FORTIS COLLEGE

# 2026-2027 CATALOG

***Effective Date: October 22, 2026***

*3949 South 700 East, Suite 150 & 200*
*Salt Lake City, Utah 84107*
*Phone: 801.713.0915 Fax: 801.713.0931*
*For consumer info visit www.fortis.edu*



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# Calendars

## Campus Holiday and Break Schedule

*(No classes scheduled on the following days)*

### Allied Health and Trade Programs

#### 2026

| Event | Holiday/Break |
|---|---|
| 01.01.2026 | New Year's Day |
| 01.19.2026 | Martin Luther King Day |
| 04.03.2026 | Spring Break Day |
| 05.25.2026 | Memorial Day |
| 06.19.2026 | Juneteenth |
| 07.03.2026 - 07.05.2026 | Summer Break |
| 07.24.2026 | Pioneer Day |
| 09.07.2026 | Labor Day |
| 11.25.2026 - 11.29.2026 | Thanksgiving Break |
| 12.24.2026 - 12.27.2026 | Winter Break |

#### 2027

| Event | Holiday/Break |
|---|---|
| 01.01.2027 | New Year's Day |
| 01.18.2027 | Martin Luther King Day |
| 05.31.2027 - 06.06.2027 | Spring Break |
| 06.18.2027 | Juneteenth (Observed) |
| 07.05.2027 | Independence Day |
| 07.23.2027 | Pioneer Day (Observed) |
| 09.06.2027 | Labor Day |
| 11.24.2027 - 11.28.2027 | Thanksgiving Break |
| 12.24.2027 - 12.26.2027 | Winter Break |

### Dental Hygiene and Nursing Programs

#### 2026

| Event | Holiday/Break |
|---|---|
| 01.01.2026 | New Year's Day |
| 01.19.2026 | Martin Luther King Day |
| 03.30.2026 - 04.05.2026 | Spring Break |
| 05.25.2026 | Memorial Day |

| Event | Holiday/Break |
|---|---|
| 06.19.2026 | Juneteenth |
| 06.29.2026 - 07.05.2026 | Summer Break |
| 07.24.2026 | Pioneer Day |
| 09.07.2026 | Labor Day |
| 09.28.2026 - 10.04.2026 | Fall Break |
| 11.26.2026 | Thanksgiving Day |
| 11.27.2026 | Day After Thanksgiving |
| 12.24.2026 | Christmas Eve |
| 12.25.2026 | Christmas Day |
| 12.28.2026 - 01.03.2027 | Winter Break |

### 2027

| Event | Holiday/Break |
|---|---|
| 01.01.2027 | New Year's Day |
| 01.18.2027 | Martin Luther King Day |
| 03.29.2027 - 04.04.2027 | Spring Break |
| 05.31.2027 | Memorial Day |
| 06.18.2027 | Juneteenth (Observed) |
| 06.28.2027 - 07.04.2027 | Summer Break |
| 07.05.2027 | Independence Day |
| 07.23.2027 | Pioneer Day (Observed) |
| 09.06.2027 | Labor Day |
| 09.27.2027 - 10.03.2027 | Fall Break |
| 11.25.2027 | Thanksgiving Day |
| 11.26.2027 | Day After Thanksgiving |
| 12.24.2027 | Christmas Eve |
| 12.27.2027 - 01.02.2028 | Winter Break |

# Start Dates

## Allied Health and Trade Programs

### 2026

| Start Date | End Date |
|---|---|
| 01.12.2026 | 02.22.2026 |
| 02.23.2026 | 04.05.2026 |
| 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 |

| Start Date | End Date |
|---|---|
| 12.14.2026 | 01.24.2027 |

### 2027

| Start Date | End Date |
|---|---|
| 01.25.2027 | 03.07.2027 |
| 03.08.2027 | 04.18.2027 |
| 04.19.2027 | 05.30.2027 |
| 06.07.2027 | 07.18.2027 |
| 07.19.2027 | 08.29.2027 |
| 08.30.2027 | 10.10.2027 |
| 10.11.2027 | 11.21.2027 |
| 11.22.2027 | 01.02.2028 |

## Dental Hygiene and Nursing Programs

### 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 |

### 2027

| Start Date | End Date |
|---|---|
| 01.04.2027 | 03.28.2027 |
| 04.05.2027 | 06.27.2027 |
| 07.05.2027 | 09.26.2027 |
| 10.04.2027 | 12.26.2027 |

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 Salt Lake City, Utah 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 was established in 2009 as a branch campus of Fortis College located in Cuyahoga Falls, Ohio, which is accredited by ACCSC. Fortis College is located at 3949 South 700 East, Suite 150 & 200, Salt Lake City, Utah, 84107.

## 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. 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, at 3949 South 700 East, Suite 150 & 200, Salt Lake City, Utah, 84107.

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 as a branch campus of Fortis College in Cuyahoga Falls, Ohio from the Accrediting Commission of Career Schools and Colleges, 2101 Wilson Boulevard, Suite 302, Arlington, Virginia 22201 www.accsc.org.
- Fortis College is registered as a postsecondary school with the State of Utah Department of Commerce.
- Fortis College's Associate Degree in Nursing program and Practical Nursing program has received approval by the Utah State Board of Nursing. The Utah State Board of Nursing can be contacted at Heber M. Wells Bldg., 4th Floor, 160 East 300 South, Salt Lake City, UT 84111, or 801-530-6628. Their website is https://dopl.utah.gov/nurse/.
- Fortis College's Dental Hygiene program is accredited by the Commission on Dental Accreditation and has been granted the accreditation status of Approval without Reporting Requirements. The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at 800-232-6108 or at 211 East Chicago Avenue, Chicago, IL 60611. The Commission's web address is https://coda.ada.org/.
- The Associate Degree Nursing program at Fortis College Salt Lake City located in Salt Lake City, Utah is accredited by the Accreditation Commission for Education in Nursing (ACEN), 3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326, (404) 975- 5000. The most recent accreditation decision made by the ACEN Board of Commissioners for the associate degree nursing program is Continuing Accreditation. View the public information disclosed by the ACEN regarding this program at https://www.acenursing.org/.
- Fortis College is registered as a Chapter 30 degree granting institution with the Wyoming Department of Education.
- Fortis College is exempt from Idaho State Board of Education approval per Idaho Admin. Code r. 08.01.11.200 02.b.i.
- Fortis College qualifies for an exemption from Nevada Commission on Postsecondary Education approval per NV. ST 394.099.

College 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 college'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 associate of applied science 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 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 accreditation and licensure, the campus academic improvement plan, and disciplinary actions and appeals.

Dean 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

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

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

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

# Program and Policy Changes

Fortis 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 occupies a 30,000 square-foot facility that is located at 3949 South 700 East, Suite 150 and 200, Salt Lake City, Utah, 84107.

The Medical Training Lab is equipped with microscopes, stethoscopes, blood pressure cuffs, EKG machines, a spirometer, an autoclave, surgical instruments, examination tables, and injection arms/skins, and a variety of CLIA waived testing supplies and equipment.

The X-Ray lab and lecture room has a functional and non-ionizing X-ray unit that includes both the upright and table, X-ray tube & stand, control console to simulate and practice X-ray positioning and projection techniques. Additional equipment includes various articulated and disarticulated skeletons, radiation protective apparel for simulated exams for both patient and technician, positioning aid sponges, lead strips, weights, lead markers, image receptors and X-ray images for critique (in digital and film).

The Nursing Skills Lab is equipped with low fidelity mannequins and two simulation labs that simulate actual patient scenarios with high fidelity mannequins, camera system, fully replicated patient rooms, and instructional debriefing rooms.

The Dental Hygiene program has a fully operational clinic equipped with 15 operatories, sterilization centers, dental materials lab, panoramic x-ray machine, digital x-ray, dental laser, dark room, and reception area/front office training area.

The Heating, Ventilation, Air Conditioning, and Refrigeration Lab includes a boiler, hydronic heating systems, oil furnaces, electric furnaces, gas furnaces, air conditioning units, heat pumps, refrigeration units, HVACR library, and a tool storage area. All AC condensers and heat pumps are located outside on a dedicated patio which provides regular operating conditions for these units.

The lecture rooms have internet connectivity, full wall-sized whiteboards, media cabinets, and LCD projectors, to enhance the lectures with access to specialized medical web sites and use of web-based materials. Library resources and library information services are available to students and faculty. The learning resource center is available with internet access, computer stations, web- based resources, health reference books, and periodicals. There is a student lounge with vending machines, a microwave, refrigerator, and student resource materials. Administrative offices include career services, financial aid, registrar, admissions, education, and business office. There are interview rooms for student conferences. Clinical and externship sites are in area physician's offices, hospitals, and other professional medical facilities. Fortis College also uses the offices and laboratories of local physicians, clinics, healthcare facilities and hospitals to provide on-the-job experiences for students. 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 to identify reasonable accommodations necessary to enable him or her to fully participate in the admissions and educational processes. Questions about this process may be directed to ADALegal@edaff.com.

If a student wishes to file a complaint regarding any disability discrimination, the student should notify ADALegal@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 School will take steps proactively designed to promptly and effectively end the discrimination, prevent its recurrence, address its effects, and provide supportive measures.

# 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 Admission 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 (NACES), 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 admission 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 Requirement |
|---|---|
| Heating, Ventilation, Air Conditioning & Refrigeration | 11 |
| Medical Assisting and Basic X-ray Technician | 13 |
| Practical Nursing | 19 |

| Associate Programs | SLE Minimum Requirement |
|---|---|
| Dental Hygiene | 22 |
| 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 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. A candidate for admission may be required to interview with a member of the Nursing Program Admission Committee, or another college official. 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 college prior to starting the program, or prior to being readmitted 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.

   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, including 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 Alcohol, Tobacco, Drug Abuse, and Testing Policy.

2. 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.
3. 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 College does not provide health insurance.
4. 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 the Dental Hygiene Program

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

1. The applicant must complete a 2 to 4-page typed essay outlining (1) why the applicant wants to enter into the Dental Hygiene profession and (2) why he or she should be admitted to the Dental Hygiene program. The Dental Hygiene Program Director may elect to include an additional topic. The essay may be completed offsite. It must be submitted by email to the Dental Hygiene Program Director or his or her designee no less than one week prior to the interview with the program director or his or her designee. After the essay is completed, the applicant will meet with the program director. The program director or his or her designee scores the essay using the Essay Rubric.
2. The applicant must schedule and complete an interview with the Dental Hygiene Program Director and/or his or her designee.
3. The applicant must submit a current and valid form of picture identification. For example, a current and valid driver's license or U.S Passport.
4. The applicant must submit either a valid medical insurance card or sign a medical waiver form stating he or she is responsible for the costs of all medical services he or she requires.
5. Applicants must submit to and pass a drug-screening test and results must be in the applicant's admission file before starting the program. Inconclusive test results (such as dilute sample and insufficient sample) will require the applicant to be retested at his/her expense. The retest must be completed within 24 hours of receiving the notification on the first test. A second inconclusive test result (such as a dilute sample and insufficient sample) will be considered a positive drug test
6. Applicants must submit to and pass a criminal background check prior to starting the program. Results must be in the applicant's admission file before starting the program. The applicant should note that a history of criminal convictions may prevent the student from attending or completing the clinical/externship requirements of the program or may prevent his or her credentialing in the profession. If there are any questions regarding the results of the criminal background check, the applicant must make an appointment with the program director to discuss the consequences of the results.
7. With the exception of Hepatitis B, all required immunizations are to be completed prior to or within the first week of the first term that the student starts a dental hygiene program.
8. When all the above admissions requirements are completed with the exception of immunizations as noted, the Applicant Rating Form and Rubric and the application file will be submitted by the Director of Admissions to the Director of the Dental Hygiene Program for consideration by the Dental Hygiene Admissions Committee. The Dental Hygiene Admissions Committee consists of the Dental Hygiene Program Director or his or her designee as the chairperson of this committee, designated Dental Hygiene or other faculty member(s), and the College President or his or her designee. The primary purposes of the Dental Hygiene Program Admissions Committee are: (1) to rank the applicants and (2) to make the final decision as to which applicants are best suited for the Dental Hygiene program. This includes selecting applicants who are most likely to be successful weighing the applicant's background and experiences with the standards of the profession and school.

9. The Dental Hygiene Program Admissions Committee reviews each application package, ranks each applicant, as mandated by the Commission on Dental Accreditation, and makes the final determination for admission to the Dental Hygiene program based on limited seating capacity for the program. Each member of the committee has an equal vote in determining an applicant's rank; a majority vote will rule. In the event of a tie vote, the Dental Hygiene Program Director will be the deciding vote.
10. After the Dental Hygiene Program Admission Committee meets and makes its determinations, applicants will be notified of acceptance or denial.
11. An applicant who is not accepted for the start of a class may re-apply to the Dental Hygiene program for a future class. If desired by the applicant, he or she will have the opportunity to retake the SLE in accordance with testing procedures. His or her revised admission rank will be measured according to the current applicant pool. A waiting list for future cohorts will not be generated with applicants who have not been accepted. An applicant who is not accepted for the start of a class may re-apply for a future class and will be placed into the new pool of applicants for ranking.

### Ranking for Student Admission into the Dental Hygiene Program

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

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

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

- Wonderlic Scholastic Level Exam (SLE) Score: Points will be assigned according to the score on the exam ranging from 0 to 30. Minimum score of 16 required.

| Test Score Range | Points |
|---|---|
| 22 – 25 | 10 |
| 26 – 29 | 20 |
| 30 – 50 | 30 |

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

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

### Essential Skills and Functional Abilities for Dental Hygiene Students

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

**Motor Abilities**

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

**Manual Dexterity**

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

**Perceptual/Auditory Ability**

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

**Behavioral/Interpersonal/Emotional**

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

Upon completion of the Dental Hygiene program, graduates are eligible to apply to take the National Dental Hygiene Examination and the regional and/or state clinical and written examinations, all of which require passing scores before a graduate can complete an application for dental hygiene licensure. Dental hygiene licensure is required by all states before a graduate can practice as a dental hygienist. The written examination is a computerized exam given as the National Board Dental Hygiene Exam (NBDHE). The clinical examination, with a computerized component, is administered by several regional testing agencies in various locations and passing the exam is required for states within a specific region.

Regional board exams are given by the following agencies: CDCA/CRDTS/SRTA/CITA. Each state requires completion of a licensure application following submission of passing scores on both the NBDHE and one of the regional or independent state examinations before a graduate can practice as a dental hygienist.

# 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 college'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 college. In the event that the applicant fails to achieve a passing score on the second administration of the college'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 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 of Education, and/or the Dean of Nursing, the Business Office Manager, and Director of Financial Aid, or their designees. The applicant must meet all current admissions and readmission requirements for the program of study. Applicants approved for readmission are required to meet with the Business Office Manager and the Director of Financial Aid (or their designees) and complete all necessary applications and documents to ensure that his or her past and future tuition and fees obligations will be satisfied in a timely manner. Applicants approved for readmission will have their transcripts reviewed by the Dean of Nursing/Dean 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 readmission 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, Dean 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 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 a third failure 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 that earned an Associate degree or higher from the college/university that credits are being accepted from are exempt from the time limit in this paragraph, except as noted below.
- Mathematics and prerequisite science courses in the nursing and dental hygiene programs must have been completed within the past five years (60 months).
- Mathematics and prerequisite science courses in the nursing and dental hygiene 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 EA school 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 Chief Transformation Officer 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:

- The AP tests are scored on a scale 1 to 5, with 1 being the lowest and 5 the highest. The Campus recognizes AP scores 4 and 5 as passing, and awards credit for students who pass their AP test with a 4 or 5.
- The typical passing score on CLEP exams for general education purposes is 50. Once the raw score is calculated and converted to a scaled score, the lowest scaled score is 20 and the highest is 80. A score of 60 or higher is considered passing for awarding transfer credit.
- For DANTES tests, only scores from exams taken after 2008 will be considered. The equivalent score for a "B" grade is 434.

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/LVN 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.
- Dental Hygiene courses completed at another postsecondary institution are not eligible for transfer of credit. The only exceptions are dental hygiene courses completed at another Education Affiliates campus.

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

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 certification exam and hold a current CNA certification. The applicant must have a minimum of 40 hours of work experience as a CNA 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 Dean of Education and the Registrar. The Dean of Education will work with students seeking to transfer to a different program to determine if any of the courses or learning from the current or prior program of study is applicable and can be transferred into the proposed new program with credit granted accordingly.

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 an articulation agreement with the following institution: Denver College of Nursing.

# Student Physical Location

Fortis College reviews admissions applications and may enroll students who are residents of Utah, Idaho, Neveda, and Wyoming 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 Salt Lake City, Utah.

Should the student change their address while enrolled at Fortis College, the student is required to notify the School's 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, Clinical and Program Continuation Requirements for the Dental Hygiene, Medical Assisting & Basic X-Ray Technician Programs

The healthcare industry and the College programs of study require healthcare professionals to be in good physical and mental health. Students with physical and/or mental health issues may be asked to obtain a physician's statement, at the student's cost, verifying that the condition will not be aggravated by or endanger clients associated with the student in required coursework.

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

- MMR – Measles, Mumps, Rubella (two doses or positive titers)
- Varicella (two doses or positive titer)
- Seasonal Influenza
- Tdap/TD - Tetanus (within last 10 years)
- Hepatitis B vaccination is administered in a series of three doses. Students must complete the first two doses of Hepatitis B immunizations within 30 days after starting the first term.

Students enrolled in the Medical Assisting & Basic X-Ray Technician program must complete the following immunizations prior to clinical/externship:

- Hepatitis B (first two in the series of three shots or positive titer).

### Additional Immunizations/Vaccinations for Dental Hygiene Program

Immunization/vaccination requirements are based on the current Centers for Disease Control (CDC) recommendations for healthcare workers and the Advisory Committee on Immunization Practices (ACIP). Externship sites where students will be assigned may have additional health clearance and immunization requirements beyond the current recommendations by the CDC or ACIP. Most hospital-based clinicals and externship sites require COVID-19 Immunization. The College has identified a standard immunization policy but reserves the right to require any additional healthcare clearance assessment, documentation, immunization, and serology testing at any point throughout the enrollment of the program. In addition, immunizations and health requirements may change without notice and students may be required to provide verifiable documentation of their ability to meet new requirements. Students are required to provide documentation within the designated timeframe in order to maintain enrollment and progress. All additional requirements are at the student's expense.

### Additional Requirements for Dental Hygiene Program After Program Acceptance

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

- Applicants must sign the physical or technical statement specific to the chosen program.
- The applicant must submit a copy of his or her current (American Heart Association BLS Healthcare Provider Course) CPR card or take a short course to obtain the certification. The CPR certification must remain current throughout the program.
- Since some externship sites may require that students have health insurance, the applicant must submit either a valid medical insurance card or a signed medical waiver form stating he or she is responsible for the costs of all medical services he or she requires.
- TB test results must be submitted prior to completing the first term. If the results are positive, the applicant must submit negative chest X-ray results.

- Since some externship sites may be farther than 50 miles from the campus, applicants must sign a statement of understanding of the travel requirements.
- The Dental Hygiene program requires that the student be 18 years of age at the time he or she starts the clinical/externship portion of the program.

# 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.

### 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.

### 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.

### Negative Drug Screen

The applicant must pass a drug screen upon enrollment. There may be additional needs throughout the program based on clinical requirements.

### 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.

### 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.

**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.

**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.

**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<br>(Hepatitis B) | Proof of a 3-dose series - doses at 0, 1, and 6 months **OR**<br><br>Proof of the HEPLISAV-B vaccine 2 dose series, 4 weeks apart **OR** |

| Vaccination/Screening/Document | Requirement Summaries |
|---|---|
| | Serologic proof of immunity **OR**<br><br>Proof of a booster if the titer is "negative," “indeterminate,” or “equivocal” **OR**<br><br>Documentation as a non-responder **OR**<br><br>Documentation that the series is underway and on track as described above **OR**<br><br>Waiver provided by the school with medical documentation attached from a healthcare provider describing why the individual cannot complete the series |
| MMR<br>(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<br>(Chickenpox) | 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<br>(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<br>(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<br>(PPD TST (Purified Protein Derivative Tuberculin Skin Test), IGRA blood tests, & 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 Screen | 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 College include:

| Grade | Description | Affects Credits Attempted | Affects GPA |
|---|---|---|---|
| AU | Audit | No | No |
| I | Incomplete | No | No |
| W | Withdrawn | Yes | No |
| WF | Withdrawn Failing | Yes | Yes |
| 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 College. 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 78% (total average of key graded assessments) is required. The minimum course grade of C+ (78%) 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 78% (total average of key graded assessments) is required. The minimum course grade of C+ (78%) 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.

***Dental Hygiene Students**

A minimum grade of “C+” (78%) is required to pass all science, math, and concentration courses in the Dental Hygiene programs. If a student earns any grade below “C+” (78%) in these courses, the student has failed the course and is required to retake the course. A student may only retake a failed course one time. If a student fails a course a second time the student may be dismissed from the program. The minimum grade of C- (70%) is required to pass all other courses (non-science and non-concentration courses) in the program curriculum.

# 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.

# 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

### 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 Dean of Education before turning the form into the Registrar for recording.

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

Credits associated with courses in which an Incomplete grade is received will not count as either credits attempted or Minimum Cumulative Credits Completed at the 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."

### 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 Dean 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 Dean of Education. Due to space limitations, students may not be permitted to audit laboratory or clinical/externship activities or experiences.

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

During an audit class, the student is expected to participate in all typical learning activities except examinations or quizzes. Audit courses do not count toward credit attempted or credit earned and will be assigned a grade of "AU;" neither do they count as part of a student's full or part-time schedule for purposes of financial aid. A course audit cannot last more than one term (12 weeks). 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 Dean of Education to determine availability of course(s). Because of space limitations, graduates may not be permitted to take laboratory or clinical/externship activities or experiences. Refresher courses are not graded, and no credit is earned. Graduates taking refresher courses must abide by current school rules and regulations, particularly in attendance and punctuality. Graduates will need to purchase the appropriate textbook(s) associated with the class.

# Transcript of Grades

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, Dean of Education, Registrar, Financial Aid, and Career Services
5. Returned any school property, including books and equipment
6. The student has made satisfactory arrangements with the Business Office to meet all financial obligations to the 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 Dean of Education to schedule tutoring with an instructor. Additional laboratory time may be provided for those students needing to complete assigned lab projects or requiring extra help with laboratory activities. These sessions may be scheduled outside of normal classroom instruction hours. Students should make arrangements with the instructor or Dean of Education.

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

# Academic Appeals

### Dismissal Appeals

The Student Academic Appeal policy provides students a way to appeal dismissal from their academic program. Students who wish to appeal academic status/eligibility due to failure to maintain Satisfactory Academic Progress should see the *SAP Appeals & Financial Aid Probation* section of the *Satisfactory Academic Progress* policy within this Catalog.

An academic appeal must be received within 14 calendar days of the student being notified of the decision that he or she wishes to appeal. Appeals must be submitted in writing to the Dean of Education 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 Dean of Education will convene a meeting of the Academic Review Board, consisting of the one program director who was not the instructor for the course and the Dean and Campus President. This meeting will be held within seven calendar days of the Dean receiving the student’s written appeal. The student will be notified in writing (via mail and/or email) of the Academic Review Board’s decision. The notification will be sent no later than the end of the 3rd business day after the Academic Review Board meeting.

If the student is appealing termination due to violation of the attendance policy the student will remain withdrawn from the school until the appeal is successful.

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

Students may appeal the 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.

### Additional Dental Hygiene Program Attendance Policies

Students are expected to attend all classes, labs, and clinical. Absences jeopardize a student's ability to meet course or clinical objectives. Under extraordinary circumstances, an excused absence based on proper documentation may be awarded for circumstances such as a death in the immediate family, required court appearance, military leave, jury duty or a student's hospitalization. By enforcing a strict attendance policy, Fortis College helps to assist the students in gaining valuable educational experiences and developing good work habits.

A dental hygiene student who accumulates four (4) unexcused absences in any combination of classes, labs, or clinical in a quarter will be placed on attendance probation for the duration of the quarter. During the probationary period if a student misses one more class, lab or clinical they may be dropped from the program and receive a failing grade for all current courses. Late arrivals (tardies) and early departures of 15 minutes or more from classes and labs will be documented. Any combination of three (3) late arrivals and/or early departures from class, lab or clinical will count as an absence and will be used in calculating overall absences. Students who miss half or more of any class or lab will be counted as absent for that particular class, lab or clinical. Even though 100% missed clinical time must be made up, a missed clinical still counts as an absence for determining if a student is placed on attendance probation.

The Fortis College Dental Hygiene Program does not guarantee clinical make-up experiences. Failure to complete 100% of clinical time, for any reason, will result in a failure for the course. Students are allowed ONE (1) clinical absence (of the four (4) defined unexcused absences mentioned above) per 12-week quarter. Additional clinical absences may result in dismissal from the dental hygiene program. Students must make up missed clinical time within two (2) weeks of the absence or will not receive credit for the make-up. Students must provide documentation to receive any excused absences. Specific clinical attendance policies are more stringent than the overall dental hygiene program attendance policies and are documented in detail in the Fortis College Dental Hygiene Program Student Handbook, and in the college catalog.

It is the student's responsibility to monitor their own attendance status. Students should consult with the dental hygiene program administrator if they have any questions.

Dropped students will be considered for re-entry into the program on a space-available basis. Readmission policies apply. Students are not guaranteed readmission.

Students re-entering the program after being dropped for violation of the attendance policy will be dismissed permanently from the program if they violate the attendance policy a second time.

Lecture and lab classes: Students are responsible for reporting absences to their instructor prior to the beginning of class. A "no call, no show" is NOT acceptable. Call 801-713-0915. Students should follow up with an email to their instructor to notify them of their absence and request homework assignments.

# Make-Up Work

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

# Tardiness/Early Departure

Students are required to be on time and stay for the entire duration of class. Students assume the responsibility for making arrangements with individual instructors for any and all make-up 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 College, 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 College 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 College, must submit the request in writing to the College. The withdrawal request is to be submitted to the program director/dean.

If a student is considering withdrawing from a course or from the College, 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 College 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 College

Students who have been dismissed from the College may not be eligible for re-instatement, unless the dismissal was due to failure to meet the College 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 (sometimes known as a blended format), which is the incorporation of both traditional on-campus (residential) and distance learning (online) within a program of study. The mode of delivery for each program is identified on the program page. Students enrolled in 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 | Allied Health Programs | Nursing Programs | Dental Hygiene | HVACR |
|---|---|---|---|---|
| Lecture | 24:1 | 36:1 | 20:1 | 30:1 |
| Lab | 20:1 | 12:1 | 5:1*, 10:1**, or 20:1*** | 18:1 |
| Simulation**** | N/A | 10:1 | N/A | N/A |
| Clinical/Externship Rotation | 1:1 | 10:1 | 5:1 | N/A |
| Online Courses | 25:1 | 25:1 | 25:1 | N/A |

** Clinic style labs*
*** Dental Materials labs*
**** Classroom application activities*
*****Broken into two subgroups of 5 students each*

# 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 7:00 a.m. and 11:00 p.m., Monday through Friday; and 7:00 a.m. and 5:00 p.m. on Saturday.

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

# 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/.

# 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.

### School Closures and Online Courses

Online courses typically continue to run during weather or other emergencies. Exceptions will be communicated to students by the online faculty or staff.

For nursing students in online nursing courses, zoom lectures will be held as scheduled.

# 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, print journals, 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.***

# Tuition and Fees

## Tuition And Fees

### Diploma Programs

| Program | Tuition | Admin. & Tech. Fee | Textbooks | Student Kit | Certification /Licensure Exam | Immunization Tracking | Laptop Computer | Background Check | Drug Screen | E-Books | Total Cost |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Heating, Ventilation, Air Conditioning, & Refrigeration | $21,140 | $100 | $692 | $859 | $127 | $0 | $941 | $0 | $0 | $0 | $23,859 |
| Medical Assisting & Basic X-Ray Technician | $20,344 | $203 | $122 | $128 | $364 | $0 | $941 | $66 | $40 | $579 | $22,787 |

| Program | Tuition | Admin. & Tech. | Textbooks | Student Kit | Certification / Licensure Exam | Reference Books | Laptop Computer | Background Check | Immunization Tracking | Clinical Fee | Drug Screen | E-Books | Total Cost |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Practical Nursing | $25,830 | $325 | $0 | $134 | $200 | $313 | $1,098 | $99 | $0 | $0 | $80 | $1,103 | $29,182 |

### Degree Programs

| Program | Tuition | Admin. & Tech. | Textbooks | Student Kit | Certification / Licensure Exam | Reference Books | Laptop Computer | Background Check | Immunization Tracking | Clinical Fee | Drug Screen | E-Books | Total Cost |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Associate Degree in Nursing (96 Week Program) | $50,836 | $520 | $0 | $151 | $200 | $534 | $1,098 | $99 | $0 | $0 | $80 | $2,250 | $55,768 |
| Associate Degree in Nursing (144 Week Program) | $50,836 | $780 | $0 | $151 | $200 | $534 | $1,098 | $132 | $0 | $0 | $84 | $2,250 | $56,065 |
| Dental Hygiene (141.5 credits) | $58.504 | $350 | $1,942 | $3,011 | $0 | $0 | $1,098 | $66 | $0 | $0 | $40 | $662 | $65,673 |

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

The Enrollment Agreement obligates the student and the College by the Academic Quarter for the program of instruction selected by the student. Students' financial obligations will be calculated in accordance with the refund policy in the contract and this College catalog. The content and schedule for the programs and academic terms are described in this catalog. All tuition and fees are charged each Quarter. A returned payment fee of $25.00 may be charged for each returned check or rejected payment.

## Refund and Cancellation Policies

If an applicant/student cancels, withdraws, or is terminated by the College for any reason, refunds will be made according to the College's Tuition 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, which may include projects, clinical experiences, or examinations, 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. The date of

withdrawal determination is no later than 14 calendar days after the student's last date of attendance as determined by the College. 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 government 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, which may include projects, clinical experiences, or examinations, 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 government and agency refunds will be made within the required time limits of the funding source. The last day a student had academically related activity will be used to calculate any money the Student owes and to calculate any refund the Student is due. The date of withdrawal determination is 14 calendar days after the student's last date of attendance as determined by the College. All other fees are non-refundable when the applicable item or service is provided to the Student.

# Tuition Refund Policy

A student wishing to officially withdraw should inform Fortis College of at least five calendar days, but no more than thirty calendar days, in advance of withdrawal, and is encouraged to do so in writing to the Business Office or Financial Aid Office. 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 as the last day a student had academically related activity, which may include projects, clinical experiences, or examinations, as evidenced by posted attendance, will be used to calculate any money the student owes and to calculate any refund the student is due. The date of withdrawal determination is 14 calendar days after the student's last date of attendance as determined by the College. 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 or Module Taught | Refund Percentage |
|---|---|
| Less than 10% | 90% |
| 10.01% up and including 20% | 80% |
| 20.01% up to and including 30% | 70% |
| 30.01% up to and including 40% | 60% |
| 40.01% and including 50% | 50% |
| More than 50% | No Tuition Refund |

In the event that a Student withdraws or is dismissed from Fortis College, all efforts will be made to refund pre-paid amounts for books, fees and supplies except for those items that have been consumed. If a refund is due, it will be made within 30 days of the withdrawal date.

# 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 their 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

In compliance with Utah Code §13-34-109, students enrolling at Fortis College, Salt Lake City are entitled to the following rights: A student has the right to rescind an enrollment agreement and cancel enrollment within three (3) business days excluding holidays after the latest of the following events: 1. The date the student signs the enrollment agreement; 2. The date the student makes any payment to the institution; 3. The date the student first attends class; 4. The date the student first gains access to the institution's services. If cancellation occurs during this "cooling-off period," the student will receive a refund of all money paid by the student. Cancellation must be submitted in writing by midnight of the third business day to the Campus President at: Fortis College, 3949 South 700 East, Suite 150, Salt Lake City, Utah, 84107. Refunds will be processed within 30 days of the receipt of the written cancellation notice.

# Cancellation/Rejection Policy

The College will refund within 30 days, all monies paid by an applicant who is rejected for enrollment by the College, or who enrolls in a program that the College cancels, or who cancels within three (3) business days, excluding holidays, after the latest of the following events: 1) The date the student signs the Enrollment Agreement; 2) The date the student makes any payment to the College; 3) The date the student first attends class; 4) The date the student first gains access to the College's services. If cancellation occurs during this "cooling-off period," the student will receive a refund of all money paid by the student. Cancellation must be submitted in writing by midnight of the third business day to the Campus President at: Fortis College, 3949 South 700 East, Suite 150, Salt Lake City, Utah, 84107. Refunds will be processed within 30 days of the receipt of the written cancellation notice.

# 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 NOT be charged to the student.

A fee of $200 per day may be charged to students in the Practical Nursing and Associate Degree in Nursing programs for an unexcused make-up clinical day. A fee of $25 per hour may also be assessed for an unexcused make-up lab or simulation experience in the nursing programs. A fee of $50 per hour may be charged to students in the Dental Hygiene Program for unexcused lab absences in the DHG212, DHG104, and DHG105 courses.

There is no graduation fee.

# Collections Policy

All students that have an in-school payment responsibility will be given a Retail Installment Contract outlining the specific amounts and dates due. Monthly statements delivered by the 25th and emailed past-due notices by the 30th, and progressive interventions: at 30 days past due a meeting is requested (student may still attend class), at 60 days a meeting is required (student barred from class until cleared by the Business Office), and at 90 days possible dismissal based on factors such as meeting with the Campus President, student circumstances, communication, and amount owed; revised payment plans must avoid balloon payments and not extend past graduation. While class access may be restricted for failure to meet with the Business Office, no student may be denied supplies, equipment, or services—those who refuse resolution may be dismissed.

# 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.fortis.edu/.

## 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.

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

- Vocational Rehabilitation
  Vocational Rehabilitation is a one-stop career development program that offers individuals with disabilities a wide range of services designed to provide them with the skills, resources, attitudes, and expectations needed to compete in the interview process, get the job, keep the job, and develop a lifetime career. Funding is awarded by Utah State Office of Rehabilitation and is determined based on financial need, physical need, and the availability of funds.

  Toll-Free 1-800-473-7530 Fax 801-538-7522

www.usor.utah.gov
www.usor.utah.gov/contact/CurrentRoster.pdf

- Department of Workforce Services
  Workforce Investment Act of Utah (WIA) is designed to assist students who have been affected by the downturn in the economy to re-enter the workforce in a career where they can excel and benefit the employer at the same time. This is a state funded program that has regional offices in most counties that award funding for that specific county. The funding is awarded based on need, availability, and several other factors. Students must meet with a counselor in their area prior to entering an education program.

  Department of Workforce Services - Imaging Operations
  P.O. Box 143245
  Salt Lake City, UT 84114-3245
  Phone: 801-526-0950 Toll-Free Phone: 1-866-435-7414
  Fax: 1-877-313-4717
  http://jobs.utah.gov/regions/ec.html

- Fortis College Dental Hygiene Scholarship
  The Dental Hygiene Scholarship is an award amount of $2000, disbursed quarterly over the length of the program. This application is made available during the financial aid appointment and any new student entering into the program can apply. The scholarship is awarded based on composite admission scores. This is compiled based on the score of the following: Wonderlic Scholastic Exam, High School or most recent GPA, Allied Health Work or Military experience, written essay, interview with the Dental Hygiene Program Director and a completed application form. Once approved, the student receives an official approval letter. If applicable, payment plans are recalculated. If the student is denied, they are not eligible in the future.

- Fortis College Nursing Scholarship
  The Nursing Scholarship is an award amount of $2000, disbursed quarterly over the length of the program. This application is made available during the financial aid appointment, and any new student entering the program can apply. The scholarship is awarded based on the following requirements: one letter of recommendation from an employer, supervisor, or faculty member (if attended school in the past 2 years), completed application form, and a short essay with the student's professional goals, plan for success, and an explanation of how the scholarship will assist in meeting those objectives. Once approved, the student receives an official approval letter. If applicable, payment plans are recalculated. If the student is denied, they are not eligible in the future.

# 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 measurements.

Credit Hour Programs:
No. of Days Completed in the Payment Period through Withdraw Date
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.fortis.edu/.

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

#### Maximum Time Frame

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

#### Quantitative Requirement - Credit Completion

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

#### Qualitative Requirement – Cumulative Grade Point Average (CGPA)

The 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 Dean of Education or his/her designee stating that he or she is being placed on an Academic/Financial Aid Warning. A student in Academic/Financial Aid Warning status will have one additional Quarter to correct the deficiency and meet the minimum requirements at the end of his or her next Quarter. The Academic/Financial Aid Warning period shall be one Quarter. The student will remain eligible for federal financial aid while on Academic/Financial Aid Warning. If the student does not achieve the minimum quantitative and qualitative requirements by the end of the Academic/Financial Aid Warning period, the student will no longer be eligible for any form of federal student assistance under Title IV of the Higher Education Act and will be dismissed from the 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 More than One Academic Year (Quarter Credit Programs)**

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

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

| Evaluation Levels | Cumulative Credits Attempted (including transfer credits) | Minimum Percentage 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 and 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 Director of Financial Aid. The student's letter of appeal must explain and document, to the satisfaction of the Financial Aid Committee, the mitigating circumstance(s) which caused the student not to achieve SAP after the Academic/Financial Aid Warning Period and what circumstances have changed that will allow the student to achieve SAP at the next evaluation period. The Financial Aid Committee consists of the Campus President, Dean of Education, and Financial Aid Director, or their designees.

The Financial Aid Committee may grant one additional Quarter as a Financial Aid Probationary period, approve an "Academic Improvement Plan," which may require the student to fulfill specific terms and conditions, or deny the appeal. By approving an additional quarter, as a Financial Aid Probation Period, the Committee determined that the student should be able to meet the College's satisfactory academic progress standards by the end of that Quarter.

The Committee, in conjunction with the student, may also develop and approve an individual Academic Improvement Plan if the Committee determines that the student's circumstance warrants. 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 Quarter or the period of an Academic Improvement Plan. If a student submits a timely and complete written appeal to the Financial Aid Director, the 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 the 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 Dean of Education in writing when they believe they have corrected their satisfactory academic progress deficiencies.

### Transfer and Readmitted Students/Students Changing Majors

If a student transfers to the 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.fortis.edu/.

# Video-Recording or Audio-Recording Policy

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

# Internet Usage

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

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

The equipment, services, and technology provided via the Internet are the property of the 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 Dean 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 regards 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.fortis.edu/.

# 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

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 Statistics Report is distributed to all enrolled students and employees and is available upon request to prospective students. Students receive a direct URL/link to the Campus Crime Statistics Report prior to enrollment via the Student Acknowledgement Form. It should be noted that this report is updated annually and distributed via email 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 at http://www.fortis.edu/ 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 Dean of Education or designee. Visitors are required to adhere to the same standards of conduct as students.

# Family Educational Rights and Privacy Act (FERPA)

An education record is defined as files, materials or documents that contain information directly related to a student. The 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 Professional Liability insurance on all students and instructors while at externship or clinical sites. 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.

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 are 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 Dean of Education faculty about any accident or injury to themselves, to another student or to a patient under their care that might cause liability to the student, externship, or clinical site, or the 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 authority and accrediting bodies are:**

Utah Department of Commerce Division of Consumer Protection SM
Box 146701
Salt Lake City, UT 84114-6704
(801) 530-6601
www.dcp.utah.gov

Utah State Board of Nursing
Heber M. Wells Bldg.,
4th Floor 160 East 300 South
Salt Lake City, UT 84111

**The title and address of the programmatic accrediting/approving agencies are:**

Commission on Dental Accreditation
211 East Chicago Avenue
Chicago, IL 60611
(312) 440-4653

Accreditation Commission for Education in Nursing
3390 Peachtree Road, NE, Suite 1400
Atlanta, Georgia 30326
(404) 975-5000

**The title and address of the institutional accrediting commission is:**

Accrediting Commission of Career Schools & Colleges
2101 Wilson Boulevard, Suite 302
Arlington, VA 22201
(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 & 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.

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.

### Idaho Residents

Students are encouraged to work through their school's internal grievance process to resolve any school disputes. If after a completion of that process the issues have not been resolved, students may file a complaint with the appropriate agency. Complaints regarding the violation of state laws related to private postsecondary education institutions and proprietary schools registration may be made by completing and submitting a complaint form to the Executive Director of the State Board of Education. The complaint form can be found on the website at:

https://boardofed.idaho.gov/higher-educationprivate/proprietary-schools-nondegree-granting/student-complaint- procedures/.

### Nevada Residents

Students should make every effort to resolve the situation at hand with their school. If a mutually satisfactory solution cannot be met at this level, students may contact their Nevada legislative representatives to share their concerns. The representatives may be found on the Nevada Commission website at:

http://www.doe.nv.gov/home/FAQs/Complaints_FAQ/.

### Wyoming Residents

Fortis College is registered as a Chapter 30 degree granting institution with the Wyoming Department of Education. Complaints relating to different topics have to be submitted to the respective departments. More information on which department to submit a complaint to, along with the respective procedures can be found on their website at: https://edu.wyoming.gov/beyond-the-classroom/school-programs/private-schoollicensing/.

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.

# Staff and Faculty

## Administrative Staff

| Title | Name |
|---|---|
| Campus President | Vanessa Lausch |
| Human Resources Associate | Sally Hinck |
| Business Office Manager | Sally Hinck |
| Receptionist | Serene Shaffer |
| Registrar | Spencer Hemsley |
| Dental Hygiene Clinic Manager | Ricci Sadar |
| Nursing Clinical Administrator | Veronica Steed |
| Nursing Executive Assistant | Cheri Bullough |

## Admissions

| Title | Name |
|---|---|
| Director of Admissions | Nicole Webb |
| Admissions Advisor | Breeonna Bontempo |
| Admissions Advisor | John Robinson |
| Admissions Advisor | Eric Romero |

## Career Services

| Title | Name |
|---|---|
| Director of Career Services | Andrea Kuhn |

## Financial Aid

| Title | Name |
|---|---|
| Director of Financial Aid | Julie Simpson |
| Financial Aid Advisor | Angela Hone |
| Financial Aid Advisor | Sarah Burbucs |

## Library

| Title | Name |
|---|---|
| Learning Resource Center Manager | Jennifer Eatough |

## Supervising Dentists

| Name |
|---|
| Mehravar Brown |
| Michael Knight |

| Name |
| --- |
| Troy Sargent |

# Academic Leadership

### Dean of Education

Dallen Herzog
*Master of Public Health, Epidemiology-Biostatistics, George Washington University, Washington, D.C.*
*Bachelor of Science, Mechanical Engineering, University of Utah, Salt Lake City, UT*
*Bachelor of Science, Biology, University of Utah, Salt Lake City, UT*

### Dean of Dental Hygiene

Julie Hemsley
*Master of Science, Dental Hygiene, Old Dominion University, Norfolk, VA*
*Bachelor of Science, Dental Hygiene, Weber State University, Ogden, UT*
*Associate of Science, Dental Hygiene, Laramie County Community College, Cheyenne, WY*
*Licensed Dental Hygienist with Local Anesthesia, Utah, Department of Occupational and Professional Licensing*

### Program Director For Heating, Ventilation, Air Conditioning, & Refrigeration

Kevin Bohnet
*Associate of Applied Science, Robotic Automation System Technology, Utah Valley State College, Orem, UT*
*EPA 608 Universal Refrigerant Certification*
*Natural Gas Technician, Rocky Mountain Gas Association (RMGA)*

### Program Director For Medical Assisting And Basic X-Ray Technician

Chelsea Quarry
*Associate of Applied Science, Broadview University, Salt Lake City, UT*
*Licensed Radiology Practical Technician, Utah, Department of Occupational and Professional Licensing*

### Dean of Nursing

Janet Houston
*Doctor of Nursing Practice American Sentinel University, Aurora, CO*
*Master of Science, Pediatric Nurse Practitioner, University of Utah, Salt Lake City, UT*
*Bachelor of Science, Nursing, University of Pennsylvania, Philadelphia, PA*
*Registered Nurse and Advanced Practice Registered Nurse, Department of Professional Licensure, Utah Board of Nursing, Salt Lake City, UT*

### Associate Dean of Nursing

Jacqueline Smithers
*Master of Science, Nursing, Certified Nurse-Midwife, University of Utah, Salt Lake City, UT*
*Bachelor of Science, Nursing, Westminster College, Salt Lake City, UT*
*Advanced Practice Registered Nurse, Department of Professional Licensure, Salt Lake City, UT*
*Registered Nurse, Department of Professional Licensure, Utah Board of Nursing, Salt Lake City, UT*

# Faculty

### Dental Hygiene

Lindsey Andra (Part-Time)
*Bachelor of Science in Dental Hygiene, Utah College of Dental Hygiene, Orem, UT*
*Licensed Dental Hygienist with Local Anesthesia, Utah Department of Occupational and Professional Licensing*

Michelle Baxter (Part-Time)
*Master of Public Health, University of Utah, Salt Lake City, UT*
*Bachelor of Science, Dental Hygiene, Weber State University, Ogden, UT*
*Licensed Dental Hygienist with Local Anesthesia, Utah, Department of Occupational and Professional Licensing*

Annie Capener (Part-Time)
*Bachelor of Science, Dental Hygiene, Wichita State University, Wichita, KS*
*Associate of Applied Science, Dental Hygiene, Carl Sandburg College, Galesburg, IL*
*Licensed Dental Hygienist with Local Anesthesia, Utah, Department of Occupational and Professional Licensing*

Julie Christiansen (Part-Time)
*Bachelor of Science, Dental Hygiene, Weber State University, Ogden, UT*
*Licensed Dental Hygienist with Local Anesthesia, Utah, Department of Occupational and Professional Licensing*

Autumn Gill (Part-Time)
*Bachelor of Science, Dental Hygiene, Minnesota State University, Mankato MN*
*Licensed Dental Hygienist, Utah, Department of Occupational and Professional Licensing*

Terrin Harrison (Part-Time)
*Associate of Applied Science, Dental Hygiene, Salt Lake Community College, Salt Lake City, UT"*
*Licensed Dental Hygienist with Local Anesthesia, Utah, Department of Occupational and Professional Licensing*

Nichole Jarnagin (Full-Time)
*Bachelor of Science, Dental Hygiene, Weber State University, Ogden, UT*
*Licensed Dental Hygienist with Local Anesthesia, Utah, Department of Occupational and Professional Licensing*

Lauren Larsen (Part-Time)
*Bachelor of Science, Business Administration Healthcare Management, Western Governors University, Salt Lake City, UT*
*Associate of Science, Dental Hygiene, Fortis College, Salt Lake City, UT*
*Licensed Dental Hygienist with Local Anesthesia, Utah, Department of Occupational and Professional Licensing*

Hayley Nigbur (Part-Time)
*Bachelor of Science, Dental Hygiene, San Joaquin Valley College, Hesperia, CA*
*Associate of Science, Dental Hygiene, Fortis College, Salt Lake City, UT*
*Licensed Dental Hygienist with Local Anesthesia, Utah, Department of Occupational and Professional Licensing*

Alisha Noonan (Part-Time)
*Associate of Science, Dental Hygiene, Fortis College, Salt Lake City, UT*
*Licensed Dental Hygienist with Local Anesthesia, Utah, Department of Occupational and Professional Licensing*

Jefferson Plicka (Part-Time)
*Doctor of Dental Medicine, University of Las Vegas School of Dentistry, Las Vegas, NV*
*Licensed Dentist with Local Anesthesia and Controlled Substance, Department of Occupational and Professional Licensing*

Jennifer Sanbei (Part-Time)
*Bachelor of Health Science, Western Governors University, Salt Lake City, UT*
*Associate of Science, Dental Hygiene, Fortis College, Salt Lake City, UT*
*Licensed Dental Hygienist with Local Anesthesia, Utah, Department of Occupational and Professional Licensing*

Holley Searle (Part-Time)
*Bachelor of Science, Dental Hygiene, University of Colorado, Denver, CO*
*Licensed Dental Hygienist with Local Anesthesia, Utah, Department of Occupational and Professional Licensing*

Darcie Spencer (Part-Time)
*Bachelor of Science, Dental Hygiene, Utah Valley University, Orem, UT*
*Associate of Applied Science, Dental Hygiene, Salt Lake Community College, Salt Lake City, UT*
*Licensed Dental Hygienist with Local Anesthesia, Utah, Department of Occupational and Professional Licensing*

Terra Taylor (Full-Time)
*Master of Education, Education Technology and Instructional Design, Western Governors University, Salt Lake City, UT*
*Bachelor of Arts, Spanish, University of Utah, Salt Lake City, UT*
*Bachelor of Science, International Studies, University of Utah, Salt Lake City, UT*
*Associate of Applied Science, Dental Hygiene, Salt Lake Community College, Salt Lake City, UT*
*Associate of Science, General Studies, Salt Lake Community College, Salt Lake City, UT*
*Licensed Dental Hygienist with Local Anesthesia, Utah, Department of Occupational and Professional Licensing*

Brooke Thiede (Full-Time)
*Bachelor of Science, Dental Hygiene, Utah Valley University, Orem, UT*
*Licensed Dental Hygienist with Local Anesthesia, Utah, Department of Occupational and Professional Licensing*

Tricia Tippets (Part-Time)
*Bachelor of Science, Health Services Coordination, Western Governors University, Salt Lake City, UT*
*Associate of Science, Dental Hygiene, Fortis College, Salt Lake City, UT*
*Licensed Dental Hygienist with Local Anesthesia, Utah, Department of Occupational and Professional Licensing*

Aminda Whitten (Part-Time)
*Bachelor of General Studies, Southern Utah University, Cedar City, UT*
*Associate of Applied Science, Dental Hygiene, Salt Lake Community College, Salt Lake City, UT*
*Associate of Science, General Studies, Salt Lake Community College, Salt Lake City, UT*
*Licensed Dental Hygienist with Local Anesthesia, Utah, Department of Occupational and Professional Licensing*

Camille Zahajko (Part-Time)
*Dental Hygiene, Associate of Applied Science, 2005, Lake Washington Technical College*
*Licensed Dental Hygienist with Local Anesthesia, Utah, Department of Occupational and Professional Licensing*

### General Education

Kyle Hemming (Part-Time)
*Master of Science, Kinesiology and Exercise Science, California State University, Long Beach, CA*
*Bachelor of Science, Exercise Science, Brigham Young University, Provo, UT*
*Associate in Arts, Liberal Arts, Chabot-Las Positas Community College, Livermore, CA*

Zachary Horton (Part-Time)
*Master of Science, Exercise Health Science, University of Massachusetts, Boston, MA*
*Bachelor of Science, Exercise Health Science, University of Massachusetts, Boston, MA*

Gayani Nanayakkara (Part-Time)
*Doctor of Philosophy, Pharmaceutical Sciences, Auburn University, Auburn, AL*

Rebecca Nichols (Part-Time)
*Doctor of Philosophy, Health Behavior, Indiana University, Bloomington, IN*
*Master of Science, Health Education, Utah State University, Logan, UT*
*Bachelor of Science, Exercise Physiology, Utah State University, Logan, UT*

### Heating, Ventilation, Air Conditioning & Refrigeration

Timothy Barnett (Part-Time)
*EPA 608 Universal Refrigerant Certification*

Thomas Collins (Part-Time)
*EPA 608 Universal Refrigerant Certification*
*Natural Gas Technician, Rocky Mountain Gas Association (RMGA)*

Cordell DeMille (Part-Time)
*Certificate, Refrigeration/Heat and Air Conditioning, Salt Lake Community College, Salt Lake City, UT*
*EPA 608 Universal Refrigerant Certification*
*Natural Gas Technician, Rocky Mountain Gas Association (RMGA)*

David Lund (Part-Time)
*Associate of Applied Science, Electrical Independent Apprentice, Salt Lake Community College, Salt Lake City, UT*
*Associate of Science, General Studies, Salt Lake Community College, Salt Lake City, UT*
*Journeyman Electrician, Idaho Division of Building Safety*
*EPA 608 Universal Refrigerant Certification*

Taano Martinez (Part-Time)
*EPA 608 Type I-Type II Refrigerant Certification*
*Natural Gas Technician, Rocky Mountain Gas Association (RMGA)*

Willis Quezada (Part-Time)
*EPA 608 Universal Refrigerant Certification*
*Natural Gas Technician, Rocky Mountain Gas Association (RMGA)*

Edgard Salloum (Part-Time)
*EPA 608 Universal Refrigerant Certification*
*Natural Gas Technician, Rocky Mountain Gas Association (RMGA)*

Shawn Wade (Part-Time)
*EPA 608 Universal Refrigerant Certification*
*Natural Gas Technician, Rocky Mountain Gas Association (RMGA)*

### Medical Assisting And Basic X-Ray Technician

Amanda West (Part-Time)

Daniel Weston (Part-Time)
*Radiology Technician (R), (T), (CT) Utah, Department of Occupational and Professional Licensing*

Julee Weston (Full-Time)

### Nursing

Rebecca Adams (Full-Time)
*Master of Science, Nursing, Western Governors University, Salt Lake City, UT*
*Bachelor of Science, Nursing, Western Governors University, Salt Lake City, UT*
*Registered Nurse. Utah Department of Occupational and Professional Licensing*

Jessica Barnes (Part-Time)
*Master of Science in Nursing, Joyce University, Salt Lake City, UT Bachelor of Science in Nursing, Joyce University, Salt Lake City, UT*
*Associate of Science in Nursing Salt Lake City, UT*
*Registered Nurse, Utah Department of Occupational and Professional Licensing*

Christine Bednar (Full-time)
*Master of Science, Nursing, Kaplan University, Davenport, IA*
*Bachelor of Science, Nursing, Kaplan University, Davenport, IA*
*Associate of Science, Nursing, Snead State Community College, Boaz, AL*
*Registered Nurse, Utah Department of Occupational and Professional Licensing*

David Castaneda (Part-Time)
*Master of Science, Nursing, Western Governors University, Salt Lake City, UT*
*Bachelor of Science, Nursing, Western Governors University, Salt Lake City, UT*
*Registered Nurse, Utah Department of Occupational and Professional Licensing*

Tyson Catmull (Part-Time)
*Doctor of Nursing Practice, Primary Care, Rocky Mountain University of Health Professions, Provo, UT*
*Bachelor of Science, Nursing, Grand Canyon University, Phoenix, AZ*
*Registered Nurse, Utah Department of Occupational and Professional Licensing*

Regina Flaherty (Part-Time)
*Bachelor of Science, Nursing, Westminster College, Salt Lake City, UT*
*Registered Nurse, Utah Department of Occupational and Professional Licensing*

Lisa Mapa (Part-time)
*Master of Science, Nursing Family Nurse Practitioner, Rocky Mountain University of Health Professional, Provo, UT*
*Bachelor of Science, Nursing, Weber State University, Ogden, UT*
*Registered Nurse, Utah Department of Occupational and Professional Licensing*

Jill Nuttall (Full-time)
*Master of Science, Leadership & Management, Western Governors University, Salt Lake City, UT*
*Bachelor of Science, Nursing, Western Governors University, Salt Lake City, UT*
*Registered Nurse, Utah Department of Occupational and Professional Licensing*

Angela Pugliese (Part-time)
*Bachelor of Science, Nursing, Western Governors University, Salt Lake City, UT*
*Registered Nurse, Utah Department of Occupational and Professional Licensing*

Wendy Roberts (Full-time)
*Master of Science, Nursing, Western Governors University, Salt Lake City, UT*
*Bachelor of Science, Nursing, Western Governors University, Salt Lake City. UT*
*Registered Nurse, Utah Department of Occupational and Professional Licensing*

Pamela Staich (Part-time)
*Master of Science, Nursing, Utah Valley University, Orem, UT*
*Bachelor of Science, Nursing, Weber State University, Ogden, UT*
*Registered Nurse, Utah Department of Occupational and Professional Licensing*

Vanessa Sumner (Part-Time)
*Master of Science, Nursing, Western Governors University, Salt Lake City, UT*
*Master of Business Administration, Western Governors University, Salt Lake City, UT*
*Bachelor of Science, Nursing, Western Governors University, Salt Lake City, UT*
*Registered Nurse, Utah Department of Occupational and Professional Licensing*

Kris Szelag (Part-Time)
*Bachelor of Science, Nursing, South University, Atlanta, GA*
*Associate of Science, Nursing, Stevens-Henager College, Ogden, UT*
*Registered Nurse, Utah Department of Occupational and Professional Licensing*

JoNell Taylor (Full-Time)
*Doctor of Nursing Practice, Leadership & Management, Aspen University, Phoenix, AZ*
*Master of Science, Nursing, Education, Weber State University*
*Bachelor of Science, Nursing, Weber State University, Ogden, UT*
*Registered Dental Hygienist, Weber State University, Ogden, UT*
*Registered Nurse, Department of Professional Licensure, Utah Board of Nursing, Salt Lake City, UT*

Jonica Whitmore-Hales (Part-time)
*Bachelor of Science, Nursing, Chamberlain College of Nursing, Downers Grove, IL*
*Registered Nurse, Utah Department of Occupational and Professional Licensing*

# Catalog Supplement

## Catalog Supplements

Supplement to catalog: 2026-2027 Catalog

*These programs are not in the scope of the school's ACCSC's institutional accreditation.*

### Continuing Education

As continuing education programs, the below listed programs are outside the scope of the school's institutional accreditation with the Accrediting Commission of Career Schools and Colleges (ACCSC) and are offered for the sole purpose of continuing education, professional development, or preparation. Only the terms as outlined in this Catalog Supplement (and not the terms as they appear in the general Catalog) apply to students taking these courses.

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

### AHA Certification(s) Preparation

**Program Description**

Preparation for American Heart Association Certification is offered at Fortis College. Description follows:

**BLS** - the AHA's BLS courses reinforce healthcare professionals' understanding of the importance of early CPR and defibrillation, performing basic steps of CPR, relieving choking, using an AED, the role of each link in the Chain of Survival, and to recognize several life-threatening emergencies.

### Tuition and Fees

| Student Status | Cost |
|---|---|
| BLS (Non-Students) | $55 |
| BLS (Current Student or Fortis Graduate) | $40 |

*Individual student payment for continuing education programs are due on or before the first day of class unless other payment plans are made, but in no case will the total payment not be due in full after the course is 50% complete. There is no financial assistance available for these programs.*

### Course Descriptions

**BLS**

The AHA's BLS course trains participants to promptly recognize several life-threatening emergencies, give high-quality chest compressions, deliver appropriate ventilations, and provide early use of an AED. Reflects science and education from the American Heart Association Guidelines Update for CPR and Emergency Cardiovascular Care (ECC)

### Faculty

Julee Weston Full-Time

*Associate Degree, Utah Trade Tech, Salt Lake City, UT Certified Dental Assistant*

# Programs

## Dental Hygiene

| | |
|---|---|
| **Mode of Delivery** | **Hybrid - Courses delivered online are identified below; all other courses are offered in a traditional on-campus (residential) mode of delivery. Online courses are delivered through a consortium agreement with Fortis College in Centerville, Ohio.** |
| **Credential Awarded** | **Associate of Science** |
| **Contact Hours** | **2412** |
| **Program Quarter Credits** | **141.5** |
| **Instructional Weeks** | **120.00** |
| **Total Clock Hours** | **Including Out-of-Class Work Hours, 3,812** |

**Objective**

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

**Description**

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

**Supervised Clinic**

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

**Academic Progression**

In addition to meeting the standards set in the Satisfactory Academic Progress policy, students must complete all concentration courses and prerequisite science courses with a minimum grade of C+ to be considered passing. Any concentration course below a grade of C+ must be retaken. A student can attempt a concentration course no more than two times. Any student who fails to pass a concentration course after two attempts is subject to dismissal from the program.

**Credentialing Exams**

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

**Career Opportunities**

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

## Plan of Study

| Course Code | Name | Contact Hours | Clock Hours | Credits |
|---|---|---|---|---|
| AHP206 | Ethics and Jurisprudence | 0 | 40 | 4 |
| BIO205 | Microbiology | 0 | 60 | 4 |
| COM205 | Effective Communication | 0 | 40 | 4 |
| DAS114 | Radiology | 0 | 60 | 4 |
| DHG100 | Nutrition | 0 | 60 | 4 |
| DHG104 | Introduction to Dental Hygiene Lab I | 0 | 60 | 4 |
| DHG105 | Introduction to Dental Hygiene Lab II | 0 | 60 | 4 |
| DHG110 | Anatomy, Histology, and Embryology of Facial Structures I | 0 | 60 | 4 |
| DHG111 | Anatomy, Histology, and Embryology of Facial Structures II | 0 | 60 | 4 |
| DHG112 | Process of Care I | 0 | 60 | 4 |
| DHG197 | Dental Hygiene Clinic I | 0 | 120 | 4 |
| DHG198 | Dental Hygiene Clinic II | 0 | 120 | 4 |
| DHG199 | Dental Hygiene Clinic III | 0 | 120 | 4 |
| DHG200 | Dental Materials | 0 | 60 | 4 |
| DHG212 | Process of Care II and Local Anesthesia | 0 | 60 | 4 |
| DHG220 | Periodontology II | 0 | 60 | 4 |
| DHG230 | Health Promotion | 0 | 60 | 4 |
| DHG240 | General Oral Pathology | 0 | 60 | 4 |
| DHG250 | Pharmacology | 0 | 60 | 4 |
| DHG297 | Advanced Dental Hygiene Clinic I | 0 | 144 | 4.5 |
| DHG298 | Advanced Dental Hygiene Clinic II | 0 | 144 | 4.5 |
| DHG299 | Advanced Dental Hygiene Clinic III | 0 | 144 | 4.5 |
| DHG312 | Process of Care III | 0 | 60 | 4 |
| DHG314 | Radiology II | 0 | 60 | 4 |
| DHG320 | Periodontology II | 0 | 60 | 4 |
| DHG330 | Community Oral Health | 0 | 60 | 4 |
| ENG101 | English Composition | 0 | 40 | 4 |
| MAT101 | College Mathematics | 0 | 40 | 4 |
| MED110 | Anatomy & Physiology I | 0 | 60 | 4 |
| MED115 | Anatomy & Physiology II | 0 | 60 | 4 |
| PDC200 | Career Development | 0 | 60 | 4 |

| | | | | |
|---|---|---|---|---|
| PSY101 | General Psychology | 0 | 40 | 4 |
| SCI118 | Chemistry | 0 | 60 | 4 |
| SCI120 | Biochemistry | 0 | 60 | 4 |
| SOC101 | Sociology | 0 | 40 | 4 |

*COM205, ENG101, MAT101, PSY101, SOC101: General Education course:*
*BIO205, MED110, MED115, PDC200, SCI118, SCI120: General Education – Related course*
*AHP206: Related course*
*COM205, ENG101, MAT101, PSY101, SOC101: Online delivery*

**Schedule**

*Morning: 8:00 am – 1:00 pm Monday through Friday..*
*Afternoon/Evening: 3:00 pm – 8:00 pm Monday through Friday.*
*Clinical hours may be scheduled outside of typical class sessions. Hours are subject to change.*

# Dental Hygiene (Effective January 4, 2027)

| | |
|---|---|
| **Mode of Delivery** | **Hybrid - Courses delivered online are identified below; all other courses are offered in a traditional on-campus (residential) mode of delivery. Online courses are delivered through a consortium agreement with Fortis College in Centerville, Ohio.** |
| **Credential Awarded** | **Associate of Science** |
| **Contact Hours** | **2412** |
| **Program Quarter Credits** | **141.5** |
| **Instructional Weeks** | **120.00** |
| **Total Clock Hours** | **Including Out-of-Class Work Hours, 3,812** |

**Objective**

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

**Description**

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

**Supervised Clinic**

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

**Academic Progression**

In addition to meeting the standards set in the Satisfactory Academic Progress policy, students must complete all concentration courses and prerequisite science courses with a minimum grade of C+ to be considered passing. Any concentration course below a grade of C+ must be retaken. A student can attempt a concentration course no more than two times. Any student who fails to pass a concentration course after two attempts is subject to dismissal from the program.

**Credentialing Exams**

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

**Career Opportunities**

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

## Plan of Study

| Course Code | Name | Contact Hours | Clock Hours | Credits |
|---|---|---|---|---|
| BIO205 | Microbiology | 0 | 60 | 4 |
| COM205 | Effective Communication | 0 | 40 | 4 |
| DHG100 | Nutrition | 0 | 60 | 4 |
| DHG101 | Dental Radiology I | 0 | 60 | 4 |
| DHG104 | Introduction to Dental Hygiene Lab I | 0 | 60 | 4 |
| DHG105 | Introduction to Dental Hygiene Lab II | 0 | 60 | 4 |
| DHG106 | Ethics and Jurisprudence | 0 | 40 | 4 |
| DHG110 | Anatomy, Histology, and Embryology of Facial Structures I | 0 | 60 | 4 |
| DHG111 | Anatomy, Histology, and Embryology of Facial Structures II | 0 | 60 | 4 |
| DHG112 | Process of Care I | 0 | 60 | 4 |
| DHG120 | Periodontology I | 0 | 60 | 4 |
| DHG197 | Dental Hygiene Clinic I | 0 | 120 | 4 |
| DHG198 | Dental Hygiene Clinic II | 0 | 120 | 4 |
| DHG199 | Dental Hygiene Clinic III | 0 | 120 | 4 |
| DHG200 | Dental Materials | 0 | 60 | 4 |
| DHG201 | Dental Radiology II | 0 | 60 | 4 |
| DHG212 | Process of Care II and Local Anesthesia | 0 | 60 | 4 |
| DHG213 | Process of Care III and Board Review | 0 | 60 | 4 |
| DHG220 | Periodontology II | 0 | 60 | 4 |
| DHG230 | Health Promotion | 0 | 60 | 4 |
| DHG240 | General Oral Pathology | 0 | 60 | 4 |

| | | | | |
|---|---|---|---|---|
| DHG250 | Pharmacology | 0 | 60 | 4 |
| DHG260 | Community Oral Health | 0 | 60 | 4 |
| DHG270 | Practice and Career Management | 0 | 60 | 4 |
| DHG297 | Advanced Dental Hygiene Clinic I | 0 | 144 | 4.5 |
| DHG298 | Advanced Dental Hygiene Clinic II | 0 | 144 | 4.5 |
| DHG299 | Advanced Dental Hygiene Clinic III | 0 | 144 | 4.5 |
| ENG101 | English Composition | 0 | 40 | 4 |
| MAT101 | College Mathematics | 0 | 40 | 4 |
| MED110 | Anatomy & Physiology I | 0 | 60 | 4 |
| MED115 | Anatomy & Physiology II | 0 | 60 | 4 |
| PSY101 | General Psychology | 0 | 40 | 4 |
| SCI118 | Chemistry | 0 | 60 | 4 |
| SCI120 | Biochemistry | 0 | 60 | 4 |
| SOC101 | Sociology | 0 | 40 | 4 |

*COM205, ENG101, MAT101, PSY101, SOC101: General Education course:*
*BIO205, MED110, MED115, PDC200, SCI118, SCI120: General Education – Related course*
*AHP206: Related course*
*COM205, ENG101, MAT101, PSY101, SOC101: Online delivery*

**Schedule**

*Morning: 8:00 am – 1:00 pm Monday through Friday..*
*Afternoon/Evening: 3:00 pm – 8:00 pm Monday through Friday.*
*Clinical hours may be scheduled outside of typical class sessions. Hours are subject to change.*

# Heating, Ventilation, 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 Out-of-Class Work Hours, 1,200** |

**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 people 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.

## Plan of Study

| Course Code | Name | Contact Hours | Clock Hours | Credits |
|---|---|---|---|---|
| SKW101 | Introduction to the Skilled Professions | 0 | 60 | 4 |
| HVR105 | Thermodynamics | 0 | 60 | 4 |
| HVR110 | Practical Applications of Electricity | 0 | 60 | 4 |
| HVR115 | HVACR Controls | 0 | 60 | 4 |
| HVR120 | Controls, Motors and Motor Controls | 0 | 60 | 4 |
| HVR125 | Refrigerants | 0 | 60 | 4 |
| HVR130 | Residential Air Conditioning | 0 | 60 | 4 |
| HVR140 | Commercial Refrigeration Concepts | 0 | 60 | 4 |
| HVR141 | Industrial Refrigeration and Commercial Air Conditioning | 0 | 60 | 4 |
| HVR150 | Electric Heat and Heat Pumps | 0 | 60 | 4 |
| HVR155 | Gas Heating Systems | 0 | 60 | 4 |
| HVR162 | Gas Appliance Installation | 0 | 60 | 4 |
| HVR165 | HVAC System Performance | 0 | 60 | 4 |
| HVR170 | Water-Based Heating Systems | 0 | 60 | 4 |
| HVR175 | HVAC Troubleshooting and Service Calls | 0 | 60 | 4 |
| HVR180 | EPA Certification Preparation | 0 | 60 | 4 |

**Schedule**

*Evening: 6:00 pm – 11:00 pm Monday through Thursday except on Make-up Days.*

# Medical Assisting and Basic X-Ray Technician

| | |
|---|---|
| **Mode of Delivery** | **Hybrid - Courses delivered online are identified below; all other courses are offered in a traditional on-campus (residential) mode of delivery. Online courses are delivered through a consortium agreement with Fortis College in Centerville, Ohio.** |
| **Credential Awarded** | **Diploma** |

| | |
|---|---|
| **Contact Hours** | 1020 |
| **Program Quarter Credits** | 62 |
| **Instructional Weeks** | 48.00 |
| **Total Clock Hours** | Including Out-of-Class Work Hours, 1,275 |

**Objective**

Changes in the healthcare field have created a need for professionally trained individuals who can perform both medical assisting tasks and basic x-ray operation in a physician's office or other non-hospital healthcare settings. The Medical Assisting and Basic X-ray Technician program has been designed to meet such a unique need in the health care industry. The diploma program starts with general knowledge required by allied health professions and then focuses on the fundamental knowledge and skills expected of a typical medical assistant who is also able to perform basic or limited scope X-ray operations. The program offers a carefully designed set of courses that train students in administrative and clinical skills to support a physician. Additionally, students in the program also learn to perform limited scope x-ray operations. The objective of the program is to prepare students for seeking entry-level employment as a medical assistant who is also able to perform limited scope x-ray operation tasks.

**Description**

This program primarily prepares students with the skills and knowledge necessary to perform administrative and clinical tasks of a Medical Assistant in a medical setting. As an added component, the program also trains students on principles and skills for limited scope x-ray operation such as positioning the skeletal system and chest in preparation for limited scope x-ray procedures. Students learn to accurately position patients and ensure that quality diagnostic images are produced. The Medical Assistant and Basic X-ray Technician program graduate is often expected to multitask in any physician's office or clinic by assisting with vital signs or other typical back-office procedures and/or administrative office procedures including electronic health record management. When the need arises, he or she is also able to perform limited scope x-ray procedures for a diverse population of patients.

**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 in a healthcare setting. Students are required to complete the externship hours and other related learning activities prior to graduation. Students are not paid for work performed on the externship site.

**Credentialing Exams**

Graduates of this program are eligible to take the National Healthcareer Association Certified Clinical Medical Assistant (CCMA) exam. They are also eligible to take the American Registry of Radiologic Technologists (ARRT) examination for the Limited Scope or Practice in Radiography.

**Career Opportunities**

Graduates of this program are prepared to seek entry-level employment in positions such as: Medical Assistant, Medical Office Assistant, Limited Scope Medical X-Ray Technician, and Limited Scope X-ray Machine Operator.

## Plan of Study

| Course Code | Name | Contact Hours | Clock Hours | Credits |
|---|---|---|---|---|
| AHP101 | Introduction to Health Professions | 0 | 60 | 4 |
| AHP105 | Medical Terminology | 0 | 60 | 4 |
| AHP106 | Medical Anatomy and Physiology | 0 | 60 | 4 |
| BXR110 | Introduction to X-Ray Technology | 0 | 60 | 4 |

| | | | | |
|---|---|---|---|---|
| BXR115 | Principles of Radiography | 0 | 60 | 4 |
| BXR120 | Radiation Protection and Patient Care | 0 | 60 | 4 |
| BXR125 | Digital Radiography | 0 | 60 | 4 |
| BXR130 | X-Ray Positioning – Skeletal System | 0 | 60 | 4 |
| BXR135 | X-Ray Positioning – Torso and Cranium | 0 | 60 | 4 |
| MAS110 | Clinical Procedures and Techniques | 0 | 60 | 4 |
| MAS115 | Laboratory Procedures and Techniques | 0 | 60 | 4 |
| MOA115 | Medical Records and Insurance | 0 | 60 | 4 |
| MOA120 | Electronic Health Records | 0 | 60 | 4 |
| MAS142 | Certification Review and Career Development | 0 | 60 | 4 |
| MAS192 | Externship | 0 | 180 | 6 |

*AHP105, AHP106, MOA115, MOA120: Online Delivery*

**Schedule**

*Morning: 8:00 am – 1:00 pm Monday through Thursday except on Make-up Days.*

*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. Externships are not offered in the evening or weekend.*

# 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. Online courses are delivered through a consortium agreement with Fortis College in Centerville, Ohio.** |
| **Credential Awarded** | **Associate of Science** |
| **Contact Hours** | **1500** |
| **Program Quarter Credits** | **106** |
| **Instructional Weeks** | **96.00** |
| **Total Clock Hours** | **Including Homework Hours, 3,080** |

*144 Instructional Weeks (Flex Program Option)*

*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.*

**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 inter-professional 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 of Science 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 Florida.

Graduation from the Associate of Science 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 |
|---|---|---|---|---|
| AHP216 | Anatomy and Physiology I | 0 | 80 | 6 |
| AHP217 | Anatomy and Physiology II | 0 | 80 | 6 |
| BIO101 | General Biology | 0 | 60 | 5 |
| BIO205 | Microbiology | 0 | 60 | 4 |
| CMP105 | Introduction to Informatics | 0 | 20 | 2 |

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

*COM205, ENG101, MAT101, PSY101, SOC101: General Education course*

*BIO101, BIO205, CMP105, PSY278, SCI115, General Education – Related course*

*CMP105, COM205, ENG101, MAT101, 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 a current 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**

*Day: 8:00 am – 5:00 pm Monday through Friday. Hours are subject to change.*

# 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. Online courses are delivered through a consortium agreement with Fortis College in Centerville, Ohio.** |
| **Credential Awarded** | **Diploma** |
| **Contact Hours** | **1350** |
| **Program Quarter Credits** | **82** |

| | |
|---|---|
| **Instructional Weeks** | 60.00 |
| **Total Clock Hours** | Including Homework Hours, 2,440 |

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

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

**Schedule**

*Day: 8:00 am – 5:00 pm Monday through Friday. Hours are subject to change.*

# 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 professions 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 |

### AHP206: Ethics and Jurisprudence

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

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

### AHP215: Anatomy and Physiology for Nursing

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 an introduction to the following systems: digestive, musculoskeletal, respiratory, cardiovascular, reproductive, urinary, endocrine, gastrointestinal, integumentary, lymphatic, sensory, reproductive, and nervous. The association of each body system to diseases and disorders is discussed.

| | |
|---|---|
| **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** | None |

# 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

This 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 the healthcare information systems and the principles of 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

### DAS114: 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.

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

# DHG - Dental Hygiene

### DHG100: Nutrition

This course introduces students to food sources of nutrients and highlights principles of digestion and absorption, the function of nutrients, lifecycle nutritive needs, disease prevention, diet modifications, and weight controls. Emphasis is placed on the role of nutrition in the development and maintenance of the human body through the life cycle.

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

### DHG101: Dental Radiology I

This course introduces students to the fundamentals of dental radiography, including radiation physics, safety, and imaging techniques. Through lecture and hands-on laboratory practice with a radiographic simulator, students will develop skills in exposing, processing, and mounting intraoral and extraoral radiographs using both film-based and digital systems. Emphasis is placed on radiation safety, error identification, quality assurance, and techniques for managing diverse patient needs.

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

### DHG104: Introduction to Dental Hygiene Lab I

This combination lecture laboratory course is designed to introduce the student to the dental hygiene care environment and to present basic instrumentation skills and techniques. The principles of instrumentation, ergonomic standards, and preparation for the delivery of educational and therapeutic patient services are presented in detail.

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

### DHG105: Introduction to Dental Hygiene Lab II

This course presents the didactic and laboratory components of preclinical dental hygiene theory. A firm foundation in infection control procedures, dental hygiene process of care, client assessment, and oral infection control, fluoride therapies and disease prevention is highlighted. In preparation for advancing to patient care, the following topics are presented: CPR and management of medical emergencies, OHSA regulations, Blood Born Pathogen Standard, Hazard Communication Standard, and CDC Guidelines.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | DHG104 |

### DHG106: Ethics and Jurisprudence

This course introduces students to the ethical, legal, and professional responsibilities of dental hygiene practice. Emphasis is placed on ethical decision-making, professional standards, regulatory compliance, and practice management. Through case studies and discussions, students will explore moral reasoning, informed consent, legal frameworks, and the decision making required by the dental hygienist in clinical and non-clinical settings.

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

### DHG110: Anatomy, Histology, and Embryology of Facial Structures I

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

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

### DHG111: Anatomy, Histology, and Embryology of Facial Structures II

This is a continuation of Anatomy, Histology and Embryology of Facial Structures I and presents an in-depth coverage of the anatomy of the teeth and surrounding soft tissues. In addition, eruption sequences and occlusion are highlighted.

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

### DHG112: Process of Care I

This course builds on the foundations of DHG 104. It involves a didactic approach to implementing more advanced dental hygiene services. Topics include sealants, chemotherapies, ultrasonic and sonic instrumentation, and instrument sharpening. The identification of patients with medical, physical, and psychological conditions is presented as well as the dental hygiene treatment modifications for those patient communities. An introduction to cultural diversity and competency as it relates to patient management is presented.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | DHG104, DHG105 |

### DHG120: Periodontology I

This course introduces the fundamentals of periodontology, with an emphasis on the anatomy, physiology, neurology, lymphatics, and hematology of the periodontium in health and disease. Students will explore the epidemiology, classification, and etiology of periodontal diseases, including gingivitis and periodontitis. Clinical and radiographic assessments, the human immune response to periodontal pathogens, and the impact of systemic conditions on periodontal health are examined to support evidence-based treatment planning and patient education.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | DHG104 and DHG105 |

### DHG197: Dental Hygiene Clinic I

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

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 120 |
| **Clinical Hours** | 120 |
| **Prerequisites** | DHG105 |

### DHG198: Dental Hygiene Clinic II

In this course the dental hygiene student continues to acquire basic clinic competencies in patient assessments, radiographic techniques, patient education techniques, and delivery of therapeutic and preventative services.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 120 |
| **Clinical Hours** | 120 |
| **Prerequisites** | DHG197 |

### DHG199: Dental Hygiene Clinic III

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

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 120 |
| **Clinical Hours** | 120 |
| **Prerequisites** | DHG198 |

### DHG200: Dental Materials

This course is an integrated lecture laboratory course that introduces students to the dental laboratory environment. Students will learn to assist the dentist in restorative, fixed, and removable prosthodontics.

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

### DHG201: Dental Radiology II

This course focuses on advanced imaging techniques, digital radiography, and radiographic interpretation. Emphasis is placed on panoramic imaging, intraoral photography, supplemental radiographic techniques, and the dental hygienist's role in radiographic interpretation. Students will refine their ability to recognize normal and abnormal radiographic findings, modify techniques for special populations, and apply critical thinking in evaluating radiographs for diagnostic purposes.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | DHG101 |

### DHG212: Process of Care II and Local Anesthesia

This course is designed to present to the dental hygiene student an overview of more advanced clinical competencies including pain control strategies. The techniques of pain control include non- invasive and behavioral strategies, local anesthesia administration and nitrous oxide sedation will be presented.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | DHG105, DHG112 |

### DHG213: Process of Care III and Board Review

This course prepares students for exit examinations and the Dental Hygiene National Board Examination (NBDHE) through comprehensive case-based learning, treatment planning, and clinical decision-making activities. Students integrate biomedical sciences, clinical dental hygiene, and community health concepts to assess patient findings, formulate dental hygiene diagnoses, and implement evidence-based care strategies for diverse populations. Emphasis is placed on simulated board examinations, critical analysis of patient cases, and the development of effective study, time management, and test-taking strategies to support successful transition to professional practice.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 2 |
| **Prerequisites** | DHG297 |

### DHG220: Periodontology II

The intent of this course is to acquaint the dental hygiene student with the fundamentals of Periodontology. Topics include the basics of the epidemiology, anatomy, physiology, neurology, lymphatics, and hematology of the periodontium in health and disease. A detailed discussion of the classification and etiology of periodontal diseases (periodontitis and gingivitis) is presented.

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

### DHG230: Health Promotion

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

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

### DHG240: General Oral Pathology

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

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

### DHG250: Pharmacology

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

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

### DHG260: Community Oral Health

This course introduces students to the principles of public health, health care delivery systems, and community-based oral health initiatives. Emphasis is placed on disease prevention, health promotion, research methodologies, and program evaluation. Students will explore access to care, public policy, dental insurance trends, and community healthcare issues, while gaining hands-on experience through a community-based service-learning project utilizing the ADPIE model (Assessment, Diagnosis, Planning, Implementation, and Evaluation).

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | DHG230 |

### DHG270: Practice and Career Management

This course prepares students for professional success in utilizing business office systems, dental office management, and workplace dynamics. Focus will be provided on dental hygiene careers, covering employment readiness, job search strategies, interview techniques, professional communication skills, resume writing, salary negotiation, and networking. The course also explores ethical and legal workplace issues, stress management, techniques on test taking and simulated licensing exams ensuring graduates are prepared for both clinical practice and career advancement.

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

### DHG297: Advanced Dental Hygiene Clinic I

This course is intended for the student who will begin to incorporate all components of the process of care and will recognize and begin to implement treatment evaluation methods. It is expected that the dental hygiene student will begin to incorporate the basics of autonomous decision-making in the process of patient care.

| | |
|---|---|
| **Credits** | 4.5 |
| **Clock Hours** | 144 |
| **Clinical Hours** | 144 |
| **Prerequisites** | DHG199 |

### DHG298: Advanced Dental Hygiene Clinic II

This clinic will provide the student with experiences in the managing patient care using a comprehensive utilization of a process of care model. The student will apply the process of care model for patients who have systemic modifiers and/or intermediate stages of periodontal diseases. In addition, the student will apply the techniques of pain control presented in Process of Care II.

| | |
|---|---|
| **Credits** | 4.5 |
| **Clock Hours** | 144 |
| **Clinical Hours** | 144 |
| **Prerequisites** | DHG297 |

### DHG299: Advanced Dental Hygiene Clinic III

This course is designed to continue to enhance the skills necessary in providing clinical preventive and therapeutic dental hygiene services. Experiences in comprehensive dental hygiene patient care will include advanced manual instrumentation, ultrasonic instrumentation, and application of chemotherapeutic agents, nutrition counseling, whitening trays, and sealant placement. A burgeoning portfolio of competencies is expected at the completion of this course. A burgeoning portfolio of foundational competencies is expected at the completion of this course. This course allows for further enhancement of clinical skills and mastery of the entry level competencies to the dental hygiene profession. Students will take a simulation of a Clinical Dental Hygiene Regional Licensing Examination.

| | |
|---|---|
| **Credits** | 4.5 |
| **Clock Hours** | 144 |
| **Clinical Hours** | 144 |
| **Prerequisites** | DHG298 |

### DHG312: Process of Care III

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

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | All didactic and clinical courses with the exception of DHG330, DHG298, and DHG 299. |

### DHG314: Radiology II

This course is a continuation of Radiology DAS 114. Advanced topics will include digital radiography, intro oral photography, interpretation of films, extra oral radiography, advanced exposure techniques, and the clinical management of patients with clinical or systemic issues.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | DAS114 |

### DHG320: Periodontology II

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

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | DHG220 |

### DHG330: Community Oral Health

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

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | Satisfactory completion of all 100 and 200 level courses with the exception of DHG298 and DHG299 |

# 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, electromechanical, and electronic controls to sense and control temperature, level, flow, and pressure, the use of basic electrical troubleshooting techniques, and identify types of motors and state their characteristics.

| | |
|---|---|
| **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 |

### HVR162: Gas Appliance Installation

The course will cover installation requirements for gas appliances. The course includes detailed instruction in the principles and chemistry of combustion, distribution systems, gas line sizing, combustion air requirements, appliance installation, duration of an appliance, and venting requirements. Students will attempt the Rocky Mountain Gas Association (RMGA) Certification Exam as a part of the course.

| | |
|---|---|
| **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 ensure 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 basic clinical procedures designed to provide an overview of the disorders and abnormalities, diagnostic procedures, and pharmacology associated with clinical procedures. Skills are introduced on taking vital signs, patient histories, preparing patients for, and assisting with, various treatments, assisting with minor office surgeries, identifying, and caring for surgical instruments, and maintaining the exam room. Students practice diagnostic testing, electrocardiography, respiratory testing, and topics in professionalism, developmental psychology, and patient education.

| | |
|---|---|
| **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. It will provide instruction in standard precautions, specimen collection, processing, and diagnostic testing. This course is designed to provide the student with an understanding of hematological diseases and disorders. Students will be taught the proper methods for blood specimen collection and will perform phlebotomy techniques, diagnostic procedures, basic neurological assessment, glucose testing, labeling the skin and understanding different type of burn treatments, instructing patients in mobility assistance, and performing spirometry testing.

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

### MAS142: Certification Review and Career Development

This course is designed to provide a comprehensive review of the program learning objectives and to prepare students to take and pass the National Certified Medical Assistant exam and Limited Scope X-Ray Technician state licensure exam. This course also provides the students with career planning and job search techniques and skills. Topics include career exploration, sources for job information, networking, employment applications, cover letters, resumes, and interviewing. Students will develop skills that, along with their education, can lead to achieving personal goals and career success.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | Successful completion of all prior BXR courses |

### MAS192: 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 students gain first-hand knowledge of the workplace and perform the assigned duties to meet the expectations in a professional setting. Students are expected to adapt to the work environment and reflect regularly on their learning and observations. The externship work performed is not to be paid.

| | |
|---|---|
| **Credits** | 6 |
| **Clock Hours** | 180 |
| **Externship Hours** | 180 |
| **Prerequisites** | Successful completion of all prior program coursework |

# MOA - Medical Office Administration

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

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

# BXR - Medical Office Basic X-Ray Technician

### BXR110: Introduction to X-Ray Technology

This course introduces students to the role, state rules, and licensure process pertaining to the limited x-ray machine operator. Students develop hands-on skills in radiographic equipment manipulation including x-ray tube movement, use of locking mechanisms, use of the collimator, Bucky tray, the upright holder radiographic accessory devices, conventional radiographic image receptors, and radiographic film processing. This course, in combination with the other limited scope program requirements, will help prepare the student to take the Limited Scope X-Ray Technician state licensure exam.

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

### BXR115: Principles of Radiography

This course introduces students to the principles of x-ray exposure using manual and automatic exposure control, formulating x-ray techniques, and image quality. Principles of radiation physics associated with radiography are also included. This course, in combination with the other limited scope program requirements, will help to prepare the student to take the Limited Scope X- Ray Technician state licensure exam.

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

### BXR120: Radiation Protection and Patient Care

This course is designed to provide an overview of the principles of interaction of radiation with living systems; radiation effects on molecules, cells, tissues, and the body as a whole are presented with factors affecting biological response, including acute chronic effects of radiation. This course will also reinforce the principles of radiation protection, including the responsibilities of the radiographer for patients, personnel, and the public. Topics include radiation health and safety requirements of federal and state regulatory agencies, accreditation agencies and health care organizations. Laboratory skills are incorporated with patient assessment and vital signs, management of acute situations, as well as review of medications and their administration. Patient communication and infection control methods are presented. Proper patient transfer techniques are also introduced with a review of ethics and legal considerations in the workplace which are relative to the scope of practice of the medical x-ray technician. This course, in combination with the other limited scope program requirements, will help to prepare the student to take the Limited Scope Technician state licensure exam.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | BXR110 |

### BXR125: Digital Radiography

This course introduces the fundamental concepts of computed radiography and digital imaging, quality assurance, image evaluation, and characteristics and function of image receptors used in computed and digital radiography. This course in combination with the other limited scope program requirements will help to prepare the student to take the Limited Scope X- Ray Technician state licensure exam.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | BXR110 |

### BXR130: X-Ray Positioning – Skeletal System

A review of skeletal anatomy and pathology as related to the upper extremities, shoulder girdle, lower extremities, pelvis, and spine is covered. An emphasis on anatomy, proper positioning, and technical factors to produce x-ray images will be reviewed and practiced. Radiographic procedures of the fingers, hand, wrist, forearm, elbow, humerus, clavicle, shoulder, foot, ankle, tibia/fibula, knee, patella, femur, hip, pelvis, cervical spine, thoracic spine, and lumbar spine, relative to patients of all ages are also included. Image critique of each anatomical part is included. The basic concepts of bone densitometry are introduced. This course, in combination with the other limited scope program requirements will help to prepare the student to take the Limited Scope X-Ray Technician state licensure exam.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | BXR110 |

### BXR135: X-Ray Positioning – Torso and Cranium

In this course, a review of skeletal anatomy, pathology, and radiographic procedures related to the chest, abdomen, bony thorax, skull, facial bones, and paranasal sinuses, relative to patients of all ages, is covered. Image critique of each anatomical part is included. This course, in combination with the other limited scope program requirements, will help to prepare the student to take the Limited Scope X-Ray Technician state licensure exam.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | BXR110 |

# MED - Medical Technology Professions

### MED110: Anatomy & Physiology I

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

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

### MED115: Anatomy & Physiology II

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

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | MED110 |

# 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 |
| **Clinical 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 immune, 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 |
| **Clinical 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 |
| **Clinical 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 |
| **Clinical 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 |
| **Clinical 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 |
| **Clinical 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 |
| **Clinical Hours** | 90 |
| **Prerequisites** | All Coursework (NUR204 and NUR208 may be taken in the same quarter) |

# PNR - Practical Nursing

### 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 |
| **Clock Hours** | 30 |
| **Lecture 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 |
| **Clock Hours** | 60 |
| **Lab 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 |
| **Clock Hours** | 45 |
| **Lab Hours** | 25 |
| **Lecture Hours** | 20 |
| **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 |
| **Clock Hours** | 30 |
| **Lecture 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 |
| **Clock Hours** | 115 |
| **Lab Hours** | 25 |
| **Clinical Hours** | 90 |
| **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 |
| **Clock Hours** | 40 |
| **Lab Hours** | 20 |
| **Lecture Hours** | 20 |
| **Prerequisites** | PNR112 |
| **Corequisites** | None |

### 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 |
| **Clock Hours** | 40 |
| **Lecture 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 |
| **Clock Hours** | 105 |
| **Lab Hours** | 45 |
| **Clinical Hours** | 60 |
| **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 |
| **Clock Hours** | 30 |
| **Lecture 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 |
| **Clock Hours** | 50 |
| **Lab Hours** | 20 |
| **Clinical Hours** | 30 |
| **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 |
| **Clock Hours** | 20 |
| **Lecture 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 |
| **Clock Hours** | 65 |
| **Clinical 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** | 3 |
| **Clock Hours** | 30 |
| **Lecture 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 |
| **Clock Hours** | 85 |
| **Lab Hours** | 25 |
| **Clinical Hours** | 60 |
| **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 |
| **Clock Hours** | 40 |
| **Lecture 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 |
| **Clock Hours** | 110 |
| **Lab Hours** | 20 |
| **Clinical Hours** | 90 |
| **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 |
| **Clock Hours** | 40 |
| **Lecture 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 |
| **Clock Hours** | 85 |
| **Lab Hours** | 25 |
| **Clinical Hours** | 60 |
| **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 |
| **Clock Hours** | 30 |
| **Lecture 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 |
| **Clock Hours** | 90 |
| **Clinical Hours** | 90 |
| **Prerequisites** | PNR140, PNR141 |
| **Corequisites** | PNR153 |

### 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 |
| **Clock Hours** | 40 |
| **Lecture Hours** | 40 |
| **Prerequisites** | PNR140, PNR141 |

# PDC - Professional Development

### PDC200: Career Development

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

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

# PSY - Psychology

### PSY101: General Psychology

This course provides a general overview of human psychology with special emphasis given to emotion. It begins by laying a foundation of psychology intertwined with critical thinking. Areas of study include the brain and human development, learning and memory, motivation and emotion, personality, psychological disorders and associated common therapies. This course discusses basic psychological concepts focusing on improving the quality of life thereby strengthening the ability to perceive, control and evaluate emotions of self and others.

| | |
|---|---|
| **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 |

### SCI118: Chemistry

This course is designed to introduce students to basic chemistry. Topics include an introduction to atomic structure, chemical bonding, and states of matter. Upon successful completion of this course, students will understand basic chemistry.

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

### SCI120: Biochemistry

This course is designed for the student who has successfully completed SCI118 and wishes to learn more about biochemistry. Topics include a review of the structure and function of proteins, lipids, blood and bodily processes, and the interaction between metabolic pathways, organs, and tissues. Upon successful completion of this course, students will understand how bodily functions are related to biological, metabolic processes, nutrition, physical exercise and pharma genomics.

| | |
|---|---|
| **Credits** | 4 |
| **Clock Hours** | 60 |
| **Lab Hours** | 40 |
| **Lecture Hours** | 20 |
| **Prerequisites** | SCI118 |

# SKW - Skilled Trades Professions

### SKW101: Introduction to the Skilled Professions

In this course students will receive an overview of the trades' professions, and learn the basics of safety, equipment uses and a variety of construction prints. Students will learn directives and guidelines set forth by government agencies for the trade's career field. To help students transition successfully into the college environment, this course also explores learning strategies such as reading, critical thinking, test-taking, and using computer technology for resources and class assignments.

| | |
|---|---|
| **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 |