the pending or final adjudication). Students who fail to report any new citation or charge may be dismissed from the program.
2. The applicant must submit to and pass a drug screen and must be in the student file prior to starting the program. Inconclusive test results, to include a dilute and/or insufficient sample, will require the applicant to be retested within 24 hours at his/her expense at a College designated collection center. A second inconclusive test result, to include a dilute and/or insufficient sample will be considered a positive drug screen. Students will not be granted admission to the nursing program with a positive, insufficient, dilute, or inconclusive test result. Random drug and alcohol testing may be done throughout the program. Failure to comply or the inability

to provide a sample within one hour of the requested random drug/alcohol test may result in program dismissal. A dilute or insufficient sample result on a random drug screen will be considered a positive result. The student may be dropped from the program as per the Nursing Substance Abuse and Drug Screening policy.

3. Maintain Unencumbered Practical Nursing License (ADN program only).
   Students in the Associate Degree in Nursing (ADN) program who have a license in Practical Nursing (LPN) must maintain the unencumbered license throughout the duration of the ADN program. Students must report to the Director of Nursing, in writing, any change in status of their practical nurse license within 24 hours of the occurrence. Failure to maintain an unencumbered license may result in dismissal from the program.
4. The applicant must submit a signed Allied Health and Nursing Program waiver. Please note that some clinical sites may require that students have health insurance. The School does not provide health insurance.
5. The applicant for a nursing program must be eighteen years of age or older to be accepted into the program. The applicant must submit a valid form of government-issued identification. For example, a current driver's license or U.S Passport.

# Additional Admissions Requirements for Hybrid Programs

In addition to the General Admissions Requirements, the following are additional admissions requirements for students enrolling in a hybrid 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 70% or higher. Applicants who do not achieve a 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 a passing score on the second administration of the school's Online Competency Assessment, the applicant is eligible to take the assessment a third and final time. Applicants who do not achieve a passing score on the third and final administration are not permitted to enroll in the hybrid program.

# Technology Requirements for Students

A laptop and laptop technical support is included with the program's fees; however, students are responsible for ensuring that they have a working internet connection. If students choose to provide their own laptop instead of purchasing a laptop through Fortis, they are responsible for signing the laptop acknowledgement form confirming their laptop meets minimum technical specifications. Students providing their own hardware will be responsible formaintaining their computer.

Review these requirements carefully. Laptop hardware, software, and reliable Internet connection are the primary means of participating in Canvas and thus are critical to students' academic success both in class and out of class. Smartphones, Notebooks, Chromebooks, Apple iPads are not acceptable replacements for a laptop.

**Laptop Hardware Minimum Requirements**

Degree Programs *(2 Year Programs & PN)*

- 2.8 GHz CPU or greater
- 16 GB RAM or greater
- 512 GB SSD or greater
- 1920 x 1080 display or higher
- Integrated webcam and microphone
- Built-in speakers

Diploma Programs

- 2.8 GHz CPU or greater
- 8 GB RAM or greater
- 256 GB SSD or greater
- 1920 x 1080 display or higher
- Integrated webcam and microphone
- Built-in speakers

**Software Requirements**

- Windows Operating System: Windows ® 11
- Browser – Mozilla Firefox Web Browser or Google Chrome Web Browser (most recent version)
- Microsoft Office 365
- Plugins (most recent versions)
    - Adobe Acrobat Reader

Internet Access is required for a student's own personal laptop, or a laptop purchased from the school. The student acknowledges they will have access to a reliable internet connection to participate in the degree or diploma program selected. Reliable internet connections are widely available at the school, coffee shops, libraries, and many public locations at no charge to you.

# 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 https://www.ged.com/ and select GED Testing Services or contact the local Board of Education or the College's Admissions Office.

# Readmission

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). 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 or 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/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, an applicant applying to be readmitted who failed to meet SAP for two consecutive terms must complete an SAP appeal and apply to be readmitted in a status of Academic Probation. 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. The SAP appeal must be filed at the same time the applicant initiates the re- start process. The appeals must be submitted in writing to the Dean of Education or Dean of Nursing. 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, Director of Education, and the Director of Financial Aid, or their designees. The Financial Aid Committee may grant one additional term 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.

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.

### Nursing Appeal for Re-Entry after Program Dismissal

Former students in any of the nursing programs who have been dismissed for academic failure are only eligible to be considered for readmission if they have submitted an appeal and the appeal has been granted. 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. All nursing students approved for readmission must have current CPR certification, immunizations and must submit a new drug test and background check.

This section outlines the process for a nursing student to appeal for re-entry after dismissal from the nursing program. Re- Entry after dismissal can only be appealed if there are significant extenuating circumstances beyond the student's control, such as severe illness, injury, hospitalization, military duty, death of a family member, or incidents related to natural disasters. The student must apply using the appeal form and submit it to the campus.

The campus will form a committee to review the appeal, and their recommendation will be reviewed by the Appeals Oversight Committee. The Appeals Oversight Committee consists of various positions within Education Affiliates Inc, the ultimate owner of the College. All appeal materials must be submitted to the Appeals Oversight Committee four weeks before the term starts. Appeals submitted less than four weeks prior will not be reviewed for the upcoming term. The final decision regarding the appeal will be made by the Appeals Oversight Committee.

To appeal to re-enter after dismissal, the student must submit an appeal form, letter of appeal, supporting documentation, current grade transcript, and an academic success plan four weeks before returning. The appeal should include a description of the academic decision being appealed, along with as much supporting documentation as possible to explain and substantiate the reason for the appeal.

If a student is appealing termination due to academic dismissal in a nursing course, their letter of appeal must demonstrate, to the satisfaction of the Appeals Oversight Committee, that significant extenuating circumstances prevented them from passing the failed courses. Qualifying significant extenuating circumstances are rare and typically include severe illness, injury, hospitalization, military duty, death of a family member, or incidents related to natural disasters. The student must also explain the steps taken to ensure these events will no longer impact their progress and provide a plan to successfully meet their academic goals.

If re-entry is permitted, the campus will review an academic success plan with conditions that the student must agree to and meet. If another failing grade in a nursing course is received, the student will be permanently dismissed from the program, and no additional appeals will be considered. This policy applies to all nursing programs in the Education Affiliates system. Permanently dismissed students cannot transfer to another Education Affiliates school.

# Orientation

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

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

# Transfer of Credit

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 College 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 College 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 Nursing programs must have been completed within the past five years (60 months).
- Mathematics and prerequisite science courses in Nursing 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 College 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 Fortis College or Institute for 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 College does not award credit for life or work experience.

### Additional Requirements for Specific Programs

- Nursing courses completed at another postsecondary institution are not eligible for transfer credit (i.e., a course with an "NUR" or "PNR" prefix). The only exceptions are nursing courses completed at Fortis-affiliated nursing programs. Acceptance of these nursing credits is subject to approval by the Dean of Nursing. Evidence of skill competency may be required.
- In the Nursing program, students entering with an unencumbered LPN license and proof of completing an approved practical nursing program are awarded Block Credits in Anatomy and Physiology I (AHP216), Fundamentals of Human Nutrition (SCI115), Human Growth and Development (PSY278), and Foundations of Nursing (NUR104). Further credit may also be granted for Introduction to Informatics (CMP105) if there is proof of taking a similarly titled course on the official practical nursing transcripts.
    - Students must request official transcripts for their practical nursing program as proof of completion.
    - There is no evaluation of the official transcripts needed in order to award the Block Credits. They are simply needed for the file.
    - Transcripts can be used further to process additional transfer credits if necessary.
    - Courses that earn Block Credits are awarded a CR grade.

**Applicants to the Practical Nursing (PN) program who are a Certified Nursing Assistant (CNA) or STNA**

To be eligible for transfer credit for PNR110 Introduction to Nursing: Basic Concepts and PNR111 Introduction to Nursing: Experiential Learning, the applicant must be a certified nursing assistant, having successfully passed a state-approved CNA or STNA certification exam and hold a current CNA or STNA certification. The applicant must have a minimum of 40 hours of work experience as a CNA or STNA within the past 12 months.

**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. 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 Agreements

Fortis College has established articulation agreement(s) with each of the following institution(s) for articulation into its Bachelor of Science in Nursing Program.

- Denver College of Nursing

# Student Physical Location

Fortis College reviews admissions applications and may enroll students who are residents of Ohio and Indiana 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 College in Centerville, Ohio.

Should the student change their address while enrolled at Fortis College, the student is required to notify the School's personnel: Registrar 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 College, the College 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.

# Health, Clinical and Program Continuation Requirements

## Health, Externship and Program Continuation Requirements for the Dental Assisting, and Medical Assisting Programs

As a part of contractual agreements with externship agencies, students may be required to fulfill the following requirements. Failure to submit all requirements may result in dismissal from the program. All requirements must remain current throughout the program or prior to starting the externship based on specific program requirements. It is important to note that the contracted externship agency agreements are not negotiable in their requirements. Subject to externship site requirements, students who do not have documentation that evidences acceptable criminal background history, negative drug screen, immunization, and health clearance may not be accepted at the externship site.

Students are responsible for all costs of program immunizations and medical clearance required for admission and continuation within the program. In addition, students are responsible for all costs that may be associated with injury or illness while on campus, in the learning laboratories, at an externship experience, or while performing other campus/program related activities during enrollment in the program.

### Current BLS CPR Card

Basic Life Support (BLS) for Healthcare Providers certification by the American Heart Association must remain current while the student is enrolled in the program. The College must maintain a current signed copy of the student's CPR card within the student file. Students will be provided BLS for Healthcare Providers training prior to the completion of the initial 18 weeks of the program, prior to any externship or clinical activities. Upon successful completion of BLS for Healthcare Providers training, students are required to always have their physical CPR card on them during class, laboratory, and externship activities. If the CPR card expires during the program, the student may not participate in any externship activities until the CPR certification is renewed, and the student may be dropped from the program until it is renewed.

### Student Health Requirements

It is essential that students be able to perform a number of physical and cognitive activities in the classroom, externship and learning laboratory portions of the program. Students are not to enter any externship facility with contagious conditions or injuries. A student must consult with the externship instructor if an illness, medical condition, or injury is present prior to entering the externship facility. The College or externship agency reserves the right to request a medical release from a health care provider if an identified condition, illness, and/or injury may cause a potential safety risk to the student, patient, or others. Additional health care clearance documentation may be required. Any additional requirements will be at the student's expense. Examples of medical issues include, but are not limited to: limitations required after surgery or accident, immuno-suppression, pregnancy, back injury, behavioral health, etc.

Students may not enter or practice within an externship area under the influence of a controlled substance or any medication which may impair judgment, alertness, or physical agility regardless of if prescribed by a healthcare provider. The externship instructor and program director will be the final deciding authority as to their perception if the student may practice safely within the externship environment. The externship agency may be consulted as well.

NOTE: Any changes in physical or mental health must be reported immediately to the program director within 24 hours or before entering an externship area (whichever comes first).

Students must submit the approved physical and health clearance forms to the College prior to the designated deadline.

NOTE: Students with medical and/or mental health conditions which may place the student or patient's safety at risk may not be eligible for admission or continuation in the program. Risk assessment is at the discretion of the Director of Education in consultation with the Regional Dean of Education.

### Immunizations

| Vaccination/Screening | Requirements in Brief |
|---|---|
| COVID-19 Vaccination | A COVID-19 vaccination may be required for allied health students to permit them to go into a hospital-based externship medical practice. |
| Hepatitis B | Serologic proof of immunity is required.<br>Three dose series (dose #1 now, #2 in 1 month, #3 approximately 5 months after #2).<br>Obtain serologic testing 2 months after dose #3. |
| MMR | Serologic evidence of immunity or laboratory confirmation of disease is required.<br>If no evidence of immunity or equivocal serology results are reported, two doses of MMR at least 28 days apart are required. |
| Varicella | Serologic proof of immunity or laboratory confirmation of disease required.<br>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 | Serologic proof of immunity or laboratory confirmation of disease required.<br>If no evidence of immunity or equivocal serology results are reported, two doses of Varicella vaccine at least 28 days apart required. |
| Influenza | Required annually |
| Tuberculin Skin Test (TST) | For students with no history of previous annual tuberculin skin testing, an initial two-step is required.<br>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.<br>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. |

Proof of immunizations may be required and will be verified as complete prior to the student being permitted to enter any externship site (whether for the assigned course activities or for orientation at the externship site prior to the course start).

Students will be provided information about the local resources for obtaining the immunizations if they have not had the required immunizations or do not have acceptable immunization documentation.

Where the campus has an affiliation with a healthcare center for immunizations, the expectation is the student will use the center. Students may choose to obtain immunizations from another healthcare provider. However, immunization documentation must include specific information about the type of healthcare provider and the immunizations administered and/or verified.

Failure to provide the required documentation no later than 10 business days prior to the start of 1st externship session may result in suspension from the externship portion of the program. No student will be permitted to enter an externship site without having satisfied the requirement for immunization documentation. Students unable to participate in scheduled externship sessions will be recorded as absent and may potentially risk failure of the entire course.

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). Externship agencies may have additional health clearance and immunization requirements beyond the current recommendations outlined by the CDC or College policy. The College 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 allied health 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 allied health program. Students may be responsible for the cost of any additional requirements.

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

## Serological Evidence of Immunity

**COVID-19 Vaccination**

A COVID-19 vaccination may be required for allied health students to permit them to go into a hospital-based externship medical practice.

**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 externship 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 an externship experience. Expense may also include testing of the patient in the event of 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 College 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 College 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 College 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 College and maintain compliance with the immunization and health clearance policy.

**Tuberculosis/Tuberculin Skin Test (TST)**

Students are not permitted to practice in any externship, laboratory, or classroom activities with active or suspected tuberculosis disease. All students are required to undergo initial and annual tuberculosis screening while enrolled in an allied health 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 College 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 an allied health program. Students must provide documented evidence of compliance to the College. 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 to the first week of the Quarter in which the student initially enrolls in an allied health 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 externship experiences until cleared from an appropriately credentialed healthcare provider in the management of pulmonary and/or tuberculosis disease.

Students in the Dental Assisting and Medical Assisting programs must either present documentation of having had Hepatitis B injections 1 and 2 and a TB test within an acceptable timeframe 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 Director of Education.

# Health, Clinical and Program Continuation Requirements for the Nursing Program

As a part of contractual agreements with clinical agencies, all nursing students must provide evidence of an acceptable criminal background history, a negative drug screen, immunizations, and health clearances. Students who do not have the required documentation may not be accepted at the clinical site, resulting in failure and potential dismissal from the program. All requirements must remain current throughout the program. It is important to note that the contracted clinical agency agreements are not negotiable in their requirements.

Students are required to provide documentation and be cleared for placement no later than 21 days prior to the start of the term in which the clinical rotations occur. No student will be permitted to enter a clinical site without having satisfied the requirement for immunization and health clearance documentation. The inability to complete program requirements may result in failure or dismissal. All students are required to sign the *Medical Clearance Acknowledgement Form* regarding health and immunization requirements. The acknowledgement will become part of the permanent record and stored in the student file.

Admissions staff will provide all new nursing students with information regarding the immunization requirements for participating in the nursing program. Students may choose to obtain immunizations from any healthcare provider.

Students are responsible for all costs of program immunizations and medical clearances required for admission and continuation within the nursing program as well as costs that may be associated with injury or illness while on campus, in the learning laboratories, at a clinical experience, or while performing other campus/program related activities during enrollment in the nursing program.

A summary of the requirements follows, however students may be asked to provide additional documentation required by the clinical site at any time. The full Clinical Requirements Policy can be found in the Student Handbook.

1. Maintain Unencumbered Practical Nursing License (ADN program only)
   Students in the Associate Degree in Nursing (ADN) program who have a license in Practical Nursing (LPN) must maintain the unencumbered license throughout the duration of the ADN program. Students must report to the Director of Nursing, in writing, any change in status of their practical nurse license within 24 hours of the occurrence. Failure to maintain an unencumbered license may result in dismissal from the program.
2. Cleared Background Check
   The applicant must pass a criminal background check upon enrollment consisting of federal, state and specialty agencies per school policy, State Board of Nursing rules and regulations, various accrediting body requirements and the terms of the clinical affiliation agreements. Students must maintain a clear criminal background while enrolled in the nursing program.
3. Negative Drug Screen
   The applicant must pass a drug screen upon enrollment. There may be additional needs throughout the program based on clinical requirements.
4. Current BLS CPR Card
   Basic Life Support (BLS) for Healthcare Providers certification by the American Heart Association must remain current while the student is enrolled in the nursing program.
5. Student Health Requirements
   It is essential that nursing students be able to perform a number of physical and cognitive activities in the classroom, clinical, and laboratory portions of the program.
   Students are not to enter any clinical facility with certain injuries or contagious conditions. A student must consult with the clinical instructor if an illness, medical condition, or injury is present prior to entering the clinical facility. The College or clinical agency reserves the right to request a medical release from a health care provider if a medical condition, illness, or injury may cause a potential safety risk to the student, patient, or others. Additional health care clearance documentation may be required. Any additional requirements will be at the student's expense.

   Examples of medical issues include, but are not limited to: limitations required after surgery or accident, immuno-suppression, pregnancy, back injury, behavioral health, etc.

Students may not enter or practice within a clinical area under the influence of a controlled substance or any medication which may impair judgment, alertness, or physical agility regardless of if prescribed by a healthcare provider. The clinical instructor and nursing program director will be the final deciding authority as to their perception if the student may practice safely within the clinical environment. The clinical agency may be consulted as well.

Any changes in physical or mental health or any medication changes that may alter a student's cognition must be reported immediately to the clinical instructor and Dean of Nursing. All notifications must come at least 24 hours before entering a clinical area.

Students must submit the approved physical and health clearance forms to the College prior to the designated deadline.

NOTE: Students with medical and/or mental health conditions which may place the student or patients' safety at risk may not be eligible for admission or continuation in the nursing program. Risk assessment is at the discretion of the Dean of Nursing in consultation with the Vice President of Nursing.

6. Health Insurance
   Many clinical sites require students to have health insurance in order to participate in clinical experiences. It is strongly recommended that students always maintain a health insurance policy to help cover the immunization and health costs required for the nursing program and to cover any injury or illness during the program. Choosing to not maintain a policy could exclude students from clinical, resulting in course failure and potential dismissal.
7. Physical Examination
   Nursing students must be able to perform a number of physical and cognitive activities in the classroom, clinicals, simulation and lab. All applicants must submit a current physical exam, less than 365 days old at the time of enrollment, signed by a valid healthcare practitioner demonstrating that they are free from any communicable disease or health impairment that could be a potential risk to patients or impede their ability to perform regular clinical duties. All exams must be performed in person. Tele-health exams are not accepted.
8. Immunizations
   Immunization requirements are generally based on the current recommendations from 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, ACIP, or school policy. The standardized immunization policy reserves the right to require additional healthcare clearance assessments, documentation, immunization, and serology testing at any point throughout enrollment of the nursing program. In addition, immunizations and health requirements may change without notice and students may be required to provide verifiable proof of their ability to meet new requirements. Failure to meet this requirement may result in failure to progress in the nursing program. Students are responsible for the cost of any additional requirements.
   Students are required to submit documentation of complete immunization or serological evidence of immunity (titers) for the following infectious diseases. Full details may be found in the Clinical Requirements Policy published in the Student Handbook.

### Immunizations

| Vaccination/Screening/Document | Requirement Summaries |
|---|---|
| Hep B/HBV (Hepatitis B) | Proof of a 3-dose series - doses at 0, 1, and 6 months **OR**<br>Proof of the HEPLISAV-B vaccine 2 dose series, 4 weeks apart **OR**<br>Serologic proof of immunity **OR**<br>Proof of a booster if the titer is "negative," "indeterminate," or "equivocal" **OR**<br>Documentation as a non-responder **OR**<br>Documentation that the series is underway and on track as described above **OR**<br>Waiver provided by the school with medical documentation attached from a healthcare provider describing why the individual cannot complete the series |

| Vaccination/Screening/Document | Requirement Summaries |
|---|---|
| MMR (Measles, Mumps, Rubella) | Proof of 2 doses given at least 28 days apart **OR**<br><br>Serologic proof of immunity **OR**<br><br>Proof of a booster if the titer is "negative," “indeterminate,” or “equivocal” **OR**<br><br>Waiver provided by the school with medical documentation attached from a healthcare provider describing why the individual cannot complete the series |
| Varicella (Chicken Pox) | Serologic proof of immunity **OR**<br><br>Laboratory confirmation of disease **OR**<br><br>Documentation of a diagnosis or verified history of varicella from a healthcare provider **OR**<br><br>Proof of 2 doses of Varicella vaccine at least 28 days apart **OR**<br><br>Proof of a booster if the titer is "negative," “indeterminate,” or “equivocal” **OR**<br><br>Waiver provided by the school with medical documentation attached from a healthcare provider describing why the individual cannot complete the series |
| Tdap (Tetanus, Diphtheria, Pertussis) | Tdap within the last 10 years **OR**<br><br>Waiver provided by the school with medical documentation attached from a healthcare provider describing why the individual cannot complete the series |
| Flu (Influenza) | Seasonal vaccine required annually during the September-March flu season **OR**<br><br>Waiver provided by the school with medical documentation attached from a healthcare provider describing why the individual cannot complete the series |
| Tuberculosis Testing (PPD TST(Purified Protein Derivative Tuberculin Skin Test), IGRA blood test, & X-rays) | If no history of previous annual TB testing, an initial two-step PPD skin test **OR**<br><br>If previous annual tests **AND** current testing documentation can be provided, only a one-step within the last 90 days is required for new students **OR**<br><br>Annual PPD skin test for all previously enrolled students **OR**<br><br>An annual, negative QuantiFERON-TB Gold test (QFT-G), T-SPOT TB Test or other Food and Drug Administration (FDA) approved TB blood test (IGRA)<br><br>***For students with a positive TB skin test or IGRA test:***<br><br>A "negative" chest x-ray **AND** a "negative" TB screening report from a healthcare provider if it is a "new" positive TST or IGRA **OR**<br><br>A "negative" chest x-ray within the past 5 years for those with a history of a BCG vaccination, or a positive TST or IGRA |
| CPR | Valid AHA BLS CPR card (American Heart Association Basic Life Support CPR) |
| Physical | Performed by a healthcare provider stating the student is fit for practice that is less than 1 year old |
| Background | Cleared check performed at enrollment - must remain clear through the program |
| Drug Screening | Clear screening performed at enrollment and randomly throughout the program |

# 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 school 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 Failing | Yes | Yes |
| AW | Administrative Withdrawal | Yes | No |
| TR | Transfer Credit | Yes | No |
| CR | Block Credit Award to LPN students entering ADN program | Yes | No |
| H | Hold | Yes | No |

Often, for graduating students to be eligible to sit for state licensing or national examinations, some programs, or some courses within programs, may have specified course requirements that will apply to achieve a passing grade for the course and/or the designated minimum passing grade may be higher. Students who do not successfully complete the specified course requirements or who do not achieve the specified minimum passing grade for that course will have to retake and successfully pass that course. Please refer to the program and course syllabus for specific details.

Records of a student's progress are maintained by the school. Course grades are issued to students at the end of each grading period. Students may check on their cumulative academic progress by logging into the student portal. When no portal is available, students may

get a copy from the Registrar. A student receives a copy of a final grade transcript when all graduation requirements have been completed. The cumulative grade point average (CGPA) is computed by multiplying the number of credits in each course by the grade points achieved in each and then dividing by the number of credit hours for all courses attempted. If a student repeats a failed course, the grade used in the CGPA calculation will be the highest grade earned in that course.

Some courses may have skills tests or clinical performance evaluations where a specific standard of performance is defined in the syllabus.

For the purposes of satisfactory academic progress and CGPA calculation:

- A course in which a student receives an "F" grade will be counted in credits attempted and it will be counted in the CGPA calculation
- A course in which a student receives an "W" grade will be counted in credits attempted; it will not be counted in the CGPA calculation
- A course in which a student receives a WF grade will be counted in credits attempted and it will be counted in the CGPA calculation
- A course in which a student receives a "TR" grade will be counted in credits attempted and credits earned; it will NOT be counted in the CGPA calculation.

### *Nursing Students

For successful completion of nursing courses, a minimum test composite score of C+ 78% (total average of key graded assessments) is required for Anatomy and Physiology, College Mathematics, Fundamentals of Human Nutrition, General Biology, and Microbiology. The minimum grade of C- (70%) is required to pass the other general education courses (non-nursing) in the program curriculum.

### *Practical Nursing Students

For successful completion of nursing courses, a minimum test composite score of C+ 78% (total average of key graded assessments) is required for Anatomy and Physiology, Fundamentals of Human Nutrition. The minimum grade of C- (70%) is required to pass the other general education courses (non-nursing) in the program curriculum.

## Academic Honors

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

### Summa Cum Laude

Students who earn a grade point average between 3.75 and 4.00 at the conclusion of their academic programs will graduate with the distinction of Summa Cum Laude.

### Magna Cum Laude

Students who earn a grade point average between 3.50 and 3.74 at the conclusion of their academic programs will graduate with the distinction of Magna Cum Laude.

### 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 College'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.

### Nursing Students

Clinical and laboratory activities will be evaluated using grading rubrics that identify critical elements that must be judged satisfactory, to assign a letter grade. 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

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 Director 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 College. They bear no quality points and are not included in the calculation of CGPA.

### Nursing Students

All incomplete coursework must be completed and submitted for grading within one calendar week from the last day of the completed academic term. Any coursework not completed in this timeframe will receive a grade of 0 (zero) and the course grade will be determined in accordance with the criteria published in the course syllabus. In no case may a nursing student progress to the next term with a grade of "Incomplete."

Each student in a Practical Nursing or Associate Degree in Nursing program is required to successfully complete a capstone course (PNR 207 or NUR 210) that includes a comprehensive competency exam. The capstone course is taken in the final term of the program.

Successful completion of the capstone course requires the student to achieve no less than the minimum required score on the comprehensive exam. The specific information about the comprehensive examination and required minimum score is in the course syllabus.

### 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.

## Course Repeat Policy

If a student fails a course, they must repeat it and earn a passing grade. All repeated courses must fulfill prerequisite requirements, and all courses must be passed for graduation. If a student withdraws from a course, they must successfully complete it according to prerequisite requirements. If a higher grade is achieved in the repeated course, it will be used to calculate the Cumulative Grade Point Average (CGPA). Repeated courses count towards credit hours earned/attempted for satisfactory progress. Repeated courses are marked with two asterisks on the official transcript.

Students who need to repeat a course (due to failure or withdrawal) must meet with the Program Director and Director of Education or Dean of Nursing to discuss their course plan before scheduling the retake. Students are also responsible for meeting with a financial aid officer to arrange payment for repeat courses, including any additional fees.

A student who fails a course must repeat it at the next available opportunity, subject to space limitations. A student who withdraws from a course must retake it as soon as possible. Failing or withdrawing from a course and the subsequent required repeat may interrupt enrollment, delay expected graduation, affect financial aid eligibility, and impact satisfactory academic progress.

### Nursing Students

A nursing student will be dismissed from the program after earning a third failing grade in a nursing course, (refer to the syllabus for the definition of failing grade). Nursing courses are those with an NUR or PNR course code prefix.

## 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 Director 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. 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 College 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 the 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

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.

# 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 credits 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 Program Director, Director 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 College.

# 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 College 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

Academic advising is available throughout the student's enrollment at the College 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 College 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 College 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 College does not provide counseling services, it maintains a community resource list and/or 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 College team members, that student is referred to the student assistance program. The student assistance program is a professional, confidential service provided by Fortis College 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 College and there is no cost to the student. All members of the campus have 24/7 access to the licensed student assistance program counselors at (866) 200-7350.*

# 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 Director 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, Program Director or Director of Education.

Students with unacceptable academic performance may be required to complete and follow an academic student success plan as a condition of their continuation in the program. These sessions may be scheduled outside of normal classroom hours.

# Academic Appeals

### 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 Director of Education or the Dean of Nursing (for students enrolled in nursing courses). 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 Director 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 of Nursing/Director of Education and Campus President. This meeting will be held within seven calendar days of the Director 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.

### Nursing Academic Appeals

If a nursing student wishes to appeal a dismissal from the program due to a third failure in a NUR or PNR course, the student's appeal letter must describe the significant extenuating circumstances that directly affected the student's ability to successfully pass the courses. The appeal letter must also state the changes that have occurred in the student's circumstances that will support the student being able to successfully pass the course/s if the appeal is granted. Qualifying significant extenuating circumstances are typically limited to temporary yet severe illness or injury, hospitalization, military duty, death of a family member, and incidents related to natural disasters. The Academic Review Board will make the determination of whether the person will be allowed to re-enter the program and define the requirements for re-entry. After the campus has made their recommendations, their decision will be reviewed by the Appeals Oversight Committee. The Appeals Oversight Committee consists of various positions within Education Affiliates Inc, the ultimate owner of the College. All appeal materials must be submitted to the Appeals Oversight Committee four weeks before the term starts. Appeals submitted less than four weeks prior will not be reviewed for the upcoming term. The final decision regarding the appeal will be made by the Appeals Oversight Committee.

To appeal to re-enter after dismissal, the student must submit an appeal form, letter of appeal, supporting documentation, current grade transcript, and an academic success plan four weeks before returning. The appeal should include a description of the academic decision being appealed, along with as much supporting documentation as possible to explain and substantiate the reason for the appeal.

If a student is appealing termination due to a third failure in a nursing course, their letter of appeal must demonstrate, to the satisfaction of the Academic Review Board, that significant extenuating circumstances prevented them from passing the failed courses. Qualifying

significant extenuating circumstances are rare and typically include severe illness, injury, hospitalization, military duty, death of a family member, or incidents related to natural disasters. The student must also explain the steps taken to ensure these events will no longer impact their progress and provide a plan to successfully meet their academic goals.

If re-entry is permitted, the campus will review an academic success plan with conditions that the student must agree to and meet. If another failing grade in a nursing course is received, the student will be permanently dismissed from the program, and no additional appeals will be considered. This policy applies to all nursing programs in the Education Affiliates system. Permanently dismissed students cannot transfer to another Education Affiliates school.

If the person who has been dismissed or a student believes that he or she did not receive the appropriate due process, the person may submit a grievance by following the procedure described in the grievance policy section of this Catalog.

# Attendance

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 College 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 Director 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, email, or online if their attendance is in danger of violating attendance requirements.

Students may appeal the College'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.

### 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.

### Attendance in Online Nursing Courses

Attendance in online Nursing courses – those that start with an NUR or PNR – occurs when students attend the weekly live lecture. The days and times for live lectures are listed in the student's schedule. Attendance in the weekly live lectures is mandatory. If a student is unable to attend a live session, the student must speak with their online Nursing instructor.

**Additional Program Attendance Policies**

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

A fee up to $200 may be charged for an unexcused absence in a clinical experience. A fee of $25 per hour may be assessed for an unexcused absence in lab or simulation.

# 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.

# 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 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.

# Academic Leave of Absence

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 Leave of Absence, 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 College may grant an ALOA on behalf of a student without prior written request as long as the College 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 A LOA 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 o r 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 applicant for the ALOA 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.
4. The initial leave period requested must 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 College. The College 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 School 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.

# Brief Periods of Non-Enrollment or Standard Period of Non-Enrollment (SPN)

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.

# Withdrawal

In order to remain in "Active" status at the School, 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 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 who wish to withdraw from all of their courses, and therefore from the School, must submit the request in writing to the School. The withdrawal request is to be submitted to the program director/dean.

If a student is considering withdrawing from a course or from the School, the student should contact and meet with the Dean of Education or the Dean of Nursing (for students enrolled in nursing courses), or the Campus President in order to receive information about the possible options and to be fully aware of the implications of withdrawal from a course. Students may not be aware of the range of resources available to support their ability to continue in their academic program or may not be fully aware of the impact withdrawal may have on their academic standing, financial obligations, or ability to complete the program. If a student decides to proceed with withdrawal, the student is required to notify the Campus President and the Registrar in writing and meet with the Director of Financial Aid to review and complete an acknowledgement of the Student Responsibility (see below).

Students who withdraw from a course or from the School 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.

### Nursing Students

Students enrolled in nursing courses and required courses (anatomy and physiology, microbiology, nutrition, general biology and mathematics (Math 101) who withdraw from a course or from the College will receive a grade of "W" if they withdraw before the end of the 8th week of a quarter-based course, or before the end of the 11th week of a semester-based course. If students withdraw in week 9 (for quarter programs) or week 12 (for semester programs) and thereafter, they will receive a "WF" grade for the course. The grade will be recorded on their transcript.

A “WF” grade is regarded the same as an “F” grade in determining Academic persistence and Satisfactory Academic Progress.

Nursing students are allowed only two course withdrawals (including both “W” and “WF”) from nursing courses during the entire program, whether such withdrawals were from the same course or different ones. Withdrawing a third time, regardless of the week in which the withdrawal takes place, will result in academic dismissal from the nursing program.

**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 School**
Students who have been dismissed from the School may not be eligible for re-instatement, unless the dismissal was due to failure to meet the School 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 traditional residential classroom with appropriate learning resources such as textbooks and/or multimedia materials through internet access and computer projection devices.

Lab classes typically constitute hands-on learning activities either led, guided, or supervised by an instructor, or performed by students in groups or individually. Such lab activities may take place in a 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 hybrid 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 Academic Programs page. Students enrolled in hybrid programs will take some of their courses via distance learning (online). Students enrolled in hybrid 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

### Definition of a Credit Hour

Fortis College 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.

### 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

| Course Component | Dental Assisting | Medical Assisting | Practical Nursing | Nursing (AAS) | HVACR |
|---|---|---|---|---|---|
| **Lecture** | 50:1 | 50:1 | 50:1 | 50:1 | 24:1 |
| **Lab** | 20:1 | 20:1 | 15:1 | 15:1 | 20:1 |
| **Computer** | 32:1 | 32:1 | N/A | N/A | N/A |
| **Simulation**** | N/A | N/A | 10:1 | 10:1 | N/A |
| **Clinical/Externship Rotation** | 1:1 | 1:1 | 10:1 | 10:1 | N/A |
| **Online Courses** | 25:1 | 25:1 | 25:1 | 25:1 | N/A |

# Course Programming

Fortis College 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 (if applicable).

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 College hours, including late evenings, early mornings, and weekends. The assignment of externship and clinical hours is non-negotiable by students.

# College Closures

The College reserves the right to close the College 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 College's telephone number.

In the event that the College must cancel classes due to emergencies, the College 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.

### College 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.

# 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 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 or externship. 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 Clinical and Externship - educational purpose, status of students
    a. Most programs at this College 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. 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 College 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 College has an existing relationship. Should the student want to introduce a new site to the College, the College 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 am 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 College '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 College 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 College'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 College's staff will visit that site at least once during the time the student is assigned there to observe the student firsthand 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 and reported back to the College. 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 College'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 College’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 College’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. See the Incomplete grade policy.
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 College 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 College is required to conduct a federal and/or state background check on the student. As part of that background check, the College 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 the program's externship instructor.

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 College'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 assist the College in making changes and modifications to improve the quality of programs, instruction, and student services.

# Learning Resource System - Learning Resource Center

### Mission Statement

The mission of the Learning Resource Center (LRC) is to support and enhance the educational process at the College, 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 databases, 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 databases 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 College. The LRC houses the print collection of reference books and media titles. It is the central location for access and distribution of a broad range of databases and web-based resources that are accessible on computers in the LRC or at any location in the College. The LRC provides a quiet environment for study or research and is staffed by knowledgeable and trained professionals.

# Career Services

Career Services continuously promote 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 College 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 College'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 employment in the field of their program should notify the College'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 College reserves the right to contact a graduate's employer using various methods to verify information regarding the graduate's employment. In some instances, the College may disclose personal information to the employer for the sole purpose of employment verification.

***While graduate employment assistance will be provided, the College cannot promise or guarantee employment or a specific salary.***

# Corequisite Course Requirements

Students are required to simultaneously enroll in and complete the theory and experiential courses. If a student withdraws from a nursing course with a co-requisite course, they will be administratively withdrawn from the corresponding course. Administrative withdrawals do not apply to dismissal guidelines.

Passing both components is mandatory to successfully progress within the program. Failure or withdraw in either the theory or experiential component necessitates retaking and passing the failed component in the next term. Progression to subsequent courses is contingent upon successful completion of both components. A temporary grade of "H" (hold) will be assigned to the passed component, indicating that advancement in the program is paused until the student successfully completes both components.

Students who fail the experiential course but pass the theory course will complete a review of course concepts while repeating the clinical component before progressing to the next term.

Students repeating the theory component, having passed the clinical component, must complete a skills review corresponding to the experiential demands of the repeated course.

An academic hold will be placed on the student's record, preventing progression to the next term, until both components are successfully completed with any required activities and assignments to uphold proficiency in nursing skills and clinical decision-making.

# Progression

A nursing student will be dismissed from the Practical Nursing program:

- If they achieve three failing grades or course withdraws (WF) in any nursing courses (total of three).
- Fail and or withdraw (WF) from the same nursing course twice.
- Fail/withdraw (WF) from two experiential courses.

Should a student be removed from the Practical Nursing (PN) program they started prior to September 2024 term, due to not meeting the progression requirements and later seek to rejoin, they must enroll in the updated PN program. At that point, an assessment will be made of the courses they have successfully completed to determine which additional classes are required to fulfill the requirements of the new PN curriculum.

# Emergency Preparedness Plan

### Purpose

The purpose of the Emergency Preparedness Plan (EPP) is to ensure the safety of students, faculty, staff, and visitors to Fortis College in the event of an emergency.

The plan describes emergency communication, response, and evacuation procedures.

The goals are to:

- Protect lives.
- Prevent injury.
- Protect property.
- Preserve the sustainability of the organization throughout the emergency.
- Prepare for dealing with emergencies and mitigate their negative consequences.
- Continuity of instruction.

Copies of the Emergency Preparedness Plan are maintained with the Campus President and administrative personnel.

### Distribution of Plan and Training

- A copy of the Emergency Preparedness Plan is distributed to all faculty and staff during the new hire on-boarding process.
- Faculty and staff receive the Emergency Preparedness Plan at regular in-service training and updates.
- Students are trained on the Emergency Preparedness Plan during the New Student Orientation.
- A copy of the Emergency Preparedness Plan is posted on the Fortis College Consumer Information page available online at http://www.fortis.edu/.

# Tuition and Fees

## Tuition And Fees

### Residential Programs

| Diploma Programs | Tuition | Admin & Tech Fee | Scrubs / Uniforms | Student Kit | Certification / Licensure Exam | Background Check | Textbooks | E-Books | Laptop Computer (Hybrid Only) | Total Cost |
|---|---|---|---|---|---|---|---|---|---|---|
| Dental Assisting (Hybrid) | $21,132 | $203 | $0 | $577 | $540 | $0 | $26 | $430 | $941 | $23,849 |
| Heating, Ventilating, Air Conditioning & Refrigeration | $21,140 | $100 | $0 | $859 | $27 | $0 | $692 | $0 | $941 | $23,759 |
| Medical Assisting (Hybrid) | $16,686 | $178 | $0 | $61 | $136 | $0 | $122 | $448 | $941 | $18,572 |

### Nursing Programs

| Program | Tuition | Admin & Tech Fee | Reference Books | Student Kit | Scrubs / Uniforms | Textbooks | E-Books | Background Check | Drug Test | Certification / Licensure Exam | Laptop Computer (Hybrid only) | Total Cost |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Practical Nursing Diploma (Hybrid) | $25,830 | $325 | $313 | $134 | $0 | $0 | $1,103 | $132 | $80 | $200 | $1,098 | $29,215 |
| **Associate Degree in Nursing (Hybrid) Full-Time | $49,912 | $520 | $534 | $151 | $0 | $0 | $2,250 | $132 | $80 | $200 | $1,098 | $54,877 |
| **Associate Degree in Nursing (Hybrid) Part-Time | $49,912 | $780 | $534 | $151 | $0 | $0 | $2,250 | $132 | $80 | $200 | $1,098 | $55,137 |

*The tuition charge each quarter is based on a per credit hour rate of $315 per credit.
**The tuition charge each quarter is based on a per credit hour rate of $602 for Nursing Courses and $332 for Science Courses and $150 for Gen Ed Courses

## Refund and Cancellation Policies

If an applicant/student cancels, withdraws, or is dismissed by the College for any reason, refunds will be made according to the College'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 College 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 College from any and all liabilities. All governmental and agency refunds will be made within the required time limits of the funding agency.

## Refund Determination Policy

If an applicant/student cancels, withdraws, or is terminated by Fortis College for any reason, refunds will be made according to Fortis College'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 Fortis College determines that the student has withdrawn, 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 date on which there has been 14 days of non-attendance. Upon receipt of the refund, the student agrees that its receipt constitutes a full and complete release of Fortis College 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 College 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 College 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 College 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:

| Proportion of Term Taught | Refund Percentage |
|---|---|
| 10% or less | 90% |
| 10.1% up to and including 20% | 80% |
| 20.1% up to and including 30% | 70% |
| 30.1% up to and including 40% | 60% |
| 40.1% up to and including 50% | 50% |
| 50.1% up to and including 100% | No Refund |

# Books and Equipment Return Policy

The College 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

An applicant to the College may cancel his or her enrollment to the College and receive a full refund of monies paid. Written notice of cancellation is encouraged, and should be mailed to Fortis College, postmarked no later than midnight on the fifth (5th) calendar day after the date the applicants Enrollment Agreement with the College was signed by the student and a representative of the College. 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 College at 555 East Alex Bell Road, Centerville, Ohio 45459, 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.

# Cancellation/Rejection Policy

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

# 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 fee of $200 per day may be charged to students in the Practical Nursing, and/or Associate Degree in Nursing program for an unexcused make-up clinical day. A fee of $25 per hour may be assessed for an unexcused make-up lab or simulation experience.

There is no graduation fee.

# Financial Assistance Programs

Fortis College 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, *Do you need money for college or trade/career school?*, published by the U.S. Department of Education. This important document may be obtained from the College's Financial Aid Office or online at https://studentaid.gov/ and will assist persons in understanding eligibility requirements, the application process, deadlines, and the various forms of grants and loans available. In addition, the College'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 online at https://studentaid.gov/h/apply-for-aid/fafsa, or in paper form from high school counselors, at public libraries and the College'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 College's Financial Aid Office.

## Federal Supplemental Educational Opportunity Grant (FSEOG)

Each year Fortis College 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 College's Financial Aid Officer for the College-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 College'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 College'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 College's Financial Aid Office, based on the student's financial need and academic progress. Questions regarding the FWSP should be directed to the College'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, he or she is notified by letter.

# Veterans' Benefits

Fortis College is approved to participate in a variety of education and training benefit programs administered by the U.S. Department of Veterans Affairs (VA). Students interested in using VA education benefits should contact the Financial Aid Office for information regarding eligibility requirements, the application process, and required documentation.

In accordance with 38 U.S.C. § 3679(e), the institution will not impose any penalty, including the assessment of late fees, denial of access to classes, libraries, laboratories, learning management systems, or other institutional facilities, or require a covered individual to secure alternative or additional funding because of a delay in payment from the U.S. Department of Veterans Affairs (VA). A covered individual who is eligible for educational assistance under Chapter 31, Chapter 33, Chapter 35 of Title 38, United States Code, or Chapter 1606 of Title 10, United States Code, will be permitted to attend or participate in the approved course of education while payment from the VA is pending. This protection applies from the date the student provides a valid Certificate of Eligibility, a Statement of Benefits obtained from the VA website, or other documentation authorized by the VA, and continues until the earlier of the date the VA provides payment to the institution or 90 days after the institution has certified the student's tuition and fees following receipt of the required documentation. To qualify for these protections, students must submit all documentation required to certify their enrollment and use of VA educational benefits in a timely manner.

### Student Complaint Process for VA Educational Benefits

Students receiving Veterans Administration (VA) educational benefits who wish to file a complaint regarding the institution are encouraged to first follow the school's internal grievance procedures. If the concern is not resolved or if the student prefers to submit the complaint directly to the VA, complaints may be submitted through the VA GI Bill® Feedback System at https://www.benefits.va.gov/GIBILL/Feedback.asp. The VA will review the complaint and coordinate with the appropriate parties, including the institution and the applicable State Approving Agency, as necessary, to investigate the matter and work toward a satisfactory resolution.

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

# 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.

- Ohio College Opportunity Grant (OCOG)
- The Ohio College Opportunity Grant (OCOG) is a grant that is administered by the Ohio Board of Regents (OBR). Students must be enrolled in an OBR approved Diploma or Associate Degree program and meet all eligibility requirements set forth by the OBR. OCOG is a need-based grant that does not have to be repaid.

### Scholarship Program, Fortis College

The College offers two institutional scholarship programs in nursing. Details about each scholarship are listed below. Final selections are those of an independent scholarship committee, based upon their review of all application materials. Should a scholarship recipient decide not to attend the College, an alternate recipient will not be selected.

Scholarship awards will be distributed in equal amounts at the beginning of each term, contingent upon the student meeting the following requirements:

- Maintain satisfactory academic progress
- Be in good standing relative to student conduct, as outlined in the College Catalog.
- Remain continuously enrolled as a student and take the prescribed full course load for each term.

Fortis College Practical Nursing Scholarship: The College will award up to eight scholarships to a maximum value of $1,200 each to students entering into the Practical Nursing program for each of the starting classes during the year. Qualified candidates must meet the following minimum criteria:

- Demonstrate previous academic success, especially in the sciences, as evidenced through a high school or College transcript.
- Submit two letters of recommendation indicating the candidate has the attributes and compassion required to be a practical nurse. Recommendation letters may be from an employer, teacher, or clergy.
- Complete a type-written, 500-word essay on the topic "Why I Want to Pursue an Education in Nursing.

Fortis College Associate Degree Nursing (ADN): The College will award up to 10 scholarships up to a maximum value of $2,000 each to students entering into the ADN program for each of the starting classes during the year. Qualified candidates must meet the following minimum criteria:

- Score a 930 on the HESI LPN Exit examination.
- Demonstrate previous academic success with a minimum 3.2 GPA in his or her Practical Nursing program.
- Submit two letters of recommendation indicating the candidate has the attributes and compassion required to be a registered nurse. Recommendation letters may be from an employer, teacher, or clergy.
- Complete a type-written letter describing his or her community involvement as it relates to the field of healthcare.

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

# 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 College 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 College's Consumer Information Guide or contact the Financial Aid Office.

# Return of Title IV Funds Policy

If a student withdraws from the College 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 College 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 in 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 College 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 College currently refunds the Student Grant Overpayment on behalf of the student.)

If a student earned more aid than was disbursed, the College 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 College 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 College of all Direct Loan refunds made on their behalf, including the amount, date, and loan type.

The College 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 College'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 College'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 College for continued enrollment.

## SAP Evaluation Periods

The College's SAP standards measure a student's satisfactory academic progress at the end of each term. 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 College 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 Director 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 term to correct the deficiency and meet the minimum requirements at the end of his or her next term. The Academic/Financial Aid Warning period shall be one term. 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 College 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

| 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 |

| Evaluation Levels | Cumulative Credits Attempted (including transfer credits) | Minimum Percentage of Cumulative Credits Completed (including transfer credits) | Minimum CGPA |
|---|---|---|---|
| 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**

| 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 |

**Nursing**

| 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 College 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. An 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 Senior 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, Director of Education, and the Senior Director of Financial Aid, or their designees.

The Financial Aid Committee may grant one additional term 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 term as a Financial Aid Probation Period, the Committee determined that the student should be able to meet the College’s satisfactory academic progress standards by the end of that term. 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 College. 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 term or the period of an Academic Improvement Plan. If a student submits a timely and complete written appeal to the Financial Aid Director, the College 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 an 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 College as well as the requirements for the submission of an appeal and the requirements for re-admission to the College.

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

Students who have been terminated from the College for failure to achieve satisfactory academic progress may qualify for readmission to the College 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 College at students' own expense or through transferring credits into the College.

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 Director 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 College from another postsecondary institution, the transfer credits that were accepted by the College 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 College, 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 College's academic policy. Credits from both course attempts will be counted in total credits attempted and in minimum cumulative credits completed at the College, 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 College.

**Termination**

The College reserves the right to terminate a student's enrollment if, during the student's program of study, the College 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 College's rules and regulations as published in the College'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 College 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 an 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 College 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 College 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 College.
- 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 College’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 College 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, include:

- Knowingly furnishing false information to the College
- Theft of the College's property; theft, damage, forgery, alteration, misuse or mutilation of the College 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 College 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 College 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 College'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 College property or at a College function (Please refer to the Drug Free Policy established by the College 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 College 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 College for further information.)

# Anti-Hazing Policy

Fortis College defines hazing as any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student, for the purpose of initiation or admission into an affiliation with any student organization. A student organization is defined as a club, society or association in which two or more of the members are students enrolled at the Institution, whether or not the organization is established or recognized by the institution.

Hazing includes, without limitation, the following: 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 and would place another person in reasonable fear of bodily harm through the use of threatening words or conduct.

Hazing is a violation of the Institution's Code of Conduct and of the law. Failure to comply with this policy will result in disciplinary action including, potentially, dismissal from the Institution and/or criminal charges.

If you or anyone you know experiences hazing, you should report the incident to the campus president or the director of education/ director of nursing. You can also report the incident to law enforcement or to the Title IX Coordinator.

Suzanne Peters, Esq. M Ed.
Title IX Coordinator
speters@edaff.com
330-805-2819

All reports of hazing will be investigated by the Title IX Coordinator.

**Prevention Program**
For Students:
Fortis College provides new students with information on hazing prevention, intervention, and the Institution's anti-hazing policy.

For Employees:
Fortis College provides new employees with information on hazing prevention, awareness, intervention, and the Institution's anti-hazing policy.

**State Law**
For information on anti- hazing laws in your state, click on the Consumer Information Tab at your school's website.

# 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 College'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 Director of Education and/or the Campus President.

# 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 College. As such, the College 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 College 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 College's Full 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 College, without explicit permission from the Campus President of the College.
- 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 College employees, students, or anyone associated with the College, 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 College 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 College 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 times.
- 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 College community.
- The use of any social media sites to harass, intimidate or bully a fellow student, faculty, member of the College 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 College is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The College 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 Director of Education or his/her designee immediately. Students enrolled in nursing programs and nursing faculty and staff should contact the Dean of Nursing.

# Dress Code

Each program of study at Fortis College has a dress code. Students must comply with the College's dress code while attending classes, including any externship or clinical course. Compliance with the College's dress code is an essential part of preparing students for employment in their professions. In addition, potential employers are frequently at the College 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 nursing and 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 College students are expected to wear their Fortis College 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 and nursing 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, sweatpants, 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 College. Questions should be addressed to the specific program director.

# Drug and Alcohol Policy

The College 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 College's Drug Free Program.

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

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

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

# Non-Smoking/Non-Tobacco Policy

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

# Disciplinary Action

Any student who observes a violation of College 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 permanently withdrawn (expelled) from the College. The student will be notified by the Dean or Program Director by e-mail using the official School e-mail and the dismissal notice will also be mailed to the student (with return-receipt requested) within three business days of the dismissal decision. The dismissal information will identify the reason for the dismissal, and information as to the individual's right to appeal the decision, if applicable. If the dismissal is due to the failure of three nursing courses please refer to the Student Appeal Policy.

# Termination or Expulsion Policy

All students are expected to conduct themselves as responsible adults, to attend their scheduled course sessions, and to maintain a satisfactory level of academic achievement.

Any behavior that threatens the health and safety of campus employees, other students, or visitors may result in immediate dismissal from the College. Students dismissed for conduct violations will not be eligible for appeal.

The College 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 College, 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 College

Time on suspension will be counted as an absence from the College and in the event the time on suspension exceeds the allowable absences stated in the attendance policy, the student will be dismissed.

Please refer to the Standards of Student Professional Conduct section.

# Student Appeal Process

Students who are dismissed by the College have the right to appeal that decision, unless otherwise prohibited. Students must initiate the appeal process by submitting, in writing (e-mail), the reason why they should be re-admitted to the College to the Campus President within 14 calendar days of the notification of dismissal. The Campus President will respond to the appeal, in writing, within 10 calendar days of receipt of the request. Nursing students who are dismissed and are eligible to submit an Appeal will be required to submit the appeal in writing (e-mail) to the Dean of Nursing within 14 calendar days from the date of dismissal from the program. The Dean of Nursing will respond to the appeal in writing within 10 calendar days of receipt of the request.

### Nursing Students

Nursing students who are dismissed and are eligible to submit an Appeal will be required to submit the appeal in writing (e-mail) to the Dean of Nursing within 14 calendar days from the date of dismissal from the program. The Dean of Nursing will respond to the appeal in writing within 10 calendar days 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 College's SAP policy.

# Crime Awareness and Campus Security Act

The College 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 Clery 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 College-specific links for the College 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 Advisor.

# Title IX and Violence Against Women Act (VAWA)

Fortis College 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 College will support and assist victims of sexual violence by directing them to community resources for medical care, counseling and to local law enforcement. Fortis College 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 and the Termination or Expulsion Policy can be found in this Catalog. Fortis College 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 the 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 College or an employee is urged to make a complaint to the 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 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 College. Should a victim of sexual violence request confidentiality, Fortis College will honor the request to the extent possible and allowed by law. Fortis College will not disclose the name of the victim of sexual violence unless required by law or with permission of the victim. Pregnant students who have questions or concerns about possible modifications may contact the Title IX Coordinator. The school's Lactation Policy can be obtained from the Campus President.

Title IX Coordinator
Attention:
Title IX Coordinator
Suzanne Peters Esq., M.Ed.
Senior Corporate Attorney

Address:
5026D Campbell Blvd.
Baltimore, Maryland 21236

Telephone:
330-805-2819
E-Mail Address: speters@edaff.com

# Title VI Civil Rights Act of 1964/Age Discrimination Act of 1975

Fortis College is committed to maintaining a healthy and safe learning environment where no person shall be discriminated against or excluded from, participating 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 Chief Transformation Officer at the completion of the investigation.

The Chief Transformation Officer 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 College determines that discrimination based on race, color, national origin, or age may have occurred, the 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 it 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 the 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 the 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 provided below.

Title VI Coordinator
Attention: Title VI/Age Discrimination Coordinator
Suzanne Peters Esq., M.Ed.
Senior Corporate Attorney

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 College 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 Campus President, Director 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 College maintains education records. Education records are supervised by the Campus President and access is afforded to College officials for purposes of recording grades, attendance, and advising as well as determining financial aid eligibility.

All students attending this post-secondary College 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 College hours under appropriate supervision. Students may also obtain copies of their records for a nominal charge.

Students may challenge the record for the purpose 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 College 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 College 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 College 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 College’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 College 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 College 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 College 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 College 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 College 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 College 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 Director 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 College. 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 extend 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 College believes that participation in these activities is an important part of the educational process and student involvement is encouraged.

# Field Trips

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

# Housing Assistance

Although the College 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

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

# Grade Appeal and Grievance Procedure

**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 course 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/Director of Education or Registrar.

**Grievance Procedure**
Students are encouraged, at all times, to communicate their concerns to members of the faculty and administration. If a situation arises in which a student has a complaint or grievance the student must follow the following procedure, unless they are filing a Final Course Grade Appeal (above), and then the student skips immediately to Step 3; if the Dean/Director denies the appeal, the matter then proceeds to the Campus President under Step 4:

1. Within 2 business days: Discuss the matter with his or her instructor, if applicable. If not resolved,
2. Within the following 2 business days: Discuss the matter with the Program Director, if applicable. If not resolved,
3. Within the following 2 business days: Discuss the matter with the Dean/Director of Education or Nursing. For nursing students enrolled in online courses, this step is directed to the Dean of Online Nursing. If not resolved,
4. Within the following 2 business days: Discuss the matter with the Campus President.

If a student is still unable to resolve the issue, a written grievance statement along with supporting documentation may be submitted to the Campus President. The written statement should include the details of the student's issue, a summary of the conversations the student had with individuals while following the above procedure, and an explanation as to why the student believes the issue remains unresolved.

The Campus President will schedule a grievance committee meeting within two (2) business days of receipt of the written grievance. Students are required to appear before the grievance committee. The Campus President will inform the student of the time and place to appear before the committee. The grievance committee has the responsibility of reaching a decision that is in balance with the best interest of both the student and the college/institute. Students will be notified in writing within three business days of the committee's decision. Legal representation is not permitted because a grievance committee meeting is not considered a legal proceeding.

Further, students have the right to report any apparent inconsistencies with the application of the Grade Appeal and Grievance Procedure outlined in the school catalog. The request must be completed in writing and submitted to the college/institute Ombudsperson at: ombudsperson@edaff.com. The request must include a summary of the student's grievance and any details and supporting documentation of the student's conversation with campus staff regarding the grievance, and it must describe how the campus' management of the grievance procedure was inconsistent with the school catalog. The Ombudsperson will research the student's report as deemed appropriate, including requesting additional information from the student as needed, and render a final decision that is binding. The student will be notified in writing of the decision. If the resolution is unsatisfactory, the student may choose to address his or her concerns to the state licensing authority, the institutional accreditor, the programmatic accreditor, or other approving agencies, including the following:

**The title and address of the state licensing authorities are:**
State Board of Career Colleges and Schools (SBCCS)
30 East Broad Street, Suite 2481
Columbus, OH 43215
Phone: 614-455-2752 / 877-275-4218; Fax: 614-466-2219

Ohio Department of Higher Education (ODHE)
25 South Front Street
Columbus, OH 43215
Phone: 614-466-6000; Fax: 614-466-0388
www.ohiohighered.org

**The title and address of the institutional accrediting commission is:**
Accrediting Commission of Career Schools and Colleges (ACCSC)
2101 Wilson Boulevard, Suite 302
Arlington, VA 22201
Phone: 703-247-4212
www.accsc.org

Student Complaint Procedure

Schools accredited by the Accrediting Commission of Career Schools and Colleges must have a procedure and operational plan for handling student complaints. If a student does not feel that the school has adequately addressed a complaint or concern, the student may consider contacting the Accrediting Commission. All complaints reviewed by the Commission must be in written form and should grant permission for the Commission to forward a copy of the complaint to the school for a response. This can be accomplished by filing the ACCSC Complaint Form. The complainant(s) will be kept informed as to the status of the complaint as well as the final resolution by the Commission. Please direct all inquiries to:

Accrediting Commission of Career Schools and Colleges
2101 Wilson Boulevard, Suite 302
Arlington, VA 22201 (703) 247-4212
www.accsc.org | complaints@accsc.org

A copy of the ACCSC Complaint Form is available at the school and may be obtained by contacting complaints@accsc.org or at https://www.accsc.org/Student- Corner/Complaints.aspx.

**The title and address of the programmatic accrediting agency approving the associate degree Nursing program is:**
Accrediting Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400
Atlanta, GA 30326
Phone: 404-975-5000
www.acenursing.org

**The title and address of the programmatic state licensing commission is:**
Ohio Board of Nursing (OBN)
8995 East Main Street
Reynoldsburg, Ohio, 43068
Phone: 614-466-3947; Fax: 614-466-0388
www.nursing.ohio.gov

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.

### Grievance Policy for Indiana Residents

The Indiana Commission for Higher Education is responsible for responding to formal complaints against public, independent non-profit and proprietary institutions of higher education in Indiana. If students have concerns related to classroom situations which have not been resolved satisfactorily, or if the complaint cannot be resolved, the student should file a complaint through the complaint form of the Commission. The online complaint form can be found on the website at: https://www.in.gov/che/2744.htm.

# Staff and Faculty

## Management/Administrative Staff

| **MANAGEMENT/ADMINISTRATIVE STAFF** | |
|---|---|
| Campus President | Zacarrii Hamby |
| Director of Institutional Effectiveness and Compliance | LaRee Pingatore |
| Registrar (Hybrid) | Andrea Behr |
| Registrar (Residential) | Heather Uhde |
| Nursing Office Manager | Elizabeth “Christy” Tipps |
| Assistant Registrar | Daisia Howard |
| Simulation Director | Julie LeDuc |
| Clinical Coordinator | TBD |
| Student Success Coordinator | Tonya Campbell |
| IT Support Staff | Gary Jones |
| Administrative Assistant | Brandi Rennick |
| Receptionist | Heather Goldsberry |
| Facilities Maintenance | David Haywood |
| Online Faculty Support Specialist | Cynthia Krupa |
| | |
| **ADMISSIONS** | |
| Director of Admissions | Phil Hooks |
| Assistant Director of Admissions | Emily Maggard |
| Admissions Coordinator | Keiera Kinnel |
| Senior Admissions Advisor | Matthew Loeffler |
| Admissions Advisor | Renard Allen |
| Admissions Advisor | Charles Greene |
| Admissions Advisor | Emily Henley |
| Admissions Advisor | Kimberly Otto |
| | |
| **BUSINESS OFFICE** | |
| Director of Administration | Jane Leiker |
| Business Office Manager | Jeffrey Ratliff |
| Business Office Administrator | Melinda Flint |
| | |
| **CAREER SERVICES** | |
| Director of Career Services | Veronica Rosales |
| | |
| **FINANCIAL AID** | |
| Director of Financial Aid | Britni Bastin |
| Financial Aid Advisor | Donna “Nikki” Bradley |

| | |
|---|---|
| Financial Aid Advisor | Jasmine Jackson |
| | |
| **ONLINE** | |
| Senior Director of Student Services-Online | Stefany Basich |
| Lead Online Advisor | Stephanie Boyle (Torok) |
| Online Advisor | Barbara Chandler |
| Online Advisor | Leslie Hernandez |
| Online Advisor | Danielle Levine |
| Online Advisor | Charnae Valle (Steward) |

# Academic Leadership

### Director of Education

Melissa Buehler
*Master of Education, Instructional Technology, American Intercontinental University, Hoffman Estates, IL*
*Bachelor of Science, Organizational Management, Wilberforce University, Wilberforce, OH*
*Associate of Applied Business, Accounting Technology & Business Management Technology, Miami University, Oxford, OH*

### Director of Online Faculty Support

Allison Calvert
*Master of Arts, Education, University of The Rockies, Denver, CO*

### Dean of Nursing

Tracey Mastin
*Master of Science, Nursing, Walden University, Columbia, MD*
*Associate of Applied Science, Nursing, Sinclair Community College, Dayton, OH*

### Assistant Dean of Nursing

Rebecca Burton
*Master's Degree in Nursing Education, Grand Canyon University, Phoenix, AZ*
*Bachelor's Degree in Nursing, Grand Canyon University, Phoenix, AZ*
*Associate Degree in Nursing, Mercy College of Ohio, Toledo, OH*

### Assistant Dean of Nursing

Shannon Oberding
*Master of Science, Nursing Education, Walden University, Minneapolis, MN*
*Bachelor of Science, Nursing, Wright State University, Dayton, OH*

### Program Director of The Medical Assisting Program

Rhonda Brewer
*Master of Business Administration, Health Services Administration, Strayer University, Knoxville, TN*
*Bachelor of Business Administration, Health Services Administration, Strayer University, Knoxville, TN*
*Associate of Science, Medical Assisting, South College, Knoxville, TN*

### Program Director of The Heating, Ventilating, Air Conditioning and Refrigeration Program

Allen Dunn
*Diploma, Heating, Ventilation, Air Conditioning and Refrigeration, RETS Tech Center, Centerville, OH*

**Program Director of The Dental Assisting Program**
Sally Borba
*Associate of Applied Science, Dietetic Technology, Sinclair Community College, Dayton, OH*
*Certificate, Dietary Management, Sinclair Community College, Dayton, OH*
*Expanded Functions Dental Auxiliary*

**Library Manager / Hybrid Coordinator**
Ian McCall
*Master of Library and Information Science, University of Missouri-Columbia, Columbia, MO*

# Faculty

**RESIDENTIAL**

**General Education**
Randall Marshall (Part-Time)
*Master of Science, Biological Sciences, University of Cincinnati, Cincinnati, OH*
*Bachelor of Science, Biological Sciences, University of Cincinnati, Cincinnati, OH*
*Associate of Arts, Natural Sciences, University of Cincinnati, Cincinnati, OH*

George Radzyminski (Full-Time)
*Doctor of Education, Kinesiology, Concordia University, St. Paul, MN*
*Master of Science, Kinesiology, University of Texas Rio Grande Valley, Edinburg, TX*
*Master of Science, Exercise and Health Studies, Miami University, Oxford, OH*
*Bachelor of Science, Health Studies, Miami University, Oxford, OH*

Eric Reed (Full-Time)
*Doctor of Philosophy, Biomedical Sciences, Wright State University, Dayton, OH*
*Master of Science, Biological Sciences, Wright State University, Dayton, OH*
*Bachelor of Science, Biological Sciences, Wright State University, Dayton, OH*

**Dental Assisting**
Trina Becks (Part-Time)
*Certificate, EFDA, Sinclair Community College, Dayton, OH*

Karen Brennan (Part-Time)
*Radiographer License*
*EFDA License*

Sally Borba (Full-Time)
*Associate of Applied Science, Dietetic Technology, Sinclair Community College, Dayton, OH*
*Certificate, Dietary Management, Sinclair Community College, Dayton, OH*
*Expanded Functions Dental Auxiliary*

**Heating, Ventilating, Air Conditioning and Refrigeration**
Michael Abbott (Part-Time)
*Diploma, HVAC, RETS Tech Center, Dayton, OH*

Thomas “Brian” Ballard (Part-Time)
*Universal Certification*

Mathew Carpenter (Part-Time)
*Vocational HVACR coursework, Secondary School, Cedarville, OH*

Allen Dunn (Full-Time)
*Diploma, Heating, Ventilation, Air Conditioning and Refrigeration, RETS Tech Center, Centerville, OH*

Michael Dye (Part-Time)
*Diploma, Heating, Ventilating, Air Conditioning and Refrigeration, Fortis College, Centerville, OH*

Aaron Jones (Part-Time)
*EPA Universal Certification*
Robert Smith III
*Certificate, Electrical Technician, Brightwood College. Dayton, OH*
*EPA Universal Certification*

Joseph Sowder (Part-Time)
*Diploma, HVACR, ITT Technical Institute, Dayton, OH*

Matthew Sowder (Part-Time)
*HVACR, Miami Valley Career Technology Center, Clayton, OH*
*EPA Universal Certification*

Robert Suman (Part-Time)
*Certificate, Senior Electronics Technologist, Arizona Tech, Phoenix, AR*
*Certificate, Air Conditioning & Heating, Montgomery Country Joint Vocational School, Clayton, OH*
*Certificate, R-410A Refrigerant, Corken Steel Products, Dayton, OH*

**Medical Assisting**
Gretchen Benjamin (Part-Time)
*Diploma, X-Ray Medical Technician, Heritage College, Columbus, OH*

Rhonda Brewer (Full-Time)
*Master of Business Administration, Health Services Administration, Strayer University, Knoxville, TN*
*Bachelor of Business Administration, Health Services Administration, Strayer University, Knoxville, TN*
*Associate of Science, Medical Assisting, South College, Knoxville, TN*

Yvonne Koors (Part-Time)
*Master of Health Administration, Health Administration, Ohio University, Athens, OH*
*Bachelor of Science, Health and Wellness, Purdue University Global, Los Angeles, CA*
*Associate of Science, Medical Assisting, South College, Knoxville, TN*

**Nursing**
Stephanie Altick Rivera (Part-Time)
*Master of Science, Nursing, Wright State University, Dayton, OH*
*Bachelor of Science, Nursing, Wright State University, Dayton, OH*

Tina Arstingstall (Part-Time)
*Doctorate of Nursing Practice, Acute Care Pediatric Nurse Practitioner, University of Cincinnati, Cincinnati, OH*
*Bachelor of Science, Nursing, Indiana Wesleyan University, Marion, IN*
*Associate of Applied Science, Nursing, Sinclair Community College, Dayton, OH*

Stephanie Balsom (Full-Time)
*Bachelor of Science, Nursing, Capital University, Columbus, OH*

Angel Beasley (Full-Time)
*Bachelor of Science, Nursing, Wright StateUniversity, Dayton, OH*

Michelle Bradford (Part-Time)
*Master of Science, Nursing, University of Cincinnati, Cincinnati, OH*
*Bachelor of Science, Nursing, Mountain State University, Beckley, WV*

Rebecca Burton (Full-Time)
*Master's Degree in Nursing Education, Grand Canyon University, Phoenix, AZ*
*Bachelor's Degree in Nursing, Grand Canyon University, Phoenix, AZ*
*Associate Degree in Nursing, Mercy College of Ohio, Toledo, OH*

Marilyn Conner (Full-Time)
*Master of Science, Nursing Education, Wright State University, Dayton, OH*
*Bachelor of Science, Nursing, Wright State University, Dayton, OH*
*Associate of Science, Nursing, Sinclair Community College, Dayton, OH*

Becky Coons (Part-Time)
*Master of Science, Nursing, Child & Adolescent Health, Wright State University, Dayton, OH*
*Bachelor of Science, Nursing, Wright State University, Dayton, OH*

Erin Fortener (Part-Time)
*Master of Science, Nursing, Indiana Wesleyan University, Marion, IN*
*Bachelor of Science, Nursing, Franklin University, Columbus, OH*
*Associate of Arts, Health Sciences, Franklin University, Columbus, OH*

Jessica Gaddy (Part-Time)
*Master of Science, Nursing, Northern Kentucky University, Highland Heights, KY*
*Bachelor of Science, Nursing, Northern Arizona University, Flagstaff, AZ*

Natalya Goodwin (Part-Time)
*Bachelor of Science, Nursing, Wright State University, Dayton, OH*

Janet Grace (Part-Time)
*Bachelor of Science, Nursing, Wright State University, Dayton, OH*

Suzan Gray (Full-Time)
*Bachelor of Science, Nursing, Indiana Wesleyan University, Marion, IN*
*Associate of Applied Science, Nursing, Brightwood College, Dayton, OH*

Trineisha Jackson (Part-Time)
*Master of Science, Nursing, Western Governors University, Salt Lake City, UT*
*Bachelor of Science, Nursing, Indiana Wesleyan University, Marion, IN*

Casey Lakes (Part-Time)
*Bachelor of Science, Nursing, Indiana Wesleyan University, Marion, IN*
*Associate of Science, Nursing, Fortis College, Centerville, OH*
*Diploma, Practical Nursing, Fortis College, Centerville, OH*

Julia LeDuc (Full-Time)
*Master of Science, Nursing, Kent State University, Kent, OH*
*Master of Science, Business, Organizational Management, University of Laverne, Laverne, CA*
*Bachelor of Science, Nursing, Humboldt State University, Arcata, CA*

Lauren Loxley (Full-Time)
*Bachelor of Science, Nursing, Xavier University, Cincinnati, OH*
*Bachelor of Arts, Zoology, Miami University, Oxford, OH*

Mary Matese (Full-Time)
*Master of Science, Nursing Education, Indiana Wesleyan University, Marion, OH*
*Bachelor of Science, Nursing, Indiana Wesleyan University, Marion, OH*
*Associate of Applied Science, Nursing, Kettering College, Kettering, OH*

Shannon Oberding (Full-Time)
*Master of Science, Nursing Education, Walden University, Minneapolis, MN*
*Bachelor of Science, Nursing, Wright State University, Dayton, OH*

Babu Paul (Full-Time)
*Master of Science, Nursing Education, Wright State University, Dayton, OH*
*Bachelor of Science, Nursing, Wright State University, Dayton, OH*

Sonia Pritchett (Part-Time)
*Master of Business Administration, Healthcare Management, Western Governors University, Salt Lake City, UT*
*Bachelor of Science, Nursing, Virginia Commonwealth University, Richmond, VA*

Jessica Qualls (Part-Time)
*Master of Science, Nursing, Frontier Nursing University, Versailles, KY*
*Bachelor of Science, Nursing, Kettering College of Medical Arts, Kettering, OH*
*Associate of Science, Nursing, Edison Community College, Piqua, OH*

Amy Ray (Full-Time)
*Bachelor of Science, Nursing, Chamberlain University, Downers Grove, IL*

Ryan Rifner (Full-Time)
*Bachelor of Science, Nursing, Kettering College, Kettering, OH*

Caren Ritter (Full-Time)
*Master of Science in Nursing, Nursing Education, Capella University, Minneapolis, MN*
*Bachelor of Science in Nursing, RN to BSN, Cappella University, Minneapolis, MN*

Julie Vernon (Full-Time)
*Master of Science, Nursing, Chamberlain University, Addison, IL*
*Bachelor of Science, Nursing – RN to BSN, Chamberlain University, Addison, IL*

## ONLINE

*Instructors who teach online courses within a hybrid program.*

**Allied Health**

Karen Amoscato (Part-Time)
*Master of Arts, Human Resources, Ottawa University, AZ*
*Bachelor of Arts, Human Resources, Ottawa University, AZ*
*Associate in Applied Science, Nursing, Excelsior College, Albany, NY*
*Certificate, Diagnostic Medical Ultrasound Technology, Gateway Community College, AZ*

Folashade Ayanwale (Part-Time)
*Master of Arts, Health Studies, The University of Alabama, Tuscaloosa, AL*
*Bachelor of Arts, Psychology, The University of Alabama, Tuscaloosa, AL*

Dianamaris Bracero (Part-Time)
*Doctor of Chiropractic, Palmer College of Chiropractic Florida, Port Orange, FL*
*Bachelor of Arts, Biology, Rollins College, Winter Park, FL*

Carol Carmien (Part-Time)
*Doctor of Chiropractic, Palmer College of Chiropractic, Davenport, IA*
*Master of Science, Human Anatomy and Physiology Instruction, New York Chiropractic College, Seneca Falls, NY*

Kevin Curtain (Part-Time)
*Doctor of Chiropractic, National University of Health Sciences, Lombard, IL*
*Bachelor of Science, Human Biology, National University of Health Sciences, Lombard, IL*

Heather Dyke (Part-Time)
*Master of Science, Nursing, Capella University, Dallas, TX*
*Bachelor of Science, Nursing, Clarion University, Clarion, PA*
*Associate in Science, Nursing, Mercyhurst University, Erie, PA*

Stephanie Egleston (Part-Time)
*Doctor of Philosophy in Psychology, General Psychology, Northcentral University, La Jolla, CA*
*Master of Science, Psychology, University of Phoenix, Phoenix, AZ*
*Master of Science, Administration of Justice and Security, University of Phoenix, Phoenix, AZ*
*Bachelor of Science, Criminal Justice Administration, University of Phoenix, Phoenix, AZ*
*Associate of Arts, General Studies, University of Phoenix, Phoenix, AZ*
*Associate of Science, Healthcare Management, Ultimate Medical Academy Online, Tampa, FL*
*Associate of Science, Health and Human Services, Ultimate Medical Academy Online, Tampa, FL*
*Registered Medical Assistant*

Constance Elam (Part-Time)
*Master of Science in Pharmacy, Pharmaceutical Sciences, University of Florida, Gainesville, FL*
*Bachelor of Science, Applied Science, University of South Florida, Tampa, FL*
*Associate of Science, Nursing, Orlando Medical Institute, Orlando, FL*

Sara Evans (Part-Time)
*Master of Health Administration, University of Phoenix, Phoenix, AZ*
*Bachelor of Science, Health Information Systems, University of Phoenix, Phoenix, AZ*

Kizzy Ewings (Part-Time)
*Associate of Science, Health Administration Services, Colorado Technical University, Colorado Springs, CO*
*Diploma, Medical Assisting, Everest Institute, Dearborn, MI*

Brandy Ferrara (Part-Time)
*Doctor of Chiropractic, National University of Health Sciences, Lombard, IL*
*Bachelor of Science, Human Biology, National University of Health Sciences, Lombard, IL*
*Bachelor of Arts, Biological Sciences, University of Wisconsin, Milwaukee, WI*

Angela Fleming (Part-Time)
*Master of Arts, Management & Leadership, Webster University, St. Louis, MO*

Don Garrett (Part-Time)
*Doctor of Health Sciences, A.T. Still University, Mesa, AZ*
*Master of Science, Exercise & Movement Science, University of Oregon, Eugene, OR*
*Bachelor of Science, Exercise and Sport Science, Colorado State University, Fort Collins, CO*

Sheryona Green-Owusu (Part-Time)
*Doctor of Chiropractic, Life University, Marietta, GA Bachelor of Science, Biology, Life University, Marietta, GA*

Leonard Hardy (Part-Time)
*Master of Science, Exercise Science & Health Promotion, California University of Pennsylvania, California, PA*
*Bachelor of Science, Sport Management, California University of Pennsylvania, California, PA*

Omar Haye (Part-Time)
*Master of Science, Oriental Medicine, Florida College of Integrative Medicine, Orlando, FL*
*Bachelor of Science, Environmental Science& Policy, University of South Florida, Tampa, FL*

Taylor Hendricks (Part-Time)
*Bachelor of Medical Science, Radiological Tech, Emory University, Atlanta, GA*
*Associate in Applied Science, Radiological Technology, Greenville Technical College, Greenville, SC*

Robert Heriveaux (Part-Time)
*Master of Business Administration, Health Administration, Eastern University, St. Davids, PA*

Shirelle Kemp (Part-Time)
*Master of Education, Career & Technical Education, Concordia University, Seward, NE*
*Bachelor of Science, Allied Health, Wingate University, Wingate, NC*

Julie Krantz (Part-Time)
*Bachelor of Science, Healthcare Management, Rasmussen University, Bloomington, MN*
*Associate of Science, Pharmacy Technician, Southern Technical College, Tamps, FL*
*Diploma, Medical Assisting, Southern Technical College, Tamps, FL*

April McCullum (Part-Time)
*Doctor of Chiropractic, Sherman College of Chiropractic, Boiling Springs, SC*
*Bachelor of Science, Social Sciences, Kansas State University, Manhattan, KS*
*Associate of Arts, Liberal Arts/Pharmacy, Gulf Coast State College, Panama City, FL*

Shawn Molnar (Part-Time)
*Associate in Science, Applied Management, Everest University, Orlando, FL*
*Diploma, Medical Assisting, Bryman College, Orange, CA*

Michelle Morris (Part-Time)
*Associate in Science, Health Information Management, Indian River State College, Fort Pierce, FL*

Formichael Nelson (Part-Time)
*Associate in Science, General Education, Bishop State Community College, Mobile, AL*
*Diploma, Medical Assistant, Fortis College, Mobile, AL*

Jessica Pagan (Part-Time)
*Doctor of Chiropractic, New York Chiropractic College, Seneca Falls, NY*
*Bachelor of Science, Athletic Therapy, University of Puerto Rico, Ponce, P.R.*

Stephanie Russell (Part-Time)
*Master of Health Administration, University of Pheonix, Phoenix, AZ*
*Bachelor of Science, Health Administration, University of Pheonix, Phoenix, AZ*

Yvonne Salmeron (Part-Time)
*Bachelor of Science, Health Care Administration, Brookline College, Phoenix, AZ*

Dana Sawyer (Part-Time)
*Doctor of Nursing Practice, Educational Leadership, American Sentinel University, Denver, CO*
*Master of Science, Nursing Education, American Sentinel University, Denver, CO*
*Bachelor of Science, Nursing, American Sentinel University, Denver, CO*
*Associate of Applied Science, Nursing, Heartland Community College, Normal, IL*

Adam Sergent (Part-Time)
*Doctor of Chiropractic, Palmer College of Chiropractic Florida, Port Orange, FL*

*Master of Business Administration, Organizational Management, Eastern University, St. Davids, PA*
*Bachelor of Science, Psychology, Madonna University, Livonia, MI*
*Associate of Science, Natural Science, Madonna University, Livonia, MI*

Regina Shelton (Part-Time)
*Master of Business Administration, Health Care Administration, National American University, Rapid City, SD*
*Master of Management, National American University, Rapid City, SD*
*Diploma, Medical Assisting, Everest College, Renton, WA*

Ajandra Singh (Part-Time)
*Bachelor of Applied Science, Healthcare Management and Leadership, Bellevue College, Bellevue, WA*
*Diploma, Medical Assistant, Altierus Career College, Everett, WA*

Tonya Smith (Part-Time)
*Doctor of Nursing Practice, Ohio University, Athens, OH*
*Master of Science, Nursing, Indiana Wesleyan University, Marion, IN*
*Bachelor of Science, Nursing, Indiana Wesleyan University, Marion, IN*
*Associate of Applied Science, Nursing, Clark State Community College, Springfield, OH*

Isabelle Tardiff (Part-Time)
*Doctor of Osteopathic Medicine, Osteopathic Medicine, Nova Southeastern University, Fort Lauderdale, FL*
*Bachelor of Arts, Chemistry, Florida Atlantic University, Boca Raton, FL*

Sean Thompson (Part-Time)
*Doctor of Chiropractic, Cleveland Chiropractic College, Los Angeles, CA*

Tiffany Williams (Part-Time)
*Doctor of Chiropractic, Parker University, Dallas, TX*
*Bachelor of Science, Kinesiology & Exercise Science, Florida State University, Tallahassee, FL*

Jessica Wright (Part-Time)
*Master of Science, Health Education, Purdue University Global, West Lafayette, IN*
*Bachelor of Science, Health Science, Purdue University Global, West Lafayette, IN*

**General Education**

Noura Badawi (Part-Time)
*Master of Arts, Teaching of English, Teachers College Columbia University, New York, NY*
*Bachelor of Arts, English Education, Siena College, Loudonville, NY*

Trenaye Bailey (Part-Time)
*Master of Arts, Communications, University of Alabama at Birmingham, AL*
*Bachelor of Arts, Business, Faulkner University, Montgomery, AL*

Brenda Bennett (Part-Time)
*Master of Library Sciences, American Culture, University of Michigan-Flint, Flint, MI*
*Master of Arts, Applied Communication, University of Michigan-Flint, Flint, MI*
*Bachelor of Arts, Social Sciences, University of Michigan-Flint, Flint, MI*

Nancy Berger (Part-Time)
*Master of Arts, English Rhetoric and Composition, University of Central Florida, FL*
*Bachelor of Science, English Language Arts Education, University of Central Florida, FL*

Christopher Bevard (Part-Time)
*Master of Arts, English/Writing, Western Illinois University, Macomb, IL*
*Bachelor of Arts, English, Southeastern Louisiana University, Hammond, LA*

Rosie Branciforte (Part-Time)
*Doctor of Education, University of Central Florida, Orlando, FL*
*Master of Science, Reading, University of Bridgeport, Bridgeport, CT*

Emily Brenton (Part-Time)
*Master of Science, Nutrition, LaSalle University, Philadelphia, PA*
*Bachelor of Science, Nutrition, LaSalle University, Philadelphia, PA*

Tawny Brown (Part-Time)
*Master of Arts, Sociology, Lincoln University, Jefferson City, MO*
*Bachelor of Arts, Political Science, Lincoln University, Jefferson City, MO*

Shalon Bull (Part-Time)
*Master of Science, Food Science and Human Nutrition, University of Florida, Gainesville, FL*
*Bachelor of Science, Food Science and Human Nutrition, University of Florida, Gainesville, FL*

Andrea Constantine (Part-Time)
*Master of Arts, Sociology, Arizona State University, Tempe, AZ*
*Bachelor of Arts, Psychology, Arizona State University, Tempe, AZ*

Eric Cummings (Part-Time)
*Master of Humanities, Humanities English, Tiffin University, Tiffin, OH*

Julie Davis (Part-Time)
*Doctor of Philosophy, Counseling Psychology, Western Michigan University, Kalamazoo, MI*
*Master of Arts, Behavioral Science – Psychology, University of Houston, Houston, TX*
*Bachelor of Arts, English Psychology, Houston Baptist University, Houston, TX*
*Psychologist's License, State of Michigan*

Stephanie Davis (Part-Time)
*Master of Arts, Communication, University of South Alabama, Mobile, AL*
*Bachelor of Arts, Communication / Broadcast Journalism, University of South Alabama, Mobile, AL*

Merrie Dekle (Part-Time)
*Master of Arts, Communication Arts, Austin Peay State University, Clarksville, TN*
*Master of Science, General Psychology, Capella University, Minneapolis, MN*
*Bachelor of Science, Mass Communication, Middle Tennessee State University, Murfreesboro, TN*
*Bachelor of Science, Psychology, Middle Tennessee State University, Murfreesboro, TN*

Christine Douglass (Part-Time)
*Master of Arts, Communication, Eastern Michigan University, Ypsilanti, MI*
*Bachelor of Science, Communications, Eastern Michigan University, Ypsilanti, MI*

Connie Duke (Part-Time)
*Doctor of Education, Educational Leadership, Nova Southeastern University, Fort Lauderdale, FL*
*Master of Arts, English Education, Olivet Nazarene University, Kanakee, IL*
*Bachelor of Arts, Speech, Olivet Nazarene University, Kanakee, IL*

Cathleen Dunn (Part-Time)
*Doctor of Philosophy, Psychology, University of South Florida, Tampa, FL*
*Master of Arts, Psychology, University of South Florida, Tampa, FL*
*Bachelor of Arts, Psychology, University of South Florida, Tampa, FL*

Monette Elizalde (Part-Time)
*Doctor of Philosophy, Education/Mathematics Education, University of the Incarnate Word, San Antonio, TX*
*Master of Arts in Teaching, Elementary Education, Trinity University, San Antonio, TX*
*Bachelor of Arts, Humanities, Trinity University, San Antonio, TX*

Ashraf Esmail (Part-Time)
*Doctor of Philosophy, Sociology/Educational Leadership / Administration & Reading Comprehension, Union Institute and University, Cincinnati, OH*
*Master of Arts, Sociology, Georgia State University, Atlanta, GA*

Joni Gaynor (Part-Time)
*Master of Arts, Psychology, California State University, Fullerton, CA*
*Bachelor of Arts, Major: Psychology, Minor: Management, University of California, Irvine, CA*

Andrea Goldstein (Part-Time)
*Doctor of Philosophy, Clinical Psychology/Forensic Psychology, Carlos Albizu University, Miami, FL*
*Master of Science, Psychology, Carlos Albizu University, Miami, FL*
*Bachelor of Arts, Psychology, Florida Atlantic University, Boca Raton, FL*
*Certificate, Social Studies Education, Florida Atlantic University, Boca Raton, FL*

Carol Guarino (Part-Time)
*Master of Science, Nutrition and Dietetics, College at Oneonta State University of New York, Oneonta, NY*

Andrew Halverson (Part-Time)
*Master of Science, Mathematics, University of Louisiana Lafayette, Lafayette, LA*
*Bachelor of Science, Mathematics, University of Louisiana Lafayette, Lafayette, LA*

Yvonne Ho (Part-Time)
*Master of Arts, English as a Second Language, University of California, Los Angeles, CA*
*Master of Arts, French, Middlebury College, Middlebury, VT*

Ieisha Jones (Part-Time)
*Master of Arts, Sociology, St. John's University, Queens, NY*
*Bachelor of Arts, Administrative Studies, St. John's University, Queens, NY*

Kalpana Kirtane (Part-Time)
*Doctor of Education, Organizational Leadership, Nova University, Fort Lauderdale, FL*
*Master of Science, Mathematics, University of Central Florida, Orlando, FL*

Janene Krieger (Part-Time)
*Master of Arts, Sociology, University of Colorado (Colorado Springs), Colorado Springs, CO*
*Bachelor of Science, Individualized Degree Program, Metropolitan State University of Denver, Denver, CO*

Joris Kwakye (Part-Time)
*Master of Science, Mathematics, Clark Atlanta University, Atlanta, GA*

Lindsey Lee (Part-Time)
*Master of Arts in Education, Health Education, University of Alabama at Birmingham, Birmingham, AL*
*Bachelor of Science, Nutrition and Food Science, Nutrition Diet, Auburn University, Auburn, AL*
*Registered Dietician, State of Alabama*

Shreya Lui (Part-Time)
*Doctor of Medicine, Medical University of Lublin, Lublin, Poland*
*Bachelor of Psychology, Rutgers University, Newark, NJ*
*Certified Clinical Medical Assistant, National Healthcareer Association*

Anita Mamoran (Part-Time)
*Master of Science, in Counseling/Psy, Social Services Counseling, Troy University, Troy, AL*
*Master of Science, Intern Relations/National, Troy University, Troy, AL*
*Bachelor of Science, Psychology, Troy University, Troy, AL*

Catherine Mantle (Part-Time)
*Master of Arts, Communication, West Texas A&M University, Canyon, TX*

Denise McCaffrey (Part-Time)
*Master of Science, Nutrition and Integrative Health, Maryland University of Integrative Health, Laurel, MD*
*Bachelor of Science, Environmental Studies, San Jose State University, San Jose, CA*

Mary McGee (Part-Time)
*Master of Education, Curriculum and Instruction, Doane College, Crete, NE*
*Master of Science, Mathematics, University of Nebraska at Omaha, Omaha, NE*
*Bachelor of Arts, Mathematics, Doane College, Crete, NE*

Amanda Neuman (Part-Time)
*Master of Arts, SCDA, Interpersonal and Public Communications, Central Michigan University, Mt. Pleasant, MI*
*Bachelor of Arts, Psychology, Saginaw Valley State University, University Center, MI*

Kelly Nuckolls (Part-Time)
*Master of Science, Family and Consumer Sciences, Eastern Illinois University, Charleston, IL*

Leane Pupo (Part-Time)
*Masters in Psychology, American Public University System, Charles Town, WV*
*Bachelor of Science, Psychology, University of Central Florida, Orlando, FL*

Ileana Roiz-Felipe (Part-Time)
*Doctorate of Education, Educational Leadership, Argosy University, Sarasota, FL*
*Master of Science, I/O, Psychology, Carlos Albizu University, Miami, FL*
*Bachelor of Science, Psychology, Carlos Albizu University, Miami, FL*

Ethan Ross (Part-Time)
*Master of Fine Arts, Creative Writing, Old Dominion University, Norfolk, VA*
*Bachelor of Arts, English-Writing, Spring Arbor University, Spring Arbor, MI*

Kathryn Sellers (Part-Time)
*Master of Science, Psychology, Auburn University at Montgomery, Montgomery, AL*
*Bachelor of Arts, Psychology, University of Montevallo, Montevallo, AL*

Diana Simon (Part-Time)
*Master of Science, Nutrition and Food Sciences, Montclair State University, Montclair, NJ*
*Bachelor of Arts, Psychology, William Peterson University, Wayne, NJ*
*Certificate, American Dietetic Association, Montclair State University, Montclair, NJ*

Michael Storper (Part-Time)
*Master of Science, Innovative Teach/Mathematics, Nova Southeastern University, Fort Lauderdale, FL*
*Bachelor of Science, Math, Nova Southeastern University, Fort Lauderdale, FL*

Lauren Tucker (Part-Time)
*Master of Arts, Human Services: Marriage and Family, Liberty University, Lynchburg, VA*
*Bachelor of Science, Psychology, Longwood University, Farmville, VA*

Jordan Vosmik (Part-Time)
*Doctor of Philosophy, Psychology, Arizona State University, Tempe, AZ*
*Master of Arts, Psychology, Arizona State University, Tempe, AZ*

Joseph Williams (Part-Time)
*Master of Divinity, Divinity, Andrews University, Berrien Springs, MI*
*Master of Arts, Communication, Grand Canyon University, Phoenix, AZ*
*Master of Science, Sociology, Grand Canyon University, Phoenix, AZ*

Kiki Wilson (Part-Time)
*Master of Science, Communication, Walden University, Minneapolis, MN*

Rebecca Wilson (Part-Time)
*Doctor of Psychology, California Southern University, Costa Mesa, CA*
*Master of Science, Education Community and College Counsel, Longwood University, Farmsville, VA*
*Bachelor of Science, Psychology, Radford University, Radford, VA*

Amy Winskie (Part-Time)
*Master of Education, Education, Georgia Southern University, Statesboro, GA*
*Bachelor of Science, Mathematics, The University of North Carolina at Wilmington, Wilmington, NC*

**Other**

Khalid Ayyubov (Part-Time)
*Master of Information Systems, University of Phoenix, Phoenix, AZ*
*Master of Arts, Education/Adult Education and Training, University of Phoenix, Phoenix, AZ*
*Bachelor of Science, Information Technology, DeVry University, Addison, IL*

Michele Distler (Part-Time)
*Doctor or Nursing Practice, Capella University, Dallas, TX*
*Master of Business Administration, University of South Florida, Tampa, FL*
*Master of Science, Nursing, Rasmussen University, Bloomington, MN*
*Bachelor of Science, Nursing, University of South Florida, Tampa, FL*

Jimmie Flores (Part-Time)
*Doctor of Management, Organizational Leadership/Information Systems & Technology, University of Phoenix, Phoenix, AZ*
*Doctor of Philosophy, Human and Organizational Systems, Fielding Graduate University, Santa Barbara, CA*
*Master of Arts, Human and Organizational Systems, Fielding Graduate University, Santa Barbara, CA*
*Master of Education, Education/Curriculum Instruction & Assessment, Regis University, Denver, CO*
*Master of Non-Profit Management, Management, Regis University, Denver, CO*
*Master of Science, Management, Regis University, Denver, CO*
*Master of Science, Computer Information Technology, Regis University, Denver, CO*
*Master of Science, Educational Technology, DeVry University, Chicago, IL*
*Master of Business Administration, Finance Concentration Marketing Concentration, University of St. Thomas, Houston, TX*
*Bachelor of Business Administration, Corporate Finance Management, St. Mary's University, San Antonio, TX*

Farishta Goodyear (Part-Time)
*Master of Science, Info Systems Technologies, Wilmington University, New Castle, DE*
*Bachelor of Science, Computer and Network Security, Wilmington University, New Castle, DE*

Tamer Ibrahim (Part-Time)
*Master of Computer Science, Computer Engineering, Silicon Valley University, San Jose, CA*
*Master of Business Administration, Business Administration, California State University, Hayward, CA*

Carole Sanders (Part-Time)
*Master of Arts, Health Information Management, The College of Saint Scholastica, Duluth, MN*
*Bachelor of Science, Health Information Administration, Loma Linda University, Loma Linda, CA*
*Certificate, Health Information Management, The College of Saint Scholastica, Duluth, MN*

Willard Widmar (Part-Time)
*Master of Information Systems Management, Information Systems Management, DeVry University, Lisle, IL*
*Bachelor of Business Administration, University of Milwaukee, Milwaukee, WI*

**Nursing**

**Hybrid**
Amber Adair (Part-Time)
*Master of Science, Nursing, University of South Alabama, AL*
*Bachelor of Science, Nursing, Post University, Waterbury, CT*
*Associate in Applied Science, Nursing, Tulsa Community College, Tulsa, OK*

Jennifer Aloni (Part-Time)
*Master of Science, Nursing, Wilmington University, New Castle, DE Bachelor of Science, Nursing, Wilmington University, New Castle, DE*
*Associate of Applied Science, Nursing, Raritan Valley Community College, Somerville, NJ*

Loice Collins (Part-Time)
*Master of Science, Nursing, Walden University, Minneapolis, MN Bachelor of Science, Nursing, Old Dominion University, Norfolk, VA*
*Associate of Applied Science, Nursing, Northeastern Oklahoma A&M College, Miami, OK*

John Davanzo (Part-Time)
*Master of Science in Nursing, Nursing Administration, Thomas Edison State University, Trenton, NJ*
*Master of Business Administration, Computer Information Systems, Baker College, Owosso, MI*
*Bachelor of Science, Nursing, Thomas Edison State University, Trenton, NJ*
*Bachelor of Science, Emergency Medical Technology, Madonna University, Livonia, MI*
*Associate in Applied Science, Nursing, Excelsior University, Albany, NY*

Pam Ferguson (Part-Time)
*Doctor of Philosophy, Educational Administration, Illinois State University, Normal, IL*
*Master of Science, Nursing, Bradley University, Peoria, IL*
*Bachelor of Science, Nursing, Iowa Wesleyan University, Mount Pleasant, IA*
*Associate of Applied Science, Nursing, Southeastern Community College, Columbus County, NC*

Karon Foster (Part-Time)
*Master of Science, Nursing, University of North Alabama, Florence, AL*
*Bachelor of Science, Nursing, University of North Alabama, Florence, AL*
*Associate of Science, Nursing, Mississippi University for Women, Columbus, MS*

Brian Harbour (Full-Time)
*Bachelor of Science, Nursing, California State University, Sacramento, CA*

William Johnson (Part-Time)
*Master of Science, Nursing Education, Denver College of Nursing, Denver, CO*

Katharine Kyrch (Part-Time)
*Master of Science, Nursing, College of Our Lady of the Elms, Chicopee, MA*
*Bachelor of Science, Nursing, Chamberlain University, Tinley Park, IL*

Marie Claire Lemaire (Part-Time)
*Master of Science, Nursing, South University, Savannah, GA*
*Bachelor of Science, Nursing, Florida Atlantic University, Boca Raton, FL*
*Associate of Science, Nursing, Broward College, Weston, FL*

Melissa Lovrich (Full-Time)
*Master of Science, Nursing, Oklahoma Wesleyan University, Bartlesville, OK*
*Bachelor of Science, Nursing, Oklahoma Panhandle State University, Goodwell, OK*
*Associate in Applied Science, Nursing, Rogers State University, Claremore, OK*

Jennifer Martinez (Full-Time)
*Master of Science, Nursing, University of Phoenix, Phoenix, AZ*
*Master of Health Administration, University of Phoenix, Phoenix, AZ*
*Bachelor of Science, Registered Nursing, ECPI University, Newport News, VA*
*Associate of Applied Science, Registered Nursing, ECPI University, Newport News, VA*
*Diploma, Practical Nursing, New Horizons Regional Education Center, Hampton, VA*

Shelicia Morton-Ford (Part-Time)
*Doctor of Nursing Practice, Nursing, Capella University, Dallas, TX*
*Bachelor of Science, Nursing, The University of Alabama at Birmingham, Birmingham, AL*
*Associate of Applied Science, Nursing, Shelton State Community College, Tuscaloosa, AL*

Pamela Otero (Full-Time)
*Master of Science, Nursing, Purdue University, West Lafayette, IN*
*Bachelor of Science, Nursing, Purdue University, West Lafayette, IN*
*Associate of Science, Nursing, Purdue University, West Lafayette, IN*

Colleen Price (Part-Time)
*Master of Science, Nursing, Norwich University, Northfield, VT*
*Bachelor of Science, Nursing, University of Mary Hardin-Baylor, Belton, TX*

Christina Raymond (Part-Time)
*Master of Science, Nursing, Grand Canyon University, Phoenix, AZ*
*Bachelor of Science, Nursing, Indiana Wesleyan University, Marion, IN*
*Associate of Applied Science, Nursing, Cuyahoga Community College, Highland Hills, OH*

Kayla Salvaggio (Part-Time)
*Master of Science, Nursing, University of Phoenix, Phoenix, AZ*
*Bachelor of Science, Nursing, University of South Florida, Tampa, FL*

Tammy Schossler (Full-Time)
*Master of Science, Nursing, The University of Texas Health Science Center at Houston, Houston, TX*
*Bachelor of Science, Nursing, Villa Maria College, Buffalo, NY*

Mary Tencza (Full-Time)
*Doctor of Nursing Practice, Purdue University Global, Chicago, IL*
*Master of Science, Nursing, Drexel University, Philadelphia, PA*
*Bachelor of Science, Nursing, Drexel University, Philadelphia, PA*

Lisa Thompson (Part-Time)
*Doctor of Nursing Practice, Northern Kentucky University, Highland Heights, KY*
*Master of Science, Nursing, Benedictine University, Lisle, IL*
*Bachelor of Science, Nursing, Eastern Kentucky University, Richmond, KY*

Janeen Wood (Part-Time)
*Doctor of Nursing Practice, Frontier Nursing University, Versailles, KY*
*Master Science in Nursing, Frontier Nursing University, Versailles, KY*
*Bachelor of Science, Public Health, Utah State University, Logam, UT*
*Associate of Science, Nursing, Weber State University, Ogden, UT*

Ivon Zayas Hernandez (Part-Time)
*Doctor of Medicine, Higher Institute of Medical Sciences of Villa Clara, Cuba*
*Master of Science, Nursing, University of Phoenix, Phoenix, AZ*
*Associate of Science, Nursing, Miami Regional University, Miami Springs, FL*

**Blended**

Tina Arstingstall (Part-Time)
*Doctorate of Nursing Practice, Acute Care Pediatric Nurse Practitioner, University of Cincinnati, Cincinnati, OH*
*Bachelor of Science, Nursing, Indiana Wesleyan University, Marion, IN*
*Associate of Applied Science, Nursing, Sinclair Community College, Dayton, OH*

Karlee Bally (Full-Time)
*Doctor of Nursing Practice, Nursing Practice, Oakland University, Rochester, MI*
*Master of Science in Nursing, University of Phoenix, Phoenix, AZ*
*Bachelor of Science, Nursing, Saginaw Valley State University, University Center, MI*

Brooke Becker (Part-Time)
*Doctor of Nursing Practice, The University of Iowa, Iowa City, IA*
*Master of Science in Nursing, Pediatric Nurse Practice, Maryville University, St. Louis, MO*
*Bachelor of Science in Nursing, RN to BSN, Grand Canyon University, Phoenix, AZ*
*Associate of Science, Nursing, Mercy College of Health Sciences, Des Moines, IA*

Deon Bird (Part-Time)
*Doctor of Nursing Practice, Nursing, Chamberlain University, Addison, IL*
*Master of Science, Nursing Education, SUNY Empire State College, Saratoga Springs, NY*
*Bachelor of Science, Nursing, SUNY Empire State College, Saratoga Springs, NY*
*Associate in Applied Science, Suffolk County Community College, Selden, NY*

Betty Bogart Diaz (Full-Time)
*Master of Science, Nursing, University of Phoenix, Phoenix, AZ*
*Bachelor of Science, Nursing, University of Phoenix, Phoenix, AZ*

Adriana Bugg-Cutler (Full-Time)
*Master of Science, Nursing, Capella University, Minneapolis, MN*
*Bachelor of Science, Nursing, Martin Methodist College, Pulaski, TN*

Cheryl Burke (Full-Time)
*Master of Science, Nursing, The University of Scranton, Scranton, PA*
*Bachelor of Science, Nursing, The University of Scranton, Scranton, PA*

Sara Channell (Part-Time)
*Master of Science, Nursing, Franklin University, Columbus, OH*
*Bachelor of Science, Nursing, Mount Carmel College of Nursing, Columbus, OH*

Theresa Corker (Full-Time)
*Doctor of Education, Teaching and Learning, University of St. Augustine for Health Sciences, St. Augustine, FL*
*Master of Science, Nursing, Thomas University, Thomasville, GA*

*Bachelor of Science, Nursing, Thomas University, Thomasville, GA*
*Associate of Science, Nursing, Albany State University, Albany, GA*
*Graduate Certificate, Nursing Administration, Thomas University, Thomasville, GA*

Sarah Cox (Full-Time)
*Doctor of Nursing Practice, Northern Kentucky University, Highland Heights, KY*
*Post MSN Graduate Certificate, Psych Mental Health Nurse Practitioner, Northern Kentucky University, Highland Heights, KY*
*Master of Science in Nursing, Nursing Administration, University of St. Francis, Joliet, IL*
*Bachelor of Science, Nursing, Grand Canyon University, Phoenix, AZ*

Jessie Dati (Part-Time)
*Master of Science, Nursing, Chamberlain University, Addison, IL*
*Bachelor of Science, Nursing, University of Wisconsin - Milwaukee, Milwaukee, WI*

Desiree Davis (Part-Time)
*Master of Science, Nursing, Walden University, Minneapolis, MN Associate of Nursing, Fortis College, Centerville, OH*

Brianne Dvorak (Part-Time)
*Master of Science, Nursing, Walden University, Minneapolis, MN*
*Bachelor of Science, Nursing, Eastern University, St. Davids, PA*

Krista Edison (Part-Time)
*Master of Science, Nursing, Denver College of Nursing, Denver, CO*
*Bachelor of Science, Nursing, Denver College of Nursing, Denver, CO*

Stephen Goux (Part-Time)
*Master of Nursing, Duquesne University, Pittsburgh, PA*
*Master of Science in Pharmacy, Pharmaceutical Sciences, University of Florida, Gainesville, FL*
*Graduate Certificate, Forensic Serology and DNA, University of Florida, Gainesville, FL*
*Bachelor of Science, Nursing, Mercer University, Macon, GA*

Dawn Harbour (Part-Time)
*Master of Science in Nursing, Nurse Educator Track, Liberty University, Lynchburg, VA*
*Bachelor of Science, Nursing, San Diego State University, San Diego, CA*
*Certificate, Pediatric Clinical Nurse Specialist Post-Master's, California State University Dominguez Hills, Carson, CA*

Lisa Kaminski (Part-Time)
*Master of Science, Nursing, Norwich University, Northfield, VT*
*Graduate Level Certificate, Adult-Gerontology Primary Care Nurse Practitioner, Purdue University Global, West Lafayette, IN*
*Bachelor of Science, Nursing, Ursuline College, Pepper Pike, OH*

Susan Keogh (Part-Time)
*Master of Science in Nursing, Nursing/Health Care Education, University of Phoenix, Phoenix, AZ*

Susan Luminoso (Full-Time)
*Master of Science, Nursing, Nova Southeastern University, Fort Lauderdale, FL*
*Bachelor of Science, Nursing, Florida Atlantic University, Boca Raton, FL*
*Associate in Science, Nursing, Palm Beach State College, Lake Worth, FL*

John Maddux (Full-Time)
*Doctor of Chiropractic, Logan College of Chiropractic, Chesterfield, MO*
*Master of Science, Nursing, Jefferson College of Nursing, Philadelphia, PA*
*Bachelor of Science, Nursing, Remington College, Lake Mary, FL*

Sandy McCaffrey (Part-Time)
*Master of Science, Nursing, University of Phoenix, AZ*
*Bachelor of Science, Nursing, Pennsylvania Western University, California, PA*

Tiffany Miller (Part-Time)
*Master of Science, Nursing, Capella University, Dallas, TX*
*Bachelor of Science, Nursing, Metropolitan State University, St. Paul, MN*
*Associate of Science, Nursing, Inver Hills Community College, Inver Grove Heights, MN*

Connie Morris (Full-Time)
*Master of Science, Nursing, Walden University, Minneapolis, MN*
*Bachelor of Science, Nursing, Jacksonville University, Jacksonville, FL*
*Associate of Science, Nursing, Florida State College at Jacksonville, Jacksonville, FL*

Ashley Neal (Full-Time)
*Master of Science, Nursing, Western Governors University, Salt Lake City, UT*
*Bachelor of Science, Nursing, Ohio University, Athens, OH*
*Associate of Applied Science, Nursing, Edison State Community College, Piqua, OH*

Susan Perankovich (Full-Time)
*Master of Science, Nursing, University of South Alabama, Mobile, AL*
*Bachelor of Science, Nursing, University of South Alabama, Mobile, AL*
*Associate of Science, Registered Nursing, Pensacola State College, Pensacola, FL*
*Career Certificate, Practical Nursing, Pensacola State College, Pensacola, FL*

Jessica Priser-Cox (Part-Time)
*Master of Science, Nursing, Western Governors University, Salt Lake City, UT*
*Bachelor of Science, Nursing, Western Governors University, Salt Lake City, UT*
*Associate of Applied Science, Nursing, Southern State Community College, Hillsboro, OH*
*Associate of Arts, Arts & Science, Southern State Community College, Hillsboro, OH*
*Certificate, Practical Nursing, Southern State Community College, Hillsboro, OH*

Elizabeth Roberts (Full-Time)
*Doctor of Nursing Practice, Walden University, Minneapolis, MN*
*Master of Science, Nursing, University of Phoenix, Phoenix, AZ*
*Bachelor of Science, Nursing, University of Phoenix, Phoenix, AZ*
*Associate of Health Science, Nursing, Midlands Technical College, Columbia, SC*

Roxie Rogers (Full-Time)
*Doctor of Nursing Practice, Capella University, Minneapolis, MN*
*Master of Science, Nursing, Indiana Wesleyan University, Marion, IN*
*Bachelor of Science, Nursing, Kentucky State University, Frankfort, KY*
*Associate of Applied Science, Nursing, Bluegrass Community and Technical College, Lexington, KY*
*Diploma, Practical Nurse, Bluegrass Community and Technical College, Lexington, KY*

Angela Shoemake (Part-Time)
*Master of Science, Nursing, University of Phoenix, Phoenix, AZ*
*Bachelor of Science, Nursing, East Stroudsburg University, East Stroudsburg, PA*

Anne Tourney (Part-Time)
*Master of Science, Applied Gerontology, Brenau University, Gainesville, GA*
*Master of Science, Nursing, Regis University, Denver, CO*
*Bachelor of Science, Nursing, Regis University, Denver, CO*

LaShon Williams (Part-Time)
*Master of Science, Nursing, Western Governors University, Salt Lake City, UT*
*Bachelor of Science, Nursing, James Madison University, Harrisonburg, VA*

Leanne Young (Part-Time)
*Master of Science, Nursing, Youngstown State University, Youngstown, OH*
*Bachelor of Science, Nursing, Ashland University, Ashland, OH*

# Programs

## Dental Assisting

| | |
|---|---|
| **Mode of Delivery** | **Hybrid - Courses delivered online are identified below; all other courses are offered in a traditional on-campus (residential) mode of delivery.** |
| **Credential Awarded** | **Diploma** |
| **Contact Hours** | **1040** |
| **Program Quarter Credits** | **60** |
| **Instructional Weeks** | **48.00** |
| **Total Clock Hours** | **Including Recognized Out-of-Class Work Hours: 1,300** |

**Length in Months**: 12 / Quarters 4*
**Based on full-time enrollment*

**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 situations 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.

**Credentialing Exams**

The program prepares graduates with the requisite knowledge and skills to challenge the three-part Certified Dental Assistant (CDA) exam administered by the Dental Assisting National Board (DANB). However, graduates of the program are eligible to take the General Chairside

Assisting (GC) portion of the exam only if the program is approved by the Commission on Dental Accreditation (CODA) or after working 3500 hours as a dental assistant. There are no eligibility requirements for taking the Radiation Health and Safety Examination (RHS) or the Infection Control Examination (ICE) Examination.

Graduates of this program are eligible for taking the Dental Assisting National Board's (DANB) Radiation Health and Safety (RHS), and the Infection Control Examination (ICE) Examinations.

**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 | Name | Contact Hours | Clock Hours | Credits | Quarter Credits |
|---|---|---|---|---|---|
| AHP101 | Introduction to Health Professions | 0 | 60 | 4 | 0 |
| AHP105 | Medical Terminology | 0 | 60 | 4 | 0 |
| AHP106 | Medical Anatomy and Physiology | 0 | 60 | 4 | 0 |
| DAS110 | Fundamentals of Dental Assisting | 0 | 60 | 4 | 0 |
| DAS116 | Infection Control | 0 | 60 | 4 | 0 |
| DAS120 | Dental Procedures and Techniques | 0 | 60 | 4 | 0 |
| DAS125 | Dental Materials and Lab Techniques | 0 | 60 | 4 | 0 |
| DAS130 | Dental Restorative Procedures | 0 | 60 | 4 | 0 |
| DAS135 | Dental Radiology | 0 | 60 | 4 | 0 |
| DAS140 | Dental Office Procedures and Billing | 0 | 60 | 4 | 0 |
| DAS145 | Dental Specialties and Expanded Functions | 0 | 60 | 4 | 0 |
| DAS151 | Dental Capstone | 0 | 60 | 4 | 0 |
| DAS190 | Externship I | 0 | 160 | 6 | 0 |
| DAS195 | Externship II | 0 | 160 | 6 | 0 |

*AHP105, AHP106: Online delivery*

**Schedule**

*Morning: 9:00 a.m. – 2:00 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. Classes may be scheduled as noted above, including any instructional week which contains a School holiday, in which case, class may also be scheduled on Friday.*

# Heating, Ventilating, Air Conditioning and Refrigeration

| | |
|---|---|
| **Mode of Delivery** | **Residential** |
| **Credential Awarded** | **Diploma** |
| **Contact Hours** | **960** |
| **Program Quarter Credits** | **64** |

| | |
|---|---|
| **Instructional Weeks** | 48.00 |
| **Total Clock Hours** | Including Recognized Out-of-Class Work Hours: 1,600 |

**Length in Months**: 12 / Quarters: 4*
**Based on full-time enrollment*

**Objective**

The objective of the program is to provide the student 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 & 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. Students will be required to take and pass the EPA certification exam. Students are trained to work as heating, air conditioning and/or refrigeration service technicians in both residential and commercial sites.

**Credentialing Exams**

Students in their final quarter are eligible to take the EPA Universal Certification Exam.

**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 | Name | Contact Hours | Clock Hours | Credits | Quarter Credits |
|---|---|---|---|---|---|
| SKW101 | Introduction to Skilled Professions | 0 | 60 | 4 | 0 |
| HVR105 | Thermodynamics | 0 | 60 | 4 | 0 |
| HVR110 | Practical Applications of Electricity | 0 | 60 | 4 | 0 |
| HVR115 | HVACR Controls | 0 | 60 | 4 | 0 |
| HVR120 | Controls, Motors and Motor Controls | 0 | 60 | 4 | 0 |
| HVR125 | Refrigerants | 0 | 60 | 4 | 0 |
| HVR130 | Residential Air Conditioning | 0 | 60 | 4 | 0 |
| HVR140 | Commercial Refrigeration Concepts | 0 | 60 | 4 | 0 |
| HVR141 | Industrial Refrigeration and Commercial Air Conditioning | 0 | 60 | 4 | 0 |
| HVR150 | Electric Heat and Heat Pumps | 0 | 60 | 4 | 0 |
| HVR155 | Gas Heating Systems | 0 | 60 | 4 | 0 |
| HVR160 | Oil Heating Systems | 0 | 60 | 4 | 0 |
| HVR165 | HVAC System Performance | 0 | 60 | 4 | 0 |

| | | | | | |
|---|---|---|---|---|---|
| HVR170 | Water-Based Heating Systems | 0 | 60 | 4 | 0 |
| HVR175 | HVAC Troubleshooting and Service Calls | 0 | 60 | 4 | 0 |
| HVR180 | EPA Certification Preparation | 0 | 60 | 4 | 0 |

**Schedule**

*Morning: 8:30 a.m. – 1:30 p.m. Monday through Thursday and Evening: 5:30 p.m. – 10:30 p.m. Monday through Thursday.*
*Hours are subject to change. Classes may be scheduled as noted above, including any instructional week which contains a School holiday, in which case, class may also be scheduled on Friday.*

# Medical Assisting

| | |
|---|---|
| **Mode of Delivery** | **Hybrid - Courses delivered online are identified below; all other courses are offered in a traditional on-campus (residential) mode of delivery.** |
| **Credential Awarded** | **Diploma** |
| **Contact Hours** | **780** |
| **Program Quarter Credits** | **46** |
| **Instructional Weeks** | **36.00** |
| **Total Clock Hours** | **Including Recognized Out-of-Class Work Hours: 1,180** |

**Length in Months**: 9 / Quarters: 3*
**Based on full-time enrollment*

**Objective**

Medical Assistants play an integral part in performing administrative and clinical tasks and support 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 situations on-site 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.

**Credentialing Exams**

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

**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 | Name | Contact Hours | Clock Hours | Credits | Quarter Credits |
|---|---|---|---|---|---|
| AHP101 | Introduction to Health Professions | 0 | 60 | 4 | 0 |
| AHP105 | Medical Terminology | 0 | 60 | 4 | 0 |
| AHP106 | Medical Anatomy and Physiology | 0 | 60 | 4 | 0 |
| MAS110 | Clinical Procedures and Techniques | 0 | 60 | 4 | 0 |
| MAS115 | Laboratory Procedures and Techniques | 0 | 60 | 4 | 0 |
| MAS125 | Invasive Clinical Procedures | 0 | 60 | 4 | 0 |
| MAS135 | Certification Review and Career Development | 0 | 60 | 4 | 0 |
| MAS190 | Externship | 0 | 180 | 6 | 0 |
| MOA110 | Medical Office Procedures | 0 | 60 | 4 | 0 |
| MOA115 | Medical Records and Insurance | 0 | 60 | 4 | 0 |
| MOA120 | Electronic Health Records | 0 | 60 | 4 | 0 |

*AHP105 AHP106 MOA110 MOA115 MOA120: Online delivery*

**Schedule**

*Morning: 9:00 a.m. – 2:00 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. Classes may be scheduled as noted above, including any instructional week which contains a School holiday, in which case, class may also be scheduled on Friday.*

# Nursing

| | |
|---|---|
| **Mode of Delivery** | **Hybrid - Courses delivered online are identified below; all other courses are offered in a traditional on-campus (residential) mode of delivery.** |
| **Credential Awarded** | **Associate of Applied Science** |
| **Contact Hours** | **1500** |
| **Program Quarter Credits** | **106** |
| **Instructional Weeks** | **96.00** |
| **Total Clock Hours** | **Including Recognized Out-of-Class Work Hours: 3,080** |

**Length in Months**: 24 / Quarters: 8* (Full-Time)
**Based on full-time enrollment*

**Nursing Mission, Goals, and Student Learning Objective**

**Mission**

It is the mission of Fortis College's nursing programs to serve the needs of society by offering excellent nursing programs that exemplify the highest standards and educational outcomes. The nursing programs are based upon contemporary, educationally sound, conceptual frameworks, which include supporting concepts of critical thinking, nursing process, therapeutic interventions, therapeutic communication, and leadership to help students develop and expand their nursing roles. These programs emphasize the values of caring and advocacy, professional accountability, and professional ethics. Both faculty and students reflect these attributes when serving the needs of society in their respective roles.

**Philosophy**

The Nursing Department aligns the programs' philosophy, outcomes, and curricula with the mission and philosophy of Education Affiliates. Nursing combines art, science, and human connection for healing, while health involves unity of mind, body, and spirit, including health within illness. Fortis College's nursing programs are deeply rooted in a set of guiding philosophies aligned with our mission, vision, and trajectory. These principles form the core of our commitment to delivering exceptional education in healthcare.

Our approach is grounded in clinical competency, ensuring that learners possess the skills and knowledge needed for effective patient care. Communication and interpersonal skills are emphasized to create empathetic caregivers who excel in understanding and connecting with patients.

Holistic patient care underscores our dedication to treating patients comprehensively, addressing both their physical and emotional well-being. Collaboration and teamwork are central, recognizing the importance of harmonious interprofessional relationships in modern healthcare.

Ethical and professional practice are non-negotiable, instilling in our students the highest standards of integrity. Additionally, we equip learners with technological competence, recognizing the role of innovation in shaping contemporary healthcare.

These philosophies collectively define how we design programs, engage learners, and interact with stakeholders. With these principles, Fortis College prepare healthcare professionals to make a meaningful impact, aligning our educational efforts with our greater mission.

**Student Learning Outcomes - Associate Degree in Nursing Program**

1. Analyze relevant assessment data to provide holistic client-centered care.
2. Utilize the nursing process, critical thinking, evidence-based information, and knowledge from the arts and sciences to support sound clinical decisions.
3. Communicate effectively through verbal, nonverbal, written, and technological means with individuals, families, and healthcare team members.
4. Apply nursing process for clients in a safe, compassionate, culturally competent manner that promotes human dignity.
5. Manage the efficient, effective use of human, physical, financial, and technological resources in providing continuity of care within and across healthcare settings.
6. Collaborate with individuals, families, and healthcare team members in providing comprehensive, individualized patient care.
7. Demonstrate accountability in adhering to standards of professional practice within legal and ethical frameworks.
8. Participate in activities that promote professional development and personal growth.

Upon graduation, the graduate is eligible to apply to take the National Council Licensure Examination (NCLEX-RN), passage of which is required to obtain a license to practice nursing in the state of Ohio.

Graduation from the Associate Degree in Nursing program does not guarantee eligibility to sit for state licensure examination in this or any other state.

## Plan of Study

| Course Code | Name | Contact Hours | Clock Hours | Credits | Quarter Credits |
|---|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| AHP216 | Anatomy and Physiology I | 0 | 80 | 6 | 0 |
| AHP217 | Anatomy and Physiology II | 0 | 80 | 6 | 0 |
| BIO101 | General Biology | 0 | 60 | 5 | 0 |
| BIO205 | Microbiology | 0 | 60 | 4 | 0 |
| CMP105 | Introduction to Informatics | 0 | 20 | 2 | 0 |
| COM205 | Effective Communication | 0 | 40 | 4 | 0 |
| ENG101 | English Composition | 0 | 40 | 4 | 0 |
| MAT101 | College Mathematics | 0 | 40 | 4 | 0 |
| NUR100 | Pharmacology | 0 | 50 | 5 | 0 |
| NUR101 | Health Assessment | 0 | 50 | 4 | 0 |
| NUR104 | Foundations of Nursing | 0 | 150 | 8 | 0 |
| NUR201 | Medical-Surgical Nursing I | 0 | 180 | 9 | 0 |
| NUR202 | Maternal-Newborn Nursing | 0 | 60 | 4 | 0 |
| NUR203 | Pediatric Nursing | 0 | 60 | 4 | 0 |
| NUR204 | Leadership and Management | 0 | 20 | 2 | 0 |
| NUR206 | Community Nursing Concepts | 0 | 20 | 2 | 0 |
| NUR208 | Mental Health Nursing | 0 | 60 | 4 | 0 |
| NUR209 | Medical-Surgical Nursing II | 0 | 160 | 8 | 0 |
| NUR210 | Transition to Practice – Capstone | 0 | 120 | 6 | 0 |
| PSY101 | General Psychology | 0 | 40 | 4 | 0 |
| PSY278 | Human Growth and Development | 0 | 40 | 4 | 0 |
| SCI115 | Fundamentals of Human Nutrition | 0 | 30 | 3 | 0 |
| SOC101 | Sociology | 0 | 40 | 4 | 0 |

*COM205, ENG101, MAT101, PSY101, SOC101: General education/other related courses*

*BIO101, BIO205, CMP105, PSY278, SCI115: General education – related course*

*CMP105, COM205, ENG101, MAT101,* NUR204">*NUR204, NUR206, PSY101, PSY278, SCI115, SOC101: Online delivery*

*AHP216, CMP105, NUR104, PSY278, SCI115: Awarding of Academic Credit for Licensed Practical Nurses: Prospective students who have completed a Practical Nursing program and hold an active, unencumbered PN license may be awarded up to 23 quarter credits for these courses in the Associate Degree in Nursing program. Prospective students who completed a Practical Nursing program that did not include a course in general informatics may be awarded only 21 quarter credits and will be required to take CMP105 Introduction to Informatics as part of their plan of study.*

*NUR202, NUR203, NUR208: Blended delivery (lecture online, lab and clinical residential)*

**Schedule**

*Morning: 8:00 a.m. – 5:00 p.m. Monday through Friday and Evening: 5:00 p.m. – 11:00 p.m. Monday through Friday.*
**Required clinical hours may be scheduled outside of typical class sessions. Clinical hours will be available during typical office hours. Hours are subject to change.*
*Clinical times are scheduled based on the availability of the clinical sites and may occur during daytime hours, evenings, nights, weekends, and holidays as assigned.*

# Practical Nursing

| | |
|---|---|
| **Mode of Delivery** | **Hybrid - Courses delivered online are identified below; all other courses are offered in a traditional on-campus (residential) mode of delivery.** |
| **Credential Awarded** | **Diploma** |
| **Contact Hours** | **1350** |
| **Program Quarter Credits** | **82** |
| **Instructional Weeks** | **60.00** |
| **Total Clock Hours** | **Including Recognized Out-of-Class Work Hours: 2,506** |

**Length in Months**: 15
**Quarters**: 5

*Clinical times are scheduled based on the availability of the clinical sites and may occur during daytime hours, evenings, nights, weekends, and holidays as assigned.*

**Practical Nursing Mission, Goals, and Student Learning Objective**

**Practical Nursing Program Mission**

It is the mission of Fortis College's nursing programs to serve the needs of society by offering excellent nursing programs that exemplifies the highest standards and educational outcomes. The nursing programs are based upon contemporary educationally sound conceptual frameworks, which include supporting concepts of critical thinking, nursing process, therapeutic interventions, therapeutic communication, and leadership to help students develop and expand their nursing roles. These programs emphasize the values of caring and advocacy, professional accountability, and professional ethics. Both faculty and students reflect these attributes when serving the needs of society in their respective roles.

**Program Philosophy**

The Nursing Department aligns with the mission and philosophy of Education Affiliates, integrating them into its nursing programs' philosophy, outcomes, and curricula. Nursing combines art, science, and human connection for healing. Health involves unity of mind, body, and spirit, including health within illness.

Fortis College's practical nursing program is deeply rooted in a set of guiding philosophies aligned with our mission, vision, and trajectory. These principles form the core of our commitment to delivering exceptional education in healthcare.

Our approach is grounded in Clinical Competency, ensuring that learners possess the skills and knowledge needed for effective patient care. Communication and Interpersonal skills are emphasized to create empathetic caregivers who excel in understanding and connecting with patients.

Holistic Patient Care underscores our dedication to treating patients comprehensively, addressing both their physical and emotional well-being. Collaboration and Teamwork are central, recognizing the importance of harmonious interprofessional relationships in modern healthcare.

Ethical and Professional Practice are non-negotiable, instilling in our students the highest standards of integrity.

Additionally, we equip learners with Technological Competence, recognizing the role of innovation in shaping contemporary healthcare.

These philosophies collectively define how we design programs, engage learners, and interact with stakeholders. With these principles, Fortis College prepares healthcare professionals to make a meaningful impact, aligning our educational efforts with our greater mission.

**Program Objectives**

1. Graduates will demonstrate clinical competence by effectively applying essential nursing skills in diverse healthcare scenarios.
2. Graduates will exhibit exceptional communication and interpersonal skills, fostering positive relationships with patients, families, and healthcare teams.
3. Graduates will implement holistic patient care practices, considering physical, emotional, mental, and social aspects to enhance overall well-being.
4. Graduates will collaborate seamlessly within healthcare teams, demonstrating teamwork and adaptability in achieving patient-centered goals.
5. Graduates will uphold ethical and professional standards, integrating integrity and compassion into their nursing practice.
6. Graduates will attain technological competence, efficiently utilizing healthcare technologies to improve patient care and nursing processes.

Upon graduation, the graduate is eligible to apply to take the National Council Licensure Examination (NCLEX-PN).

Graduation from the Practical Nursing program does not guarantee eligibility to sit for state licensure examination in this or any other state.

## Plan of Study

| Course Code | Name | Contact Hours | Clock Hours | Credits | Quarter Credits |
|---|---|---|---|---|---|
| AHP215 | Anatomy and Physiology | 0 | 80 | 6 | 0 |
| CMP105 | Introduction to Informatics | 0 | 20 | 2 | 0 |
| PNR110 | Introduction to Nursing, Beginning Concepts | 30 | 0 | 3 | 0 |
| PNR111 | Introduction to Nursing: Experiential Learning | 60 | 0 | 3 | 0 |
| PNR112 | Math for Medical Professionals | 45 | 0 | 3 | 0 |
| PNR120 | Fundamentals of Nursing: Novice Concepts | 30 | 0 | 3 | 0 |
| PNR121 | Fundamentals of Nursing: Experiential Learning | 115 | 0 | 4 | 0 |
| PNR122 | Pharmacology and the Nursing Process | 40 | 0 | 3 | 0 |
| PNR130 | Medical-Surgical Nursing I: Intermediate Concepts | 40 | 0 | 4 | 0 |
| PNR131 | Medical-Surgical Nursing I: Experiential Learning | 105 | 0 | 4 | 0 |
| PNR132 | Pharmacology Across the Lifespan | 30 | 0 | 3 | 0 |
| PNR133 | Intravenous Therapy | 50 | 0 | 2 | 0 |
| PNR134 | Care of the Older Adult: Intermediate Concepts | 20 | 0 | 2 | 0 |
| PNR135 | Care of the Older Adult: Experiential Learning | 65 | 0 | 2 | 0 |
| PNR140 | Medical-Surgical Nursing II: Advanced Concepts | 30 | 0 | 2 | 0 |
| PNR141 | Medical-Surgical Nursing II: Experiential Learning | 85 | 0 | 3 | 0 |
| PNR142 | Nursing Across the Lifespan: Advanced Concepts | 40 | 0 | 4 | 0 |
| PNR143 | Nursing Across the Lifespan: Experiential Learning | 110 | 0 | 4 | 0 |
| PNR150 | Medical-Surgical III: Mastery of Concepts | 40 | 0 | 4 | 0 |
| PNR151 | Medical-Surgical III: Experiential Learning | 85 | 0 | 4 | 0 |
| PNR152 | Transition to Practice: Mastery of Concepts | 30 | 0 | 3 | 0 |
| PNR153 | Transition to Practice: Experiential Learning | 90 | 0 | 3 | 0 |
| PNR154 | Developing Your Professional Identity | 40 | 0 | 4 | 0 |
| PSY278 | Human Growth and Development | 0 | 40 | 4 | 0 |
| SCI115 | Fundamentals of Human Nutrition | 0 | 30 | 3 | 0 |

*CMP105, PNR134, PNR142, PNR152, PSY278, SCI115: Online Delivery*

**Schedule**

*Morning: 8:00 a.m. – 5:00 p.m. Monday through Friday*
*Evening: 5:00 p.m. – 11:00 p.m. Monday through Friday.*

**Required clinical hours may be scheduled outside of typical class sessions.*
*Clinical hours will be available during typical office hours.*
*Hours are subject to change.*
*Clinical times are scheduled based on the availability of the clinical sites and may occur during daytime hours, evenings, nights, weekends, and holidays as assigned.*

# Courses

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

# AHP - Allied Health Professions

### AHP101: Introduction to Health Professions

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.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | None |

### AHP105: Medical Terminology

This course will introduce students to the terminology associated with medical language. To function effectively in health profession students must understand the structure of medical language, including prefixes, suffixes, root words and medical abbreviations. Through virtual 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.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | None |

### AHP106: Medical Anatomy and Physiology

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 and reproductive systems. Virtual practical laboratory experiences included in the course provide an understanding of basic anatomy and physiology which is the foundation for a career in health professions.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | None |

### AHP215: Anatomy and Physiology

In this course students will learn about the structure and function of the human body. Students will develop knowledge about the levels of organization, cells and tissues. This course also includes instruction in the following systems: digestive, musculoskeletal, respiratory, cardiovascular, reproductive, urinary, endocrine, gastrointestinal, Integumentary, lymphatic, sensory, and nervous systems.

| | |
|---|---|
| **Credits** | 6 |
| **Clock Hours** | 80 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 40 |
| **Prerequisites** | None |

### AHP216: Anatomy and Physiology I

This course is the first part of two courses in anatomy and physiology for nursing students. It provides a fundamental knowledge of the structure and function of the human body, enabling students' understanding of normal body structure, and functioning of different organ systems of the human body. The course includes a study of Anatomy terminology, basic cellular principles, tissues, and organ systems, with emphasis on integumentary system, muscular system, skeletal system, nervous system, and endocrine system. Nursing care related to diseases and disorder of concepts is presented through lab experiences.

| | |
|---|---|
| **Credits** | 6 |
| **Clock Hours** | 80 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 40 |
| **Prerequisites** | None |

### AHP217: Anatomy and Physiology II

This course is the second course in anatomy and physiology for nursing students. It provides a fundamental knowledge of the structure and function of the human body, enabling students' understanding of normal body structure and function within different organ systems of the human body. This course includes a review of levels of organization, organization of human body systems, and emphasizes the following systems: cardiovascular, lymphatic, immune, gastrointestinal, respiratory, urinary, and reproductive. Also covered is the importance of maintaining homeostasis within the body. Medical terminology associated with the systems are covered in this course. Nursing care related to diseases and disorders and related concepts are presented through lab experiences.

| | |
|---|---|
| **Credits** | 6 |
| **Clock Hours** | 80 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 40 |
| **Prerequisites** | AHP216 |

# BIO - Biology

### BIO101: General Biology

General Biology is an introductory course that covers scientific concepts that may affect you as an individual in our society. Basic principles of general biology are covered as they relate to the cellular, organism and population levels of organization. The course includes cell structure and function, energy transfer, reproduction, genetics, evolution, diversity of organisms, and ecology. Correct scientific terminology is also emphasized.

| | |
|---|---|
| **Credits** | 5 |
| **Clock Hours** | 60 |
| **Lab Hours** | 20 |
| **Lecture Hours** | 40 |
| **Prerequisites** | None |

### BIO205: Microbiology

This course focuses on the nature of microbial organisms and offers a comprehensive survey of infectious diseases of humans, with major emphasis on the biology of the infectious process. Important infectious pathogenic agents (bacteria, viruses, protozoa) are studied in terms of their physiological functions and the properties which permit them to be pathogens. The epidemiology and pathogenesis of infections, analysis of the dynamic interactions between invading organisms and the defense mechanisms of the invaded hosts, clinical pictures of the disease states, and prevention of infection are explored. The laboratory exercises provide an introduction to basic microbiology and modern diagnostic and clinical microbiology.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | None |

# COM - Communications

### COM205: Effective Communication

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.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 40 |
| **Lecture Hours** | 40 |
| **Prerequisites** | None |

# CMP - Computer

### CMP105: Introduction to Informatics

The course will offer a broad coverage of the health informatics. Topics include an introduction to the health informatics field and its major applications. The course also covers the scope, methods and evaluation of healthcare information systems and the principles of the electronic health record. Reference is also made to the diagnostic systems that support decision making in healthcare. Finally, the course provides an overview of the principles and applications of telemedicine in healthcare and the healthcare informatics associated ethical and legal topics.

| | |
|---|---|
| **Credits** | 2 |
| **Clock Hours** | 20 |
| **Lecture Hours** | 20 |
| **Prerequisites** | None |

# DAS - Dental Assisting

### DAS110: Fundamentals of Dental Assisting

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. Students will be introduced to dental office communication and business operating systems.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | None |

### DAS116: Infection Control

This course presents the background, importance, and practical application of disease transmission prevention and infection control in dentistry. This includes 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.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | None |

### DAS120: Dental Procedures and Techniques

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.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | DAS110 |

### DAS125: Dental Materials and Lab Techniques

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.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | DAS110 |

### DAS130: Dental Restorative Procedures

The goal of this course is to introduce students to the practices in dentistry. The student should be able to describe dental procedures including: general dentistry, restorative dentistry, fixed prosthodontics, provisional coverage, removable prosthodontics, and implant dentistry.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | DAS110 |

### DAS135: Dental Radiology

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.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | DAS110 |

### DAS140: Dental Office Procedures and Billing

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.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | None |

### DAS145: Dental Specialties and Expanded Functions

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.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | DAS135 |

### DAS151: Dental Capstone

This course provides a comprehensive review of program contents to prepare students to enter the externship experience. Students are also given an opportunity to review clinical skills acquired throughout the program. Professional ethics and local jurisprudence, communication, business office procedures, infection and hazard control, instrumentation, illumination, radiology, dental charting and chairside functions are reviewed.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | DAS135 |

### DAS190: Externship I

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 gains 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.

| | |
|---|---|
| **Credits** | 6 |
| **Clock Hours** | 160 |
| **Lecture Hours** | 10 |
| **Externship Hours** | 150 |
| **Prerequisites** | All program courses |

### DAS195: Externship II

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 gains 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.

| | |
|---|---|
| **Credits** | 6 |
| **Clock Hours** | 160 |
| **Lecture Hours** | 10 |
| **Externship Hours** | 150 |
| **Prerequisites** | All program courses |

# ENG - English

### ENG101: English Composition

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.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 40 |
| **Lecture Hours** | 40 |
| **Prerequisites** | None |

# HVR - Heating, Ventilation, Air Conditioning and Refrigeration

### HVR105: Thermodynamics

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.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | None |

### HVR110: Practical Applications of Electricity

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.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | None |

### HVR115: HVACR Controls

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, electro-mechanical, 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.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | None |

### HVR120: Controls, Motors and Motor Controls

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.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | None |

### HVR125: Refrigerants

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.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | None |

### HVR130: Residential Air Conditioning

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.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | None |

### HVR140: Commercial Refrigeration Concepts

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.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | HVR125 |

### HVR141: Industrial Refrigeration and Commercial Air Conditioning

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 to recognize components and types of commercial air conditioning systems.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | HVR125 |

### HVR150: Electric Heat and Heat Pumps

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.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | HVR105 |

### HVR155: Gas Heating Systems

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.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | None |

### HVR160: Oil Heating Systems

Oil Heating Systems introduces students to the equipment and controls of oil heating components. Throughout the course students will gain valuable knowledge and experience with different types of oil furnaces, the combustion process, and oil heating equipment. After successfully completing this course, students will have the skills necessary to begin supervised maintenance and repair of oil heating systems and equipment.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | HVR105 |

### HVR165: HVAC System Performance

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.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | HVR105 |

### HVR170: Water-Based Heating Systems

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.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | HVR105 |

### HVR175: HVAC Troubleshooting and Service Calls

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.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | HVR105, HVR125 |

### HVR180: EPA Certification Preparation

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.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | HVR105 and HVR125 |

# MAT - Mathematics

### MAT101: College Mathematics

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, ratios, proportions, solving simple equations in one variable, percent, basic geometry, solving applied problems, and operations with integers.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 40 |
| **Lecture Hours** | 40 |
| **Prerequisites** | None |

# MAS - Medical Assisting

### MAS110: Clinical Procedures and Techniques

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.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | None |

### MAS115: Laboratory Procedures and Techniques

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.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | MAS110 |

### MAS125: Invasive Clinical Procedures

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.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | MAS110 |

### MAS130: Clinical Specialties

This course is designed to provide students with the skills and knowledge needed to perform clinical diagnostic testing and treatments. Specimen collect techniques, assistive devices, TB testing, respiratory tests and EKGs will be reviewed. Students will learn how to assist with specialty exams, including ophthalmic, audiometric, pediatric, prenatal, and neurological exams. The medical assistant's role in treatments will also be discussed. An emphasis on working with special populations, providing patient education, and documenting will be provided.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | MAS110 |

### MAS135: Certification Review and Career Development

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.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | MAS110 |

### MAS190: Externship

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 gains 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.

| | |
|---|---|
| **Credits** | 6 |
| **Clock Hours** | 180 |
| **Externship Hours** | 180 |
| **Prerequisites** | All program courses |

# MOA - Medical Office Administration

### MOA110: Medical Office Procedures

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.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | None |

### MOA115: Medical Records and Insurance

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.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | None |

### MOA120: Electronic Health Records

This course focuses on the various aspects of electronic health records including standards, setup, administration, patient charts, office visits, clinical tools, templates and pop-up text. Other topics covered include tests, procedures, and diagnosis codes, productivity center and utilities. Students will gain invaluable real-world experience through the use of the Spring Charts EHR software program. 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.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | None |

# NUR - Nursing

### NUR100: Pharmacology

This course introduces the concepts of pharmacology in using medications to promote, maintain, and restore health. Drug classifications are emphasized within the context of the nursing process. The student learns common medication actions, interactions, adverse effects and nursing interventions. Emphasis is placed on professional nursing responsibilities for meeting client needs and maintaining a safe and effective environment that includes legal, ethical, and educational implications. Factors influencing the administration, use, and effectiveness of medications, such as nutritional status, culture, growth and development and psychosocial health are explored.

| | |
|---|---|
| **Credits** | 5 |
| **Clock Hours** | 50 |
| **Lecture Hours** | 50 |
| **Prerequisites** | MAT101 |

### NUR101: Health Assessment

This course introduces the concepts and techniques of interviewing, history taking, review of systems, and physical assessment. The course provides the student with fundamental knowledge of pathophysiological stressors commonly encountered by adults. Laboratory experiences enable the beginning student to apply assessment skills, communication skills, cultural awareness, nursing process, critical thinking skills, teaching skills, and psychomotor skills consistent with the care provider role in acute care and community-based settings.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 50 |
| **Lab Hours** | 20 |
| **Lecture Hours** | 30 |
| **Prerequisites** | AHP217 |

### NUR104: Foundations of Nursing

This course provides the student with foundational knowledge and skills essential to the practice of nursing. Concepts related to nursing as a profession, standards of care, professional ethics, nursing roles, communication, cultural awareness, holistic care, nursing process, critical thinking, teaching-learning process, collaboration, and community are presented. Developmental concepts are discussed with a focus on the elderly and the normal process of aging. Students perform basic psychomotor skills and apply physics concepts in a laboratory setting.

| | |
|---|---|
| **Credits** | 8 |
| **Clock Hours** | 150 |
| **Lab Hours** | 20 |
| **Lecture Hours** | 40 |
| **Simulation Hours** | 90 |
| **Prerequisites** | NUR101 |

### NUR201: Medical-Surgical Nursing I

This course focuses on the role of the nurse in promoting, maintaining, and restoring health for adults with commonly occurring health problems. Students use the nursing process to formulate care plan/maps for individuals experiencing surgery, and immunological, elimination and integumentary problems. Clinical learning experiences in acute and community-based settings enable the student to develop assessment skills, communication skills, cultural awareness, nursing process, critical thinking skills, teaching skills, psychomotor skills, and collaborative skills.

| | |
|---|---|
| **Credits** | 9 |
| **Clock Hours** | 180 |
| **Lab Hours** | 20 |
| **Lecture Hours** | 40 |
| **Simulation Hours** | 120 |
| **Prerequisites** | NUR104 |

### NUR202: Maternal-Newborn Nursing

This course explores the concepts and skills necessary for the nursing care of childbearing families and neonates. The childbirth process from conception to postpartum is discussed. The course focuses on the role of the nurse in promoting, maintaining, and restoring health for the childbearing family and neonates including both normal and high- risk pregnancy. The course also includes topics related to women's health such as fertility and infertility, complications of menopause, sexually transmitted diseases, and female reproductive cancers. Clinical experiences provide the opportunity to develop assessment skills, communication skills, cultural awareness, nursing process, critical thinking skills, teaching skills, psychomotor skills, and collaborative skills.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lecture Hours** | 30 |
| **Simulation Hours** | 30 |
| **Prerequisites** | NUR104 |

### NUR203: Pediatric Nursing

This course focuses on the physiological, developmental, psychosocial, cultural, and spiritual health care of the child within the family unit. Students use the nursing process, family theories, legal-ethical principles, and community resources to promote, maintain, and restore optimum functioning of the family unit. Emphasis is placed on age-related health risks and common childhood health problems. Clinical experiences provide the student with opportunities to develop assessment skills, communication skills, cultural awareness, nursing process, critical thinking skills, teaching skills, psychomotor skills, and collaborative skills in acute and community-based settings.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lecture Hours** | 30 |
| **Simulation Hours** | 30 |
| **Prerequisites** | NUR104 |

### NUR204: Leadership and Management

This course offers an experiential approach to identifying the role of the professional nurse in the health care system. The course also examines in critical manner accountability in nursing practice, professional values, legal-ethical issues, health care delivery systems, health care policy, change process, conflict resolution, interdisciplinary collaboration, risk management, quality improvement, and informational technology.

| | |
|---|---|
| **Credits** | 2 |
| **Clock Hours** | 20 |
| **Lecture Hours** | 20 |
| **Prerequisites** | NUR201 |

### NUR206: Community Nursing Concepts

This course introduces Community Health Nursing, focusing on historical development, philosophy, health care systems, epidemiology, and specific target groups. Primary, secondary and tertiary prevention activities are emphasized as they relate to individuals, families, groups and aggregates. Focuses on transcultural and anthropological nursing concepts as well as rural and home health care delivery. Diverse roles of the community health nurse are explored.

| | |
|---|---|
| **Credits** | 2 |
| **Clock Hours** | 20 |
| **Lecture Hours** | 20 |
| **Prerequisites** | NUR201 |

### NUR208: Mental Health Nursing

This course focuses on concepts basic to psychiatric-mental health nursing including neurobiology, therapeutic communication, cultural diversity, spirituality, family dynamics, loss and grieving, stress and coping, crisis intervention, violence, abuse, psychiatric disorders, and community resources. Mental health issues across the life span are explored. The course introduces specialized assessment and communication skills necessary for the care of the individual experiencing situational and maturational stressors as well as mental illness. Clinical experiences provide the student with the opportunity to develop assessment skills, communication skills, cultural awareness, nursing process, critical thinking skills, teaching skills, and collaborative skills in acute in-patient, chemical dependency, outpatient, and adolescent units.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lecture Hours** | 30 |
| **Simulation Hours** | 30 |
| **Prerequisites** | NUR104 |

### NUR209: Medical-Surgical Nursing II

This course focuses on the role of the nurse in promoting, maintaining, and restoring health for adults experiencing endocrine, gastrointestinal, neurological, musculoskeletal, genitourinary, and life-threatening problems. Emphasis is placed on the decision-making process required for complex clinical situations. The course fosters the integration of concepts and skills presented in previous courses. Clinical learning experiences allow the student to apply leadership and management principles to the care of individuals, families, and groups.

| | |
|---|---|
| **Credits** | 8 |
| **Clock Hours** | 160 |
| **Lecture Hours** | 40 |
| **Simulation Hours** | 120 |
| **Prerequisites** | NUR201 |

### NUR210: Transition to Practice – Capstone

This course focuses on role transition from student nurse to practicing nurse. Emphasis is placed on the analysis of historical and contemporary issues in nursing and their effect on nursing practice. The course explores how economic, sociocultural, and political forces influence nursing practice and the role of the nurse as patient advocate. Professional development and the use of research to guide nursing practice are discussed as key components of the role of the associate degree nurse.

| | |
|---|---|
| **Credits** | 6 |
| **Clock Hours** | 120 |
| **Lecture Hours** | 30 |
| **Simulation Hours** | 90 |
| **Prerequisites** | All coursework (NUR204 and NUR208 may be taken in the same quarter). |

# PNR - Practical Nursing

### PNR104: Basic Skills, Quality & Safety in Nursing Practice

This course introduces concepts related to patient safety, entry level nursing skills, and quality care in today's healthcare settings. Methods to improve patient outcomes with a focus on continuous quality improvement will prepare the nursing student for practice in an interdisciplinary team environment. The Joint Commission's National Patient Safety Goals (NPSGs), Core Measures, Critical Values and Never Events will be introduced and introduction to the Institute of Medicine (IOM), Institute for Health Care Improvement (IHI) and Quality and Safety Education for Nurses (QSEN) initiatives. A focus on patient satisfaction and case management is discussed throughout the course. The nursing process is introduced within this course providing the foundation for all nursing interventions. In addition, the course introduces medical terminology into the nursing curriculum. Medical Terminology provides basic review and writing medical terms. This course fosters the development of a vocabulary of common suffixes, prefixes, and word roots. Terms are introduced in the context of human anatomy and physiology to foster understanding in meaning.

| | |
|---|---|
| **Credits** | 6 |
| **Clock Hours** | 80 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 40 |
| **Prerequisites** | None |

### PNR105: Pharmacology

This course introduces the concepts of pharmacology to the role of the practical nurse in using medications to maximize health and wellness. Drug classifications emphasized within the context of the nursing process using a body-systems approach. The student learns common medication actions, interventions, and adverse effects and nursing interventions. Client teaching is integrated throughout. Factors influencing the administration, use, and effectiveness of medications are explored. This course provides instruction and practice in dosage calculation.

| | |
|---|---|
| **Credits** | 5 |
| **Clock Hours** | 50 |
| **Lecture Hours** | 50 |
| **Prerequisites** | PNR104 |

### PNR106: Foundations of Nursing

This course creates the foundation for future learning and the development of the requisite skills and competencies required for nursing practice as a member of the health care team. Content includes communication and interview concepts, teaching-learning principles, documentation, and physical assessment and nursing skills. Concepts of holistic care, developmental stages, culture and diversity, evidence-based practice, and the practical nurse's role in promoting health and wellness are explored. Clinical and simulated learning assignments provide hands-on learning experiences that enable the student to develop skills for the provision of safe and effective nursing care with adult clients in a structured environment.

| | |
|---|---|
| **Credits** | 6 |
| **Clock Hours** | 110 |
| **Lab Hours** | 20 |
| **Lecture Hours** | 30 |
| **Simulation Hours** | 60 |
| **Prerequisites** | PNR104 |

### PNR108: Gerontological Nursing

This course explores the role of the nurse in helping individuals to maximize health and wellness during the natural and healthy process of aging. The student will learn normal physiologic, psychological, and social changes as well as common health alterations associated with aging. Specific health conditions discussed include altered sensory input, menopause, osteoporosis, malnutrition, depression, Alzheimer's and dementia, COPD, and CHF. End of life issues are also discussed. Actual and simulated clinical experiences provide students with opportunities to practice the delivery of nursing care to selected client situations.

| | |
|---|---|
| **Credits** | 5 |
| **Clock Hours** | 80 |
| **Lab Hours** | 20 |
| **Lecture Hours** | 30 |
| **Simulation Hours** | 30 |
| **Prerequisites** | PNR104 |

### PNR110: Introduction to Nursing, Beginning Concepts

A foundational course introducing students to nursing concepts. Tailored for those pursuing a healthcare career, it covers communication, caring interventions, documentation, diagnostic tests/specimen collection, infection control, nutrition, elimination, safety, and mobility. Ideal for beginners, it offers a solid foundation for further nursing studies and aims to inspire compassionate, evidence-based nursing care.

| | |
|---|---|
| **Credits** | 3 |
| **Lecture Hours** | 30 |
| **Contact Hours** | 30 |
| **Prerequisites** | None |
| **Corequisites** | PNR111 |

### PNR111: Introduction to Nursing: Experiential Learning

This course provides hands-on learning experiences for students aspiring to enter the healthcare field. Through immersive labs, students explore essential nursing concepts, including communication, caring interventions, documentation, diagnostic tests, infection control, nutrition, elimination, safety, and mobility. This experiential course fosters practical skills and a compassionate, evidence-based approach to nursing, making it an ideal starting point for those pursuing a career in healthcare.

| | |
|---|---|
| **Credits** | 3 |
| **Lab Hours** | 60 |
| **Contact Hours** | 60 |
| **Prerequisites** | None |
| **Corequisites** | PNR110 |

### PNR112: Math for Medical Professionals

A foundational course covering basic mathematical foundations. Concepts include addition, subtraction, multiplication, division, ratio and proportion, decimals, percents, systems of measurement, the metric system, and time and temperature. Tailored for aspiring nursing professionals, this course not only equips students with the mathematical know-how required for success in the field but also establishes a robust groundwork for ensuring safe and accurate medication administration.

| | |
|---|---|
| **Credits** | 3 |
| **Lab Hours** | 25 |
| **Lecture Hours** | 20 |
| **Contact Hours** | 45 |
| **Prerequisites** | None |

### PNR120: Fundamentals of Nursing: Novice Concepts

This course is a comprehensive introduction to fundamental nursing concepts. Students will gain essential skills in assessing and promoting health, making informed clinical decisions, understanding legal and ethical considerations, and coordinating care effectively. The course also addresses key physiological processes and nursing interventions related to gas exchange, fluids and electrolytes, tissue integrity, and elimination. This foundational knowledge equips students with the essential skills required for safe and compassionate nursing practice.

| | |
|---|---|
| **Credits** | 3 |
| **Lecture Hours** | 30 |
| **Contact Hours** | 30 |
| **Prerequisites** | PNR110, PNR111, PNR112 |
| **Corequisites** | PNR121 |

### PNR121: Fundamentals of Nursing: Experiential Learning

This comprehensive introductory course combines laboratory work, clinical simulations, and real-world experiences to equip students with essential skills for safe and compassionate nursing practice. Students will learn health assessment, clinical decision-making, legal and ethical considerations, effective care coordination, and key nursing interventions. Hands-on learning and clinical exposure under expert guidance bridge theory to practice, making Fundamentals of Nursing Practice the essential cornerstone of nursing education, preparing students for real world application of nursing knowledge.

| | |
|---|---|
| **Credits** | 4 |
| **Lab Hours** | 25 |
| **Clinical Hours** | 90 |
| **Contact Hours** | 115 |
| **Prerequisites** | PNR110, PNR111, PNR112 |
| **Corequisites** | PNR120 |

### PNR122: Pharmacology and the Nursing Process

This comprehensive course is designed to prepare students with the knowledge and practical skills required for safe and effective pharmacology and medication administration. Throughout this course, you will delve into the nursing process, medication orders, medication labels, dosage calculations, and various medication administration techniques. By the end of this course, you will be well- prepared to apply these concepts confidently and competently in real-world healthcare settings.

| | |
|---|---|
| **Credits** | 3 |
| **Lab Hours** | 20 |
| **Lecture Hours** | 20 |
| **Contact Hours** | 40 |
| **Prerequisites** | PNR112 |

### PNR130: Medical-Surgical Nursing I: Intermediate Concepts

As the first of three medical-surgical nursing courses, students will become adept at data collection within a wide spectrum of bodily systems, encompassing the integumentary, musculoskeletal, neurological, sensory, respiratory, cardiovascular, urinary, and reproductive systems. This course also introduces students to the surgical process with a focus on the critical phases of surgery and the fundamentals of intravenous fluid therapy for maintaining fluid and electrolyte balance. By seamlessly integrating theoretical knowledge with practical skills, students will cultivate the proficiency required for the delivery of safe and effective patient care.

| | |
|---|---|
| **Credits** | 4 |
| **Lecture Hours** | 40 |
| **Contact Hours** | 40 |
| **Prerequisites** | PNR120, PNR121 |
| **Corequisites** | PNR131 |

### PNR131: Medical-Surgical Nursing I: Experiential Learning

This immersive experiential course serves as the entry point into the trilogy of medical-surgical nursing education, combining theory with hands-on application. Students will sharpen their skills in gathering data on a broad range of bodily systems, including integumentary, musculoskeletal, neurological, sensory, respiratory, cardiovascular, urinary, and reproductive systems. Within the course, students are introduced to the intricacies of the surgical process, highlighting preoperative, intraoperative, and postoperative care, and establishes foundational knowledge in intravenous fluid therapy to manage fluid and electrolyte balance. Through a blend of laboratory experiences, simulation exercises, and clinical practice, students will develop the comprehensive skill set necessary for providing high-quality, safe patient care.

| | |
|---|---|
| **Credits** | 4 |
| **Lab Hours** | 40 |
| **Clinical Hours** | 60 |
| **Contact Hours** | 105 |
| **Prerequisites** | PNR120, PNR121 |
| **Corequisites** | PNR130 |

### PNR132: Pharmacology Across the Lifespan

This course is designed to enhance the student's proficiency in medication management across a spectrum of health conditions. This course focuses on integrating pharmacological theory with practical nursing care, emphasizing patient safety, effective treatment, and holistic patient-centered care. Grasping these concepts is critical, as they form the foundation of exceptional nursing practice, ensuring that patients receive the highest standard of care and that nurses remain indispensable stewards of health in a dynamic clinical environment.

| | |
|---|---|
| **Credits** | 3 |
| **Lecture Hours** | 30 |
| **Contact Hours** | 30 |
| **Prerequisites** | PNR122 |
| **Corequisites** | None |

### PNR133: Intravenous Therapy

This course provides a comprehensive understanding of intravenous therapy, focusing on its legal aspects, clinical application, and practical skills. Students will learn about the legal implications and state regulations of IV therapy, apply relevant anatomical and physiological knowledge, and master various IV techniques. The program covers peripheral IV therapy, central venous access management, and the administration of specialty infusions and blood products. Emphasis is placed on ensuring safe, effective patient care across the lifespan.

| | |
|---|---|
| **Credits** | 2 |
| **Lab Hours** | 20 |
| **Lecture Hours** | 10 |
| **Clinical Hours** | 30 |
| **Contact Hours** | 50 |
| **Prerequisites** | None |
| **Corequisites** | None |

### PNR134: Care of the Older Adult: Intermediate Concepts

This course provides a comprehensive overview of the unique health challenges and care strategies pertinent to the elderly population. It sharpens assessment skills, promotes empathetic communication, and highlights the importance of safety and preventive care. The course fosters an understanding of the multifaceted needs of aging individuals, encouraging a holistic and interdisciplinary approach to enhance the quality of life for older adults. This course prepares learners to deliver thoughtful, effective care that respects the dignity and complexity of the older adult.

| | |
|---|---|
| **Credits** | 2 |
| **Lecture Hours** | 20 |
| **Contact Hours** | 20 |
| **Prerequisites** | PNR110, PNR111 |
| **Corequisites** | PNR135 |

### PNR135: Care of the Older Adult: Experiential Learning

This experiential course offers hands-on exploration of the distinctive health challenges encountered by the older adult. Through practical scenarios and real-world simulations, learners will sharpen their assessment skills, practice empathetic communication, and understand the critical significance of safety and preventive care in real-time situations. The course actively immerses participants in the multifaceted needs of aging individuals, promoting a holistic and interdisciplinary approach that directly enhances the quality of life for older adults. Learners will engage in direct interactions and scenarios, preparing them to provide thoughtful, effective care that honors the dignity and complexity of the older adult population.

| | |
|---|---|
| **Credits** | 2 |
| **Clinical Hours** | 65 |
| **Contact Hours** | 65 |
| **Prerequisites** | PNR110, PNR111 |
| **Corequisites** | PNR134 |

### PNR140: Medical-Surgical Nursing II: Advanced Concepts

As the second of three medical-surgical nursing courses, students will become adept at analyzing collected data and delineating nursing care within a wide spectrum of bodily systems, encompassing the integumentary, musculoskeletal, neurological, respiratory, cardiovascular, hematology, urinary, reproductive, gastrointestinal, endocrine, and immune systems. In this course, students build on the fundamentals of fluid and electrolyte balance and intravenous fluid therapy to analyze causes, symptoms, and treatments of imbalances. By effectively blending theoretical understanding with hands-on expertise, students will develop the competence needed to provide safe and efficient patient care.

| | |
|---|---|
| **Credits** | 2 |
| **Lecture Hours** | 40 |
| **Contact Hours** | 30 |
| **Prerequisites** | PNR130, PNR131 |
| **Corequisites** | PNR141 |

### PNR141: Medical-Surgical Nursing II: Experiential Learning

This immersive course marks the second chapter in the trilogy of medical-surgical nursing education, seamlessly integrating theoretical concepts with practical, hands-on application. Participants will not only enhance their proficiency in data collection but also refine their nursing care abilities across a diverse spectrum of bodily systems, encompassing integumentary, musculoskeletal, neurological, respiratory, cardiovascular, hematologic, renal, gastrointestinal, reproductive, endocrine, and immune systems. Within this course, students build on their foundational knowledge in fluid and electrolytes, advancing their expertise in intravenous fluid therapy to adeptly manage imbalances. A fusion of engaging laboratory experiences, simulation exercises, and real-world clinical practice ensures that students cultivate a comprehensive skill set indispensable for delivering top-tier, secure patient care.

| | |
|---|---|
| **Credits** | 3 |
| **Lab Hours** | 25 |
| **Clinical Hours** | 60 |
| **Contact Hours** | 85 |
| **Prerequisites** | PNR130, PNR131 |
| **Corequisites** | PNR140 |

### PNR142: Nursing Across the Lifespan: Advanced Concepts

This course is designed to provide students with a comprehensive understanding of nursing care across diverse age groups. This course integrates essential theoretical concepts from Maternal-Child, Pediatrics, and Mental Health specialties, equipping practical nursing students with the knowledge and skills needed for a holistic and patient- centered approach to healthcare.

| | |
|---|---|
| **Credits** | 4 |
| **Lecture Hours** | 40 |
| **Contact Hours** | 40 |
| **Prerequisites** | PNR130, PNR131 |
| **Corequisites** | PNR143 |

### PNR143: Nursing Across the Lifespan: Experiential Learning

This experiential course is crafted to offer students a comprehensive understanding of nursing care across diverse age groups. Integrating essential theoretical concepts from Maternal-Child, Pediatrics, and Mental Health specialties, this hands-on experience equips practical nursing students with the knowledge and skills necessary for a holistic and patient-centered approach to healthcare.

| | |
|---|---|
| **Credits** | 4 |
| **Lab Hours** | 20 |
| **Clinical Hours** | 90 |
| **Contact Hours** | 110 |
| **Prerequisites** | PNR130, PNR131 |
| **Corequisites** | PNR142 |

### PNR150: Medical-Surgical III: Mastery of Concepts

As the third of three medical-surgical nursing courses, this advanced course deepens the students' understanding and skills in handling rapid health status changes across a wide spectrum of bodily systems. It emphasizes critical skills in clinical reasoning and evidence-based interventions. Students continue to build on their knowledge of fluid and electrolyte balance and intravenous fluid therapy to analyze causes, symptoms, and treatments of imbalances. This course will prepare students to become adept at providing comprehensive care in various healthcare settings, ensuring their readiness to identify and address changes in patient status with confidence.

| | |
|---|---|
| **Credits** | 4 |
| **Lecture Hours** | 40 |
| **Contact Hours** | 40 |
| **Prerequisites** | PNR140, PNR141 |
| **Corequisites** | PNR151 |

### PNR151: Medical-Surgical III: Experiential Learning

This immersive course marks the third and final chapter in the trilogy of medical-surgical nursing education, in which students will become experts at analyzing collected data and delineating nursing care within a wide spectrum of bodily systems. In this course, students demonstrate mastery in detecting and treating fluid and electrolyte imbalances. Through a seamless integration of theoretical knowledge and practical skills, students will acquire the competence required to deliver excellent patient care.

| | |
|---|---|
| **Credits** | 4 |
| **Lab Hours** | 20 |
| **Clinical Hours** | 60 |
| **Contact Hours** | 85 |
| **Prerequisites** | PNR140, PNR141 |
| **Corequisites** | PNR150 |

### PNR152: Transition to Practice: Mastery of Concepts

In this course, students will delve into evolving practical nursing, and explore the impact on LPN practice, emphasizing critical thinking and examining decision-making across the nursing process. The course also covers ethical and legal responsibilities, effective communication, and interdisciplinary teamwork, provides insights into healthcare entities, financing, and leadership styles. Lastly, students in this course will explore shared governance principles, decision- making, and evidence-based practices for quality improvement in patient care.

| | |
|---|---|
| **Credits** | 3 |
| **Lecture Hours** | 30 |
| **Contact Hours** | 30 |
| **Prerequisites** | PNR140, PNR141 |
| **Corequisites** | PNR153 |

### PNR153: Transition to Practice: Experiential Learning

This course explores the evolving landscape of practical nursing, emphasizing critical thinking skills in assessing its impact on LPN practice. Topics include ethical and legal responsibilities, effective communication strategies, and fostering a safe work environment. The curriculum also covers interdisciplinary healthcare team roles, healthcare financing, and the importance of evidence-based strategies for optimal patient care and organizational processes.

| | |
|---|---|
| **Credits** | 3 |
| **Clinical Hours** | 90 |
| **Contact Hours** | 90 |
| **Prerequisites** | PNR140, PNR141 |
| **Corequisites** | PNR152 |

### PNR154: Developing Your Professional Identity

This comprehensive course is specifically designed for nursing students on the cusp of completing their education and stepping into the professional world as Licensed Practical Nurses (LPNs). The course provides a seamless transition from academic learning to practical nursing, focusing on three critical areas: preparation for the licensure exam, navigating the licensure application process, and transitioning effectively into the role of a licensed nurse. Throughout the course, students will engage in interactive sessions, case studies, and group discussions to enhance their learning experience. Guest speakers from the nursing field will provide real-world insights and advice. The course aims to equip future LPNs with not only the knowledge to pass their licensure exam but also the practical skills and understanding necessary to thrive in their new roles.

| | |
|---|---|
| **Credits** | 4 |
| **Lecture Hours** | 40 |
| **Contact Hours** | 40 |
| **Prerequisites** | PNR140, PNR141 |

### PNR200: Mental Health Nursing

This course introduces the student to the use of self within the context of relationships to promote and maximize the health and wellness of clients in diverse settings. The student will explore foundational concepts of mental health such as stress, coping, developmental stage risks, anxiety, depression, common psychiatric disorders, and the interaction between physical and mental health. Emphasis is placed on communication and teaching–learning processes.

| | |
|---|---|
| **Credits** | 5 |
| **Clock Hours** | 80 |
| **Lab Hours** | 20 |
| **Lecture Hours** | 30 |
| **Clinical Hours** | 30 |
| **Prerequisites** | PNR104 |

### PNR201: Medical-Surgical Nursing I

This course explores the role of the licensed practical nurse in the promotion of health and wellness in individuals within a structured health care setting. The nursing process forms the framework for applying critical thinking and problem- solving skills to client centered nursing care involving common health problems. This holistic approach to client-centered care focuses on adults in diverse settings with primary pathology in the cardiovascular, respiratory, special senses, and integumentary systems. Actual and simulated clinical experiences provide the student with opportunities to demonstrate competency in the delivery of nursing care in selected client situations.

| | |
|---|---|
| **Credits** | 6 |
| **Clock Hours** | 108 |
| **Lab Hours** | 20 |
| **Lecture Hours** | 33 |
| **Simulation Hours** | 55 |
| **Prerequisites** | PNR105, PNR106 |

### PNR202: Intravenous Therapy

This course prepares the student to perform IV skills within the scope of practice for LPNs in Ohio. Actual and simulated clinical experiences provide the student with opportunities to demonstrate competency in selected client situations.

| | |
|---|---|
| **Credits** | 2 |
| **Clock Hours** | 31 |
| **Lab Hours** | 18 |
| **Lecture Hours** | 10 |
| **Clinical Hours** | 3 |
| **Prerequisites** | PNR104 |

### PNR203: Maternal-Newborn Nursing

This course focuses on the provision of nursing care to childbearing mothers and newborns utilizing the nursing process and critical thinking skills. Care of the woman and infant during the prenatal, intrapartum, neonatal, and postpartum periods are also explored. Actual and simulated clinical experiences provide the student with opportunities to demonstrate competence in caring for mothers and infants.

| | |
|---|---|
| **Credits** | 5 |
| **Clock Hours** | 90 |
| **Lab Hours** | 30 |
| **Lecture Hours** | 30 |
| **Simulation Hours** | 30 |
| **Prerequisites** | PNR106 |

### PNR204: Pediatric Nursing

This course introduces the student to the role of the nurse in promoting health and wellness in children. Growth and development, anticipatory guidance, and common health problems of children from infancy through adolescence are emphasized. Actual and simulated clinical experiences provide the student with opportunities to apply concepts and skills related to nursing of children.

| | |
|---|---|
| **Credits** | 5 |
| **Clock Hours** | 90 |
| **Lab Hours** | 30 |
| **Lecture Hours** | 30 |
| **Simulation Hours** | 30 |
| **Prerequisites** | PNR106 |

### PNR205: Concepts of Leadership and Collaboration

This course introduces the student to the concepts related to collaboratively prioritizing, delivering, and coordinating care within the context of the healthcare team. Concepts of leadership, delegation, supervision, and the management of care for multiple clients within the scope of the licensed practical/vocational nurse are examined. Development of team leadership and followership skills, including communication, collaboration with other members of the health care team and delegation to unlicensed personnel is highlighted.

| | |
|---|---|
| **Credits** | 3 |
| **Clock Hours** | 30 |
| **Lecture Hours** | 30 |
| **Prerequisites** | PNR201 |

### PNR206: Medical-Surgical Nursing II

This course builds upon prior learning to further develop clinical decision-making skills. Students use clinical evidence to plan care for individuals of diverse backgrounds within a structured environment. The nursing process forms the framework for prioritizing care and making basic delegation decisions. A holistic approach focuses on caring for individuals experiencing common health care problems with primary pathology in the endocrine, gastro-intestinal, genito-urinary, musculo-skeletal, and neurologic systems. Actual and simulated clinical experiences provide students with opportunities to demonstrate competency in the delivery of nursing care in selected client situations.

| | |
|---|---|
| **Credits** | 8 |
| **Clock Hours** | 160 |
| **Lab Hours** | 30 |
| **Lecture Hours** | 40 |
| **Simulation Hours** | 90 |
| **Prerequisites** | PNR201 |

### PNR207: Transition to Pn/Vn Practice - Capstone

This capstone course is designed to assist the student in the transition from the educational environment to the work environment. The student is provided opportunities to demonstrate competency in meeting the terminal educational outcomes of the program in actual and simulated clinical environments. Current healthcare workplace issues are examined. The course explores issues of responsibility and accountability for practice and continuing personal and professional growth and development. Role responsibilities as well as licensure application procedures are discussed relative to meeting state licensing requirements for the practical nurse. Emphasis is placed on seminars dedicated to NCLEX-PN preparation using multiple learning methods.

| | |
|---|---|
| **Credits** | 9 |
| **Clock Hours** | 190 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 30 |
| **Clinical Hours** | 120 |
| **Prerequisites** | **All coursework (PNR200 and PNR205 may be taken in the same quarter).** |

### PNR208: Concepts of Community-Based Nursing

This course provides the student with an introduction to promoting health and wellness with individuals in diverse community based settings. Key concepts covered in this course include: wellness promotion, independence and interdependence, discharge planning, chronic illness, HIV, and health care delivery environments such as outpatient clinics, homes, and diagnosis- based care centers. A community project provides an opportunity to examine population groups along the age continuum in the community.

| | |
|---|---|
| **Credits** | 2 |
| **Clock Hours** | 20 |
| **Lecture Hours** | 20 |
| **Prerequisites** | PNR201 |

# PSY - Psychology

### PSY101: General Psychology

This course will introduce students to various visual; literary; architectural; and musical forms of artistic expression throughout history. Students will consider these art forms as representations of the global human condition during the time periods in which they were created. Students will develop a framework for evaluating and making critical arguments about various literary texts in the context of other art forms. The course will help students draw connections from various texts to their own lives, to other texts, and to the world. The course then discusses selected psychological disorders and associated common therapies.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 40 |
| **Lecture Hours** | 40 |
| **Prerequisites** | None |

### PSY278: Human Growth and Development

This course focuses on the period from conception through late adulthood, with emphasis on developmental principles and theories in the areas of cognitive, emotional, social, personality, and physical development. This course is designed to promote the student's understanding of the process by which people become someone different while remaining in many aspects the same. This process, called human development, exposes our inherited structures to a lifetime of experiences.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 40 |
| **Lecture Hours** | 40 |
| **Prerequisites** | None |

# SCI - Science

### SCI115: Fundamentals of Human Nutrition

The focus of this course is on the exploration of selected principles, concepts and theories of nutrition. These are studied in conjunction with diet therapy. Emphasis is given to nutrition fundamentals for health maintenance throughout the life cycles of diverse populations. Chronic diseases, weight control and athletic performance are extrapolated. Application of theoretical and empirical knowledge in using nutritional assessment relative to individual client nutritional needs is determined. Variables affecting nutrition such as culture, religion, physiology, and medical regimens are studied.

| | |
|---|---|
| **Credits** | 3 |
| **Clock Hours** | 30 |
| **Lecture Hours** | 30 |
| **Prerequisites** | None |

# SKW - Skilled Workforce Professions

### SKW101: Introduction to Skilled Professions

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.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | None |

# SOC - Sociology

### SOC101: Sociology

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.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 40 |
| **Lecture Hours** | 40 |
| **Prerequisites** | None |