



YOUR LIFE

POWERED BY LEARNING

2021 – 2022 Catalog

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FORTIS College

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For consumer info visit www.fortis.edu



FORTIS

Your Life. Powered By Learning

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HOLIDAY/BREAK CALENDAR

01.01.2021	New Year's Day	12.31.2021	New Year's Day 2022 (Observed)
01.18.2021	Martin Luther King Day	01.17.2022	Martin Luther King Day
04.02.2021	Good Friday	04.15.2022	Good Friday
05.31.2021	Memorial Day	05.30.2022	Memorial Day
07.04.2021	Independence Day	07.04.2022	Independence Day
09.06.2021	Labor Day	09.05.2022	Labor Day
11.25.2021	Thanksgiving	11.24.2022	Thanksgiving
11.26.2021	Day after Thanksgiving	11.25.2022	Day after Thanksgiving
12.24.2021	Christmas Eve	12.23.2022	Christmas Eve (Observed)
12.27.2021	Christmas Day (Observed)	12.26.2022	Christmas Day (Observed)

START DATES

<u>Allied Health / Trade Program:</u>	
Medical Assisting (Diploma)	
Dental Assisting (Diploma)	
Heating, Ventilating, Air Conditioning, and Refrigeration (Diploma)	
Electrical and Electronic Systems Technician (Diploma)	
Facilities Maintenance (Diploma)	
Start Date	End Date
11.23.2020	01.10.2021
01.11.2021	02.21.2021
02.22.2021	04.04.2021
04.05.2021	05.16.2021
05.17.2021	06.27.2021
06.28.2021	08.15.2021
08.16.2021	09.26.2021
09.27.2021	11.07.2021
11.08.2021	12.19.2021
12.20.2021	02.06.2022
02.07.2022	03.20.2022
03.21.2022	05.01.2022
05.02.2022	06.12.2022
06.13.2022	07.31.2022
08.01.2022	09.11.2022
09.12.2022	10.23.2022
10.24.2022	12.04.2022
12.05.2022	01.22.2023

<u>Nursing Programs:</u>	
Nursing (AAS)	
Practical Nursing (Diploma)	
Start Date	End Date
01.11.2021	04.04.2021
04.12.2021	07.03.2021
07.12.2021	10.03.2021
10.04.2021	12.26.2021
01.10.2022	04.03.2022
04.11.2022	07.03.2022
07.11.2022	10.02.2022
10.03.2022	12.25.2022

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 & OVERVIEW

HISTORY AND OWNERSHIP

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

Fortis College, formerly known as RETS College, is located in Centerville, Ohio, which is approximately eight miles south of Dayton, Ohio. The College occupies one building, which is a 56,800 square foot building on a modern, nine-acre campus. All classes and labs are held at this location, which include high fidelity simulation, HVACR/Trades, medical assisting, two nursing labs, dental assisting, and science labs. There are over 200 computer workstations and over 2,000 volumes and periodicals.

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

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

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

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

CONSUMER INFORMATION

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

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

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

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

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

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

Inquiries concerning the application of these laws and their implementing regulations may be referred to the Campus President, Fortis College, 555 East Alex Bell Road, Centerville, OH 45459.

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

ACCREDITATION, LICENSES, AND APPROVALS

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

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

- Fortis College has institutional accreditation from the Accrediting Commission of Career Schools and Colleges (ACCSC), 2101 Wilson Boulevard, Suite 302 Arlington, Virginia 22201; (703) 247-4212 (phone); (703) 247-4533 (fax).
- Fortis College is registered with the State Board of Career Colleges and Schools, 30 East Broad Street, Suite 2481, Columbus, OH 43215. phone: (614) 466-2752; fax: (614) 466-2219; toll free (877) 275-4219; e-mail: bpsr@scr.state.oh.us. The State Board of Career Colleges and Schools Registration Number for Fortis College in Centerville, OH is 05-09-1769T.
- Fortis College programs have the following programmatic recognitions:
 - Fortis College has authorization from the Chancellor of Ohio Department of Higher Education for the following degree program (residential): Associate Degree in Nursing; 25 South Front Street, Columbus, OH 43215; Phone: 614-466-6000; Fax: 614-466-5866; <https://www.ohiohighered.org>.
 - Fortis College's Practical Nursing program is granted full approval status and the Associate Degree in Nursing program is granted provisional approval status by the Ohio Board of Nursing; 17 South High Street, Suite 660, Columbus, OH 43215-7410; Phone: 614-466-3947; Fax: 614-466-0388; <http://www.nursing.ohio.gov>.
 - The associate degree nursing program at Fortis College Centerville 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 with Conditions. View the public information disclosed by the ACEN regarding this program at <http://www.acenursing.us/accreditedprograms/programSearch.htm>

The College's accreditation, approvals, and membership certificates are displayed in the lobby. Students may receive a copy of the College's accreditation, licensure, or other approvals by submitting a written request to the Campus President. Any questions regarding accreditation, licensure, or approvals should be directed to the Campus President. Students may also contact the agencies listed above for information regarding the school's accreditation, licensure, and approvals.

STATE AUTHORIZATION DISCLOSURE FOR STUDENTS IN HYBRID PROGRAMS

The following information is applicable to any prospective or current student enrolled in a hybrid program. Fortis College reviews admissions applications and may enroll students in hybrid programs who are residents of the following states only: Ohio.

MISSION AND PURPOSES

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

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

- To develop each student's individual and professional growth, including written and interpersonal communication, critical thinking, and problem-solving competencies.
- To develop each student's professional attitude and an awareness of contemporary career practices through exposure to pragmatic course content.
- To promote self-discipline and motivation so that students may enjoy success in their career and in society.
- To attract and retain effective and qualified instructors who are familiar with current medical and/or technical practices, and who motivate and develop students.
- To offer sound diploma and degree programs.
- To maintain a dynamic organization that is responsible and responsive to its constituencies.
- To minimize economic disadvantages as a barrier to postsecondary education by providing financial aid services and by accepting students without regard to age, sex, religion, race, physical challenges, or economic or social background.
- To assist graduates in finding positions for which they are trained.

NURSING PROGRAMS MISSIONS, GOALS, AND STUDENT LEARNING OBJECTIVES

CRITICAL STRENGTHS OF FORTIS COLLEGE

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

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

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

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

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

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

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

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

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

Associate Degree in Nursing Student Learning Outcomes

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 health care 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.

Practical Nursing Program Student Learning Outcomes

1. Provide safe patient care with a focus on continuous quality improvement.
2. Demonstrate competency within the LPN scope of practice related to clinical decision making, patient safety, infection control, and pharmacological and parental therapies in the provision of care for individuals and families.
3. Establish and maintain effective interpersonal and therapeutic relationships and contribute to the plan of nursing care to promote and maximize individual health and wellness.
4. Demonstrate competence in the use of the nursing process to apply critical thinking and problem-solving skills in caring for the needs of the patient and families, including health promotion and maintenance, illness care, end-of-life care, restoration, and rehabilitation.
5. Communicate effectively using written, verbal, non-verbal and technological methods to provide patient centered nursing care in collaboration with the health care team.
6. Promote health and wellness using principles of teaching-learning and leadership while working collaboratively with the client, family, and interdisciplinary health care team to achieve expected health outcomes.
7. Use knowledge from nursing science in collaboration with other health care providers to provide nursing care for individuals of various cultures and developmental stages in diverse health care environments.
8. Use self-evaluation, reflection and ongoing learning to demonstrate personal and professional growth and continued competence.

PROGRAM AND POLICY CHANGES

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

FACILITIES AND EQUIPMENT

Fortis College residential facilities include a 56,800 square foot building located at 555 East Alex Bell Road, Centerville, OH 45459. A learning resource center is available with internet access, computer stations, web-based resources, reference books, and periodicals. Medical labs are equipped with high fidelity simulation equipment, medical exam tables, computers, microscopes, stethoscopes, blood pressure cuffs, EKG machines and other medical training equipment as applicable. Computer labs include student computer stations with internet access and word processing, presentation, spreadsheet, database, and medical billing/coding software applications. Lecture rooms have internet connectivity, media cabinets, and digital projectors. There is a student lounge with vending machines, and microwaves. Library resources and library information services are available to students and faculty. Fortis College also uses the offices and laboratories of local physicians, clinics, healthcare facilities and hospitals to provide on-the-job experiences for students. Administrative offices include academics, career services, financial aid, registrar, admissions, and business offices. There is a faculty workroom and faculty offices. Clinical and externship sites are in area doctor's offices, hospitals, and other professional medical facilities.

The facility is 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 characteristic. Applicants, prospective, or current students with disabilities who require academic adjustments and/or auxiliary aids in connection with the admissions process, the admissions test and/or their program of study, should contact the Dean of Education. The Dean of Education, in consultation with the Vice President of Education at Education Affiliates, Inc., will work with the applicant and/or prospective student to identify reasonable accommodations/adjustments necessary to enable him or her to fully participate in the admissions and educational processes. Questions about this process may be directed to the Vice President of Education, at egoodman@edaff.com or 443-678-2143 (voice)/410-633-1844 (fax).

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

NON-DISCRIMINATION STATEMENT

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

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

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

Title IX Coordinator

Attention:	Title IX Coordinator Suzanne Peters Esq., M.Ed. National Dean of Programmatic Accreditation
Address:	5026D Campbell Blvd. Baltimore, Maryland 21236
Telephone:	330.805.2819
E-Mail Address:	speters@edaff.com

A complete copy of the Title IX policy, including the applicable grievance procedures, is available on the Institution's website.

<http://www.fortis.edu/>

ADMISSIONS INFORMATION

ADMISSIONS REQUIREMENTS AND PROCEDURES

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

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

GENERAL ADMISSIONS REQUIREMENTS

1. The student must be a high school graduate or possess the recognized equivalent of a high school diploma. The student must provide documentation of graduation from high school or college in the form of a valid high school diploma or an earned college degree higher than a diploma that is completed. Acceptable documentation includes a transcript or other documentation which confirms that the student meets or exceeds the academic achievement equivalent to a high school diploma in the USA. All documents from foreign countries must also be translated into English and evaluated to be equivalent or higher than a USA high school certificate by a credential evaluation service, which is a member agency of the National Association of Credential Evaluation Services (NACS), subject to the approval of the 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 for a nursing program must be eighteen years of age or older to be accepted into the program.
4. The applicant must complete an applicant information form.
5. The applicant must interview with an admissions representative and/or other administrative staff.
6. Applicants, who otherwise meet the requirements to pursue a selected program of study, will be given the opportunity to take the Wonderlic Scholastic Level Exam (SLE). Applicants to the 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.
7. Once a passing score is earned, the SLE score is valid for three years from the date of administration. Applicants for readmission must achieve the passing score on the SLE required of current applicants for admission to the selected program of study. If the applicant for readmission had previously achieved a passing score on the SLE, that score may be used for readmission, provided the SLE test was administered and passed within three years (36 months) of the date of readmission and still meets the current minimum acceptable SLE score for the applicable program.

The SLE minimum entrance requirements by program are as follows:

Diploma Programs

Dental Assisting	11
Electrical and Electronic Systems Technician	11
Facilities Maintenance	11
Heating, Ventilating, Air Conditioning, and Refrigeration	11
Medical Assisting	11
Practical Nursing	19

Associate Degree Programs

Nursing	22
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(Applicants to the Associate Degree in Nursing program who hold current VN or PN licensure or who are graduates of a Fortis College/Institute or formerly MedVance Institute VN or PN program are exempt from taking 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.

8. Applicants must meet all financial obligations.
9. Applicants must pay the enrollment fee and complete all tuition payment requirements.
10. Accepted applicants must agree to and sign the Fortis College Enrollment Agreement.

ADDITIONAL NURSING ADMISSIONS REQUIREMENTS

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 of the above-noted 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 school official. Once the Nursing Program Admissions Committee makes its final determination in regards to an applicant, the applicant will be notified.

ADDITIONAL ADMISSIONS REQUIREMENTS FOR HYBRID PROGRAMS

In addition to the General Admissions Requirements, the following are additional admissions requirement for students enrolling in a hybrid program.

1. The applicant must sign a Student Information and Acknowledgement Form.
2. The applicant must pass the school's Online Competency Assessment with a 70% or higher. Applicants who do not achieve a passing score are eligible to retake the assessment upon completion of related training provided by the school. In the event that the applicant fails to achieve a passing score on the second administration of the school's Online Competency Assessment, the applicant is eligible to take the assessment a third and final time. Applicants who do not achieve a passing score on the third and final administration are not permitted to enroll in the hybrid program.

HYBRID TECHNOLOGY REQUIREMENTS

Minimum Technology Requirements Hardware:

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

Software:

- Windows – Operating System: Windows® 8.1, or 10
- Apple Mac – Operating System: Mac OS X
- Office Productivity Suite – Microsoft Office 365

Browser:

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

Plugins (most recent versions):

- Java™ Runtime Environment 7
- Flash Player (until EOL on 12/31/20)
- Adobe Reader

Please review your course syllabus for any additional plugins required for your class. It is important to allow popups from fortis.instructure.com.

ADDITIONAL ADMISSIONS REQUIREMENTS FOR THE ASSOCIATE DEGREE IN NURSING PROGRAM

In addition to the General Admissions Requirements, the following are additional admissions requirements for the Associate Degree in Nursing (ADN) program.

Applicants to the ADN program who are Licensed Practical Nurses (LPNs) must meet the following requirements:

1. The LPN applicant must possess a current, valid unencumbered Practical Nurse license.
2. Graduates from a Fortis College/Institute or formerly MedVance Institute PN program may be provisionally admitted to the Associate Degree Nursing program contingent upon obtaining a valid, current, unencumbered Practical Nursing license. Failure to obtain a current, valid Practical Nursing license prior to the end of their first term will result in immediate dismissal from the Associate Degree in Nursing program.

Other Admission Requirements for All Applicants to the Associate Degree in Nursing Program

1. The applicant must submit to and pass a drug screen and must be in the student file prior to starting the program. Inconclusive test results, to include a dilute and/or insufficient sample, will require the applicant to be retested within 24 hours at his/her expense at a College designated collection center. A second inconclusive test result, to include a dilute and/or insufficient sample will be considered a positive drug screen. Students will not be granted admission to the nursing program with a positive, insufficient, dilute, or inconclusive test result. Random drug and alcohol testing may be done throughout the program. Failure to comply or the inability to provide a sample within one hour of the requested random drug/alcohol test may result in program dismissal. A dilute or insufficient sample result on a random drug screen will be considered a positive result. The student may be dropped from the program as per the Nursing Substance Abuse and Drug Screening policy.
2. Applicants must submit to and pass a criminal background check administered by the school prior to starting the program, or prior to being readmitted following a withdrawal period of 90 days, and the results of the CBC must be in the student file prior to starting the program. The conviction for certain criminal offenses may bar an applicant from participating in certain externship/clinical training experiences, eligibility to acquire professional certification/licensure required to function in professional career fields, and obtaining employment. Adverse results, to include but not limited to, any felony or misdemeanor identified on an applicant's background report that may prevent the applicant's completion of the program, acceptance to externship/clinical training facilities, achievement of professional certification/licensure, and attainment of employment in a particular field.

Any candidate who has an adverse result on his/her background report is encouraged to seek approval from the certifying bodies of any applicable program to establish eligibility for certification/licensure and employment in that specific field. If an applicant with an adverse occurrence on his/her background chooses to participate in a program that requires a clear background for admission to externship/clinical sites, eligibility to acquire professional certification/licensure required for employment in specific career fields and obtaining employment, he/she will be required to sign a disclosure document accepting full responsibility for any and all costs associated with attending the career program, and does not hold the institution and its associates liable for being denied program completion, entrance to any and all externship/clinical training facilities necessary for the completion of the program, ability to achieve certification/licensure, or gain employment in the field of study.

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.

3. The applicant must provide a valid form of identification with a picture, name, and address. A valid and current driver's license, United States Passport, or Permanent Resident Card are acceptable forms of identification.
4. The applicant must submit a signed Allied Health and Nursing Program waiver. Please note that some clinical sites may require that students have health insurance. The College does not provide health insurance.

When all the above noted nursing program requirements have been completed and submitted, the completed application file will be submitted to the Nursing Programs Admissions Committee for consideration. After the Nursing Programs Admissions Committee meets and makes its determinations, letters of acceptance or denial are issued to the applicants. A list of students reviewed and outcomes will be listed in the committee minutes.

Note: Admission to the Associate Degree in Nursing program does not guarantee a student's ability to participate in clinical training experiences, sit for a nurse licensing examination, or obtain employment as a professional nurse.

Practical Nursing Program

In addition to the General Admissions Requirements, the following are additional admissions requirements for the Practical Nursing (PN) program.

1. The applicant must provide a valid form of identification with a picture, name, and address. A valid and current driver's license, United States Passport, or Permanent Resident Card are acceptable forms of identification.
2. The applicant must submit to and pass a drug screen and must be in the student file prior to starting the program. Inconclusive test results, to include a dilute and/or insufficient sample, will require the applicant to be retested within 24 hours at his/her expense at a College designated collection center. A second inconclusive test result, to include a dilute and/or insufficient sample will be considered a positive drug screen. Students will not be granted admission to the nursing program with a positive, insufficient, dilute, or inconclusive test result. Random drug and alcohol testing may be done throughout the program. Failure to comply or the inability to provide a sample within one hour of the requested random drug/alcohol test may result in program dismissal. A dilute or insufficient sample result on a random drug screen will be considered a positive result. The student may be dropped from the program as per the Nursing Substance Abuse and Drug Screening policy.
3. Applicants must submit to and pass a criminal background check administered by the school prior to starting the program, or prior to being readmitted following a withdrawal period of 90 days, and the results of the CBC must be in the student file prior to starting the program. The conviction for certain criminal offenses may bar an applicant from participating in certain externship/clinical training experiences, eligibility to acquire professional certification/licensure required to function in professional career fields, and obtaining employment. Adverse results, to include but not limited to, any felony or misdemeanor identified on an applicant's background report that may prevent the applicant's completion of the program, acceptance to externship/clinical training facilities, achievement of professional certification/licensure, and attainment of employment in a particular field.

Any candidate who has an adverse result on his/her background report is encouraged to seek approval from the certifying bodies of any applicable program to establish eligibility for certification/licensure and employment in that specific field. If an applicant with an adverse occurrence on his/her background chooses to participate in a program that requires a clear background for admission to externship/clinical sites, eligibility to acquire professional certification/licensure required for employment in specific career fields and obtaining employment, he/she will be required to sign a disclosure document accepting full responsibility for any and all costs associated with attending the career program, and does not hold the institution and its associates liable for being denied program completion, entrance to any and all externship/clinical training facilities necessary for the completion of the program, ability to achieve certification/licensure, or gain employment in the field of study.

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.

4. The applicant must submit a signed Allied Health and Nursing Program waiver. Please note that some clinical sites may require that students have health insurance. The College does not provide health insurance.
5. When all the above noted nursing program requirements have been completed and submitted, the completed application file will be submitted to the Nursing Program(s) Admissions Committee for consideration. After the Nursing Programs Admissions Committee meets and makes its determinations, letters of acceptance or denial are mailed to the applicants. A list of students reviewed and outcomes will be listed in the committee minutes.

Note: Admission to the Practical Nursing/Vocational program does not guarantee a student's ability to participate in clinical training experiences, sit for a nurse licensing examination, or obtain employment as a nurse in this or any other state.

AVAILABILITY OF GED TESTING

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

READMISSION

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

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

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

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

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

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.

HEALTH AND IMMUNIZATION REQUIREMENTS FOR THE DENTAL ASSISTING AND MEDICAL ASSISTING PROGRAMS

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

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

NURSING PROGRAM HEALTH AND CLINICAL REQUIREMENTS

As a part of contractual agreements with clinical agencies, all nursing students must fulfill the following requirements per the current admissions policy. Failure to submit all requirements may result in 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 who do not have documentation that evidences acceptable criminal background history, negative drug screen, immunization, and health clearance may not be accepted at the clinical site.

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

Proof of immunizations are mandatory for every nursing student and will be verified as complete prior to the student being permitted to enter any clinical site (whether for the assigned course activities or for orientation at the clinical site prior to the course start).

Admissions staff will provide all new nursing students with information regarding the immunization requirements for participating in the education program.

All students are required to sign the acknowledgement of information regarding immunization requirements.

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

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

Failure to provide the required documentation no later than 21 business days (3 weeks) prior to the start of 1st clinical session may result in suspension from the clinical portion of the program. No student will be permitted to enter a clinical site without having satisfied the requirement for immunization documentation. Students unable to participate in scheduled clinical sessions will be recorded as absent and may potentially risk failure of the entire course.

1. 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. The College must maintain a current signed copy of the student's CPR card within the student file. Students are required to have their CPR card on them at all times during class, laboratory, and clinical activities. If the CPR card expires during the nursing program, the student may not participate in any clinical activities and may be dropped from the program. Missed clinical experiences will be considered an unexcused absence and may result in failure of the course.

2. Current Health Care Declaration and Essential Skills and Functional Abilities for Nursing Students Forms

Students must sign and submit a current Health Care Declaration and the Essential Skills and Functional Abilities Forms. It is essential that nursing students be able to perform a number of physical and cognitive activities in the classroom, clinical, and learning laboratory components of the program. Students must immediately report any changes in their essential skills or functional abilities, to include any physical or mental health status changes, to the director of the nursing program. Students may not attend clinical experiences while under any medication or medical treatment which may alter their perception and/or ability to provide safe patient care. It is the ultimate responsibility of the director of the nursing program to make the final decision as to the student's ability to participate in clinical activities. Failure to report a change in medical or mental health conditions as described above may result in the student being dropped from the nursing program. Students are required to report changes and/or additions in medication, new prescriptions, or changes in medical or mental health status to the Dean of Nursing immediately (within 24 hours) and prior to participating in any clinical, laboratory, or simulation experience.

Please note that some clinical sites may require that students have health insurance in order to participate in clinical experiences at their facilities. The College does not provide health insurance. Students must understand that they may not be allowed to participate in clinical experiences at such facilities and they may be dropped from the program if equivalent experiences cannot be arranged.

3. Immunizations

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

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

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

4. Serological Evidence of Immunity

Hepatitis B Vaccine

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

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

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

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

Measles, Mumps, and Rubella (MMR)

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

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

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

Varicella (Chicken Pox)

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

Tetanus, Diphtheria, Pertussis (Td/Tdap)

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

Seasonal Influenza

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

Tuberculosis/Tuberculin Skin Test (TST)

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

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

Initial Two-Step TB Skin Test:

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

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

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

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

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

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

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

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

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

5. Additional Immunizations

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). Contracted clinical agencies where students will be assigned may have additional health clearance and immunization requirements beyond the current recommendations by the CDC or ACIP. 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 nursing 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.

6. 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 learning laboratory portions of the program.

Students are not to enter any clinical facility with contagious conditions or injuries. 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 an identified condition, illness, and/or injury may cause a potential safety risk to the student, patient, or others. Additional health care clearance documentation may be required. Any additional requirements will be at the student’s expense.

Examples of medical issues include, but are not limited to: limitations required after surgery or accident, immunosuppression, 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 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.

NOTE: Any changes in physical or mental health must be reported immediately to the clinical instructor and Dean of Nursing within 24 hours or before entering a clinical area (whichever comes first).

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

NOTE: Students with medical and/or mental health conditions which may place the student or patient 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.

7. Provide any additional documentation that may be required by the assigned clinical site.

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).

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

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

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

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

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

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

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

Additional Requirements for Specific Programs

- 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.

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

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

A Veterans Administration (VA) funded student enrolling in any of the College's 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 College will evaluate and grant credit, if appropriate. Training time will be adjusted appropriately and tuition reduced proportionately if credit is granted for previous training. The VA and the student will be notified.

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

Articulation Agreement(s)

Fortis College has established articulation agreement(s) with the following institution(s) for articulation into its Medical Assisting and Dental Assisting programs.

Delta Career Education Corporation

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

Denver College of Nursing

ACADEMIC PROGRAMS

DIPLOMA PROGRAMS

DENTAL ASSISTING

Length: 1040 Contact Hours; 48 Instructional Weeks Length in Months: 12 / Quarters 4* *Based on full-time enrollment	Program Quarter Credits: 60
Credential Awarded: Diploma	Mode of Delivery: Hybrid. Courses delivered on-line are identified below; all other courses are offered in a traditional on-campus (residential) mode of delivery.

OBJECTIVE

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

DESCRIPTION

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

EXTERNSHIP

An externship component is included in this program to provide students with the opportunity to apply their knowledge and skills to real-life situations in a dental setting. Students are required to complete the required externship hours and other related learning activities prior to graduation. Students are not paid for work performed at the externship site. Students must successfully complete all course work to advance into the 300 clock hour externship experience. Entering an externship requires maintenance of satisfactory progress in compliance with established academic policies and procedures. The student works on site in a combination of clinical and front office settings to practice the skills learned in the classroom and acquire confidence in a real world environment.

CREDENTIALING EXAMS

The program prepares graduates with the requisite knowledge and skills to challenge the three part Certified Dental Assistant (CDA) exam administered by the Dental Assisting National Board (DANB). However, graduates of the program are eligible to take the General Chairside Assisting (GC) portion of the exam only if the program is approved by the Commission on Dental Accreditation (CODA) or after working 3500 hours as a dental assistant. There are no eligibility requirements for taking the Radiation Health and Safety Examination (RHS) or the Infection Control Examination (ICE) Examination.

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

CAREER OPPORTUNITIES

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

PLAN OF STUDY

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

***Online delivery

Schedule

Morning: 8:30a.m. – 1:30 p.m. Monday through Thursday and Evening: 5:30 p.m. – 10:30 p.m. Monday through Thursday.

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

ELECTRICAL AND ELECTRONIC SYSTEMS TECHNICIAN

Length: 720 Contact Hours; 36 Instructional Weeks Length in Months: 9 / Quarters 3* *Based on full-time enrollment	Program Quarter Credits: 48
Credential Awarded: Diploma	Mode of Delivery: Residential

OBJECTIVE

Electrical and electronic systems are an integral part of our fast-paced daily lives in today's digital world. This program encompasses the many facets of the installation, troubleshooting and repair of low-voltage electronic systems. Students will be introduced to safety practices, and the various career paths that are available in the low-voltage electronic systems field. Additionally, students are trained in the areas of residential circuitry, wiring and electricity. Students are instructed of the important need for safe work habits in the electrical field, and that importance is reinforced throughout the program. The National Electrical Code (NEC) is covered during the course of instruction. OSHA standards for a safe electrical environment surrounding the workplace are also stressed to students, both as the employee and as a possible employer. The objective of the program is to prepare students to seek entry-level employment as technicians in the electrical and/or electronic systems field.

DESCRIPTION

In this program, students start the electrical program with a basic introduction to electrical theory, then move on to understand how electronics are applied in the electrical field, while learning about electronic devices commonly found in residential and commercial environments. Through classroom presentations and lab exercises, students will focus explore low voltage wiring applications, such as audio, video, security, fire alarm, telephone, computer networking, fiber optics and wireless systems, in accordance with the requirements set forth by the National Electrical Code. Students in the program will develop skills in cable preparation, handling, installation, termination, and testing. In addition, students will progress to cover the installation, service and maintenance of residential wiring and circuitry. Upon program completion, graduates will be awarded a diploma and will possess the skills, as well as the necessary marketable job search techniques and skills, to gain entry-level employment as a technician in the residential and/or commercial telecommunications, fire alarm, security alarm, entertainment, audio/video/data, and home integration systems. Student can also qualify as an entry-level residential electrical apprentice or electrician's helper.

CAREER OPPORTUNITIES

The graduate is prepared to seek entry-level employment in positions such as Alarm Technician, Service Technician, Installation Technician, Fire Alarm Technician, Security Technician, Security Installer, Electronic Security Technician, Fire and Sound Service Technician, Home Security Alarm Installer, Low Voltage Technician, Electronic Technician, Home Theater Installer, Field Service Technician, Satellite Installer, Television Analyzer, Installer, and Service Technician.

PLAN OF STUDY

Course Code	Course Title	Clock Hours	Credit Hours
SKW101	Introduction to Skilled Professions	60	4.0
ELC110	Principles of Electricity	60	4.0
ELC115	Low Voltage Principles and Standards	60	4.0
EST120	Electronic Applications	60	4.0
EST125	Data, Voice and Video Cabling	60	4.0
ELC120	Electronics and Electricians	60	4.0
ELC135	Residential Circuitry and Design	60	4.0
ELC140	Residential Construction and Branch Circuits Home	60	4.0
EST145	Monitoring and Surveillance Systems	60	4.0
ELC170	Home Integration	60	4.0
MAT110	Applied Mathematics	60	4.0
PDC110	Career and Professional Development	60	4.0

Schedule

Morning: 8:00a.m. – 1:00 p.m. Monday through Thursday and Evening: 5:00 p.m. – 10:00 p.m. Monday through Thursday.

FACILITIES MAINTENANCE

Length: 720 Contact Hours; 36 Instructional Weeks Length in Months: 9 / Quarters 3* *Based on full-time enrollment	Program Quarter Credits: 48
Credential Awarded: Diploma	Mode of Delivery: Residential

OBJECTIVE

The objective of the Facilities Maintenance program is to prepare or upgrade individuals to service, maintain, repair, or install equipment for a wide range of buildings. Graduates of this program are provided with the entry level knowledge and skills necessary to maintain buildings (both corporate and residential) as well as a thorough understanding of repair techniques.

DESCRIPTION

This program encompasses many facets of working in the facilities maintenance field, covering a broad scope of troubleshooting and repair topics. Through a broad scope of troubleshooting and repair topics covered in classroom presentations and lab exercises, the program introduces students to the day-to-day maintenance and operational tasks that occur when one works in facilities maintenance. Students will be introduced to HVAC/R, plumbing, electricity, masonry, carpentry, grounds keeping, and the various career paths available in the field. Coverage of HVACR systems includes preparation to perform basic repair and maintenance of HVAC equipment and systems used in both residential and commercial structures. Preparation in plumbing prepares students in the use of appropriate tools, types of piping, various fittings, how to cut pipe, unclog blockages using traditional and green methods, and become familiar with water heaters and caulking. An integral aspect of the facilities maintenance field is an understanding of electricity. This program provides coverage of electrical safety, principles and methods for installing, repairing, and troubleshooting basic electrical circuits, devices, and appliances. In the masonry and carpentry areas, students will develop an understanding of different types of masonry building components such as bricks and blocks, as well as appropriate procedures to complete carpentry and painting projects. In addition, students will be prepared to take care of grounds using hand tools, power tools, or equipment, which includes basic small engine repair and maintenance, including air-cooled engines, fuel and lubrication systems, and carburetors.

CAREER OPPORTUNITIES

Upon program completion, graduates will be awarded a diploma, and will possess the skills, as well as the necessary marketable job search techniques and skills, to gain entry level employment in the Facilities Maintenance field.

PLAN OF STUDY

Course Code	Course Title	Clock Hours	Credit Hours
SKW101	Introduction to the Skilled Professions	60	4.0
SKW102	Blueprint Reading	60	4.0
ELC110	Principles of Electricity	60	4.0
FCM105	Fundamentals of Facility Maintenance	60	4.0
FCM110	Carpentry and Painting	60	4.0
FCM115	Concrete and Masonry	60	4.0
FCM120	Electrical Maintenance	60	4.0
FCM125	Plumbing Maintenance	60	4.0
FCM130	Grounds Keeping and Small Engines	60	4.0
FCM135	HVAC Maintenance	60	4.0
MAT110	Applied Mathematics	60	4.0
PDC200	Career Development	60	4.0

Schedule

Morning: 8:00a.m. – 1:00 p.m. Monday through Thursday and Evening: 5:00 p.m. – 10:00 p.m. Monday through Thursday.
Hours are subject to change.

HEATING, VENTILATING, AIR CONDITIONING & REFRIGERATION

Length: 960 Contact Hours; 48 Instructional Weeks Length in Months: 12 / Quarters: 4* *Based on full-time enrollment	Program Quarter Credits: 64
Credential Awarded: Diploma	Mode of Delivery: Residential

OBJECTIVE

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

DESCRIPTION

The Heating, Ventilation, Air Conditioning & Refrigeration program is designed for persons interested in a career in the field of climate control systems, focusing on learning objectives identified as the key knowledge points for an HVACR Technician. The student will be adept at using a variety of tools to work with refrigerant lines and air ducts. They use voltmeters, thermometers, pressure gauges, manometers, and other testing devices to check airflow, refrigerant pressure, electrical circuits, burners, and other components. Students will be required to take and pass the EPA certification exam. Students are trained to work as heating, air conditioning and/or refrigeration service technicians in both residential and commercial sites.

CAREER OPPORTUNITIES

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

PLAN OF STUDY

Course Code	Course Title	Clock Hours	Credit Hours
HVR105	Thermodynamics	60	4.0
HVR110	Practical Applications of Electricity	60	4.0
HVR115	HVACR Controls	60	4.0
HVR120	Controls, Motors and Motor Controls	60	4.0
HVR125	Refrigerants	60	4.0
HVR130	Residential Air Conditioning	60	4.0
HVR135	Commercial Air Conditioning	60	4.0
HVR140	Commercial Refrigeration Concepts	60	4.0
HVR145	Industrial Refrigeration	60	4.0
HVR150	Electric Heat and Heat Pumps	60	4.0
HVR155	Gas Heating Systems	60	4.0
HVR160	Oil Heating Systems	60	4.0
HVR165	HVAC System Performance	60	4.0
HVR170	Water-Based Heating Systems	60	4.0
HVR175	HVAC Troubleshooting and Service Calls	60	4.0
HVR180	EPA Certification Preparation	60	4.0

Schedule

Morning: 8:00 a.m. – 1:00 p.m. Monday through Thursday and Evening: 5:00 p.m. – 10:00 p.m. Monday through Thursday.
Hours are subject to change.

MEDICAL ASSISTING

Length: 780 Contact Hours; 36 Instructional Weeks Length in Months: 9 / Quarters: 3* *Based on full-time enrollment	Program Quarter Credits: 46
Credential Awarded: Diploma	Mode of Delivery: Hybrid. Courses delivered on-line are identified below; all other courses are offered in a traditional on-campus (residential) mode of delivery.

OBJECTIVE

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

DESCRIPTION

The Medical Assisting program includes administrative and clinical competencies expected for entry-level positions in a health care setting. Students develop skills in front office administration with an introduction to health insurance and basic billing practices. The back office portion focuses on direct patient contact and typical clinical and laboratory skills, such as minor clinical procedures, EKG, phlebotomy, injections, and lab screenings. Students also learn to observe Universal Precautions, OSHA regulations, HIPAA requirements, confidentiality, and the legal aspects applicable to any allied health environment. Duties of medical assistants vary from office to office depending on office location, size, and specialty. In small practices, medical assistants are usually "generalists," handling both administrative and clinical duties. They report directly to an office manager, physician, or other health practitioner. Those in large practices tend to specialize in a particular area under the supervision of a department administrator/practice manager.

EXTERNSHIP

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

CREDENTIALING EXAMS

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

CAREER OPPORTUNITIES

Upon satisfactory completion of the training, students are prepared to seek entry-level positions as medical assistants performing the medical procedures, lab techniques, and front office duties described above.

PLAN OF STUDY

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

***Online delivery

Schedule

Morning: 8:30 a.m. – 1:30 p.m. Monday through Thursday and Evening: 5:30 p.m. – 10:30 p.m. Monday through Thursday.

*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.

PRACTICAL NURSING

Length: 1289 Contact Hours; 60 Instructional Weeks / 96 Instructional Weeks (Flex Program Option) Length in Months: 15 / Quarters: 5*, 24 mo. (Flex Program Option) *Based on full-time enrollment	Program Quarter Credits: 82
Credential Awarded: Diploma	Mode of Delivery: Hybrid. Courses delivered on-line are identified below; all other courses are offered in a traditional on-campus (residential) mode of delivery.

Clinical times may start as early as 6:00 am and end as late as 11:00 pm and may require an occasional Saturday or Sunday.

OBJECTIVE

As the U.S. population ages, the need for more health care providers, at all levels, continues to increase and this program, aided by its advisory group, provides trained resources for the health care organizations that are meeting the needs of the an increasing populations of older Americans, locally and across the country.

DESCRIPTION

The Practical Nursing program consists of courses, labs, and clinical experiences that should be taken in sequence, according to the curriculum plan. Material learned in the classroom is practiced in the laboratory and applied to the care of patients in the clinical setting. Pharmacology, growth and development, nutrition, and nursing principles and skills are integrated into all nursing courses.

STUDENT LEARNING OUTCOMES

1. To meet the client's universal, developmental, and health deviation needs within the scope of professional nursing practice the graduate will provide safe patient care with a focus on continuous quality improvement.
2. Demonstrate competency within the LPN scope of practice related to clinical decision making, patient safety, infection control, and pharmacological and parental therapies in the provision of care for individuals and families.
3. Establish and maintain effective interpersonal and therapeutic relationships and contribute to the plan of nursing care to promote and maximize individual health and wellness.
4. Demonstrate competence in the use of the nursing process to apply critical thinking and problem-solving skills in caring for the needs of the patient and families, including health promotion and maintenance, illness care, end-of-life care, restoration, and rehabilitation.
5. Communicate effectively using written, verbal, non-verbal and technological methods to provide patient centered nursing care in collaboration with the health care team.
6. Promote health and wellness using principles of teaching-learning and leadership while working collaboratively with the client, family, and interdisciplinary health care team to achieve expected health outcomes.
7. Use knowledge from nursing science in collaboration with other health care providers to provide nursing care for individuals of various cultures and developmental stages in diverse health care environments.
8. Use self-evaluation, reflection and ongoing learning to demonstrate personal and professional growth and continued competence.

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	Course Title	Clock Hours	Credit Hours
AHP215	Anatomy and Physiology	80	6.0
CMP105**	Introduction to Informatics***	20	2.0
PNR104	Basic Skills, Quality & Safety in Nursing Practice	80	6.0
PNR105	Pharmacology	50	5.0
PNR106	Foundations of Nursing	110	6.0
PNR108	Gerontological Nursing****	80	5.0
PNR200	Mental Health Nursing****	80	5.0
PNR201	Medical-Surgical Nursing I	108	6.0
PNR202	Intravenous Therapy	31	2.0
PNR203	Maternal-Newborn Nursing****	90	5.0
PNR204	Pediatric Nursing****	90	5.0
PNR205	Concepts of Leadership and Collaboration***	30	3.0
PNR206	Medical-Surgical Nursing II	160	8.0
PNR207	Transition to PN/VN Practice – Capstone	190	9.0
PNR208	Concepts of Community-Based Nursing***	20	2.0
PSY278*	Human Growth and Development***	40	4.0
SCI115*	Fundamentals of Human Nutrition***	30	3.0

*Indicates a General Education course

**Indicates other

***Online delivery

****Blended delivery

Schedule

Morning: 9:00 a.m. – 5:00 p.m. Monday through Friday and Evening: 5:00 p.m. – 11:00 p.m. Monday through Friday.

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

ASSOCIATE DEGREE PROGRAMS

NURSING

Length: 1500 Contact Hours / 96 Instructional Weeks / 144 Instructional Weeks (Flex Program Option) Length in Months: 24 / Quarters: 8* (Full-Time), 36 mo. (Flex Program Option) *Based on full-time enrollment	Program Quarter Credits: 106
Credential Awarded: Associate of Applied Science	Mode of Delivery: Hybrid. Courses delivered on-line are identified below; all other courses are offered in a traditional on-campus (residential) mode of delivery.

Clinical times may start as early as 6:00 am and end as late as 11:00 pm and may require an occasional Saturday or Sunday.

OBJECTIVE

As the U.S. population ages, the need for more health care providers, at all levels, continues to increase and this program, aided by its advisory group, provides trained resources for the health care organizations that are meeting the needs of an increasing populations of older Americans, locally and across the country.

DESCRIPTION

The Nursing program consists of courses, labs, and clinical experiences that should be taken in sequence, according to the curriculum plan. Material learned in the classroom is practiced in the laboratory and applied to the care of patients in the clinical setting. Pharmacology, growth and development, nutrition, and nursing principles and skills are integrated into all nursing courses.

STUDENT LEARNING OUTCOMES - ASSOCIATE DEGREE IN NURSING PROGRAM

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

Upon graduation, the graduate is eligible to apply to take the National Council Licensure Examination (NCLEX-RN), passage of which is required to obtain a license to practice nursing in the state of Ohio. Eligibility requirements to sit for the NCLEX-RN and obtain licensure in Ohio are found in the July 1, 2016 catalog supplement immediately following the Index or the last addendum to this Catalog.

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

PLAN OF STUDY

Course Code	Course Title	Clock Hours	Credit Hours
AHP216	Anatomy and Physiology I	80	6.0***
AHP217	Anatomy and Physiology II	80	6.0
BIO101*	General Biology	60	5.0
BIO205*	Microbiology	60	4.0
CMP105*	Introduction to Informatics**	20	2.0***
COM205*	Effective Communication**	40	4.0
ENG101*	English Composition**	40	4.0
MAT101*	College Mathematics**	40	4.0
NUR100	Pharmacology	50	5.0
NUR101	Health Assessment	50	4.0
NUR104	Foundations of Nursing	150	8.0***
NUR201	Medical-Surgical Nursing I	180	9.0
NUR202	Maternal-Newborn Nursing****	60	4.0
NUR203	Pediatric Nursing****	60	4.0
NUR204	Leadership and Management**	20	2.0
NUR206	Community Nursing Concepts**	20	2.0
NUR208	Mental Health Nursing****	60	4.0
NUR209	Medical-Surgical Nursing II	160	8.0
NUR210	Transition to Practice-Capstone	120	6.0
PSY101*	General Psychology**	40	4.0
PSY278*	Human Growth and Development**	40	4.0***
SCI115*	Fundamentals of Human Nutrition**	30	3.0***
SOC101*	Sociology**	40	4.0

*General education/other related courses

**Online delivery

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

****Blended delivery

Schedule

Morning: 9:00 a.m. – 5:00 p.m. Monday through Friday and Evening: 5:00 p.m. – 11:00 p.m. Monday through Friday.

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

ACADEMIC POLICIES & SERVICES

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
L	Leave of Absence	No	No
W	Withdrawn	Yes	No
WF	Withdrawn Failing	Yes	Yes
TR	Transfer Credit	Yes	No
CR	Block Credit award to LPN students entering ADN program	Yes	No

***Nursing Students.** The minimum grade of a "C+" (78%) is required to pass all nursing courses and the following prerequisite science courses:

- Anatomy and Physiology
- Microbiology
- Nutrition
- General Biology

For successful completion of nursing and prerequisite courses, a minimum test composite score of 78% (total average of objective assessment) and clinical, simulation, and lab performance grades of Pass ("P") are necessary. Clinical and laboratory activities will be graded as Pass/Fail.

The minimum grade of "C-" (70%) is required to pass all other courses (non-nursing and non-science courses) in the program curriculum.

Often in order for graduating students to be eligible to sit for state licensing or national examinations, in some programs or in some courses within programs, specified course requirements may apply to achieve a passing grade and/or the designated minimum passing grade may be higher. Students who do not successfully complete specified course requirements or who earn a grade lower than the specified minimum passing grade for that course will have to retake 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.

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 3.70 and 3.99 at the conclusion of their academic programs will graduate with the distinction of Magna Cum Laude.

Dean's List

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

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

President's List

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

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

Valedictorian

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

CLINICAL EVALUATION

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

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

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 be given 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." Depending upon his or her overall academic progress in the program, the student may then be dismissed from the program or may retake the course (if he or she is eligible to do so).

COURSE REPEAT POLICY

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

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

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

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

Additional Provisions for Nursing Students:

A student in a nursing program is permitted to continue his or her enrollment in the program after earning one failing grade in a nursing and/or required science course. Nursing courses are those with an NUR or PNR course code prefix; required science courses are anatomy and physiology, nutrition, general biology, and microbiology. Failure is defined as achieving less than a 78% score on objective testing or not achieving 78% of the total course grade points. A second failure to successfully complete a nursing and/or a required science course will result in dismissal from the program except in cases of an approved waiver as outlined below.

A student who fails for the first time to achieve the required 78% passing score in one of the science courses listed above may retake the course and petition for a waiver that, when successfully completed as specified below, will exclude the first failing grade from counting towards the two-course failure limit that would result in dismissal from the program. A student is allowed only one waiver for the aggregate of all science courses in the entire nursing program. The petition must be made in writing and submitted to the Dean of Nursing and the Dean of Education or Campus President jointly for consideration.

When repeating a failed science course under the waiver petition, the following will apply:

- A student who achieves a grade of 83% or higher will pass the course and will not have his or her original failing grade in the class counted towards the two-course failure limit for nursing and required science courses.
- A student who achieves a grade between 78% and 82% (grades are not rounded) will pass the course. However, the original failing grade in the class still counts towards the two-course failure limit. A second failure to successfully

complete a nursing and/or a required science course will result in dismissal from the program.

- A student who achieves a grade less than 78% will fail the course a second time and will be dismissed from the program.

The privilege to petition a waiver DOES NOT apply to any failing grade in a Nursing course or withdrawal from a science course.

Refer to the Withdrawal policy for information on the number of times a student may withdraw from a course while enrolled in a nursing program.

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. 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 \$10.00. All requests for student transcripts must be made in writing to the Registrar's Office. The institution reserves the right to withhold an official transcript if the student's financial obligations to the College or state or federal loan agencies are not current.

GRADUATION REQUIREMENTS

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

To be eligible for graduation, students must have:

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

** If a student has a problem that cannot be addressed by the Fortis College team members, that student is referred to WellConnect. WellConnect 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 hours service is prepaid for by Fortis and there is no cost to the student. All members of campus have 24/7 access to licensed WellConnect counselors at 866.640.4777.*

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, Program Director/Lead or Dean of Education.

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

ACADEMIC APPEALS

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

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

The Dean of Education or Dean of Nursing will convene a meeting of the Academic Review Board, consisting of the one program director who was not the instructor for the course if the issue is grade related and an administrative designee. This meeting will be held within seven calendar days of the Dean of Education or Dean of Nursing receiving the student's written appeal. The student will be notified in writing via mail and email of the Academic Review Board's decision. The notification will be sent no later than the 3 business days 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.

If a nursing student is appealing termination due to a second failure to successfully complete a nursing and/or a required science course, the student's letter of appeal must describe the significant extenuating circumstances that were present and the impact of those circumstances on the student's course performance and what circumstances have changed that indicate that if permitted to return the student will be prepared to complete the program successfully. The Appeal letter and relevant documentation will be reviewed by the campus Academic Review Board, which will include the Dean of Nursing, a nursing faculty member who did not teach the student in one of the failed courses, the Campus President and a member of the EA Nursing Leadership staff. Qualifying significant extenuating circumstances are very rare and are typically limited to temporary and severe illness or injury, hospitalization, military duty, death of a family member, and incidents related to natural disasters. If the Academic Review Board approves the Appeal the student will be provided the opportunity to complete a re-entry Agreement which will set forth the expectations for returning to the program. The signed Re-entry Agreement must be submitted to the Dean of Nursing or designee within 5 business days. The student will be permitted to re-enter the program no earlier than one term following the dismissal from the program.

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

ATTENDANCE POLICY

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

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

Additional Program Attendance Policies:

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

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

STUDENTS USING VA EDUCATIONAL BENEFITS

Students receiving VA education benefits will be terminated on the date attendance drops below 80% of the scheduled hours for the term/module.

Students receiving VA education benefits with absences greater than 20% of the scheduled hours for the term/module will have their enrollment certification terminated effective the day absenteeism exceeded 20%.

MAKE-UP WORK

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

TARDINESS/EARLY DEPARTURE

Students are required to be on time and stay for the entire duration of class. Students assume the responsibility for making arrangements with individual instructors for any and all make-up of work missed as a result of being late for classes or leaving early. Time missed in class due to students' tardiness or leaving early is recorded as time absent from class.

ACADEMIC LEAVE OF ABSENCE (ALOA)

Students enrolled in term-based credit hour programs who need to interrupt their program of study for military service requirements, jury duty, or a Family Medical Leave Act (FMLA) affecting the student or a member of the student's immediate family (spouse and/or children), are not able to resume training at the same point where the training was interrupted and therefore would not qualify for a 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 ALOA after a term or module has started. The institution is not required to approve this type of LOA request; however, if the institution grants this type of mid-term LOA request, the student will receive a grade of W or WF for each course attempted in the term. The W or WF grade will be determined in accordance with the normal grading policy, and will have the same impact as usual. **SAP will need to be calculated for the student before a decision on the LOA is determined.** If a student would be SAP Not Met after the W/WF grades for the current term are awarded, then the LOA is denied. The Return to Title IV policy and Tuition Refund policy as listed in the catalog will be applied, based upon the percentage of the term or module the applicant has attended.
- 3) The applicant for the ALOA should 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 should be no more than 90 days; however, in certain semester-based programs, the initial ALOA request may be extended to 120 days. If the student requires an extension of the original leave period, the student must apply for an extension and provide new documentation. The request for extension will follow the same approval process as the original request, which requires the written approval from the 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 Dean of Education/Dean of Nursing or designee 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.

The applicant for a leave must confirm that he or she understands and agrees that if he or she fails to return to active class attendance at the approved end date of his or her Leave of Absence, that his or her enrollment may be terminated. Furthermore, his or her federal student loan(s) will have entered the federal loan grace period and repayment of these loans will begin six months after his or her actual last day of class attendance.

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

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

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

- 1) The student must be currently enrolled and actively attending in a program of study that delivers instruction in modules.
- 2) The student should 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 sign a Standard Period of Non-Enrollment Request Form wherein the student affirms that he/she will attend the next module.
- 4) 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.
- 5) The Campus President and Financial Aid Director **must** approve the SPN request.
- 6) Any approved SPN means that the School will not charge the tuition, books or fees for the module of instruction for which the student is not in attendance.

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 may withdraw from all of their courses, and therefore from the College, by notifying the College in writing.

Should students be considering withdrawing from a course or from the College, they should meet with the Dean of Education or the Dean of Nursing (for students enrolled in nursing courses), or the Campus President in order to gain an appreciation for what the College can do to help them solve their problems and to gain a complete understanding of the decision they are about to make. If a student decides to proceed with withdrawal, the student must provide notification to the Campus President and the Registrar in writing and meet with the Senior Director of Financial Aid to understand 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 science courses (anatomy and physiology, microbiology, nutrition, and general biology) 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 program, or before the end of the 11th week of a semester-based program. 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 whether or not the student can remain enrolled in the program.

Nursing students are allowed only two course withdrawals (including both "W" and "WF") from nursing courses and/or required science courses (anatomy and physiology, microbiology, nutrition, and general biology) 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.

Withdrawals as a Result of Failure to Attend

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/she does not attend any course(s) within a 14 calendar day period (excluding school holidays and breaks). All students must complete 100% of the scheduled clinical or externship hours within the assigned grading period.

EFFECTIVE DATE OF WITHDRAWAL

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

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

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

CLOCK HOUR OF INSTRUCTION

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

CLOCK TO CREDIT HOUR CONVERSION FORMULA

Definition of a Credit Hour

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

One quarter credit hour is defined as:

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

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

Out-of-Class Work

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

Types of Out-of-Class Work

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

Assignment of Out-of-Class Work

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

MAXIMUM CLASS SIZE

Electrical and Electronic Systems Technician

24:1 Lecture

20:1 Lab

Facilities Maintenance

24:1 Lecture

20:1 Lab

HVACR

24:1 Lecture

20:1 Lab

Medical Assisting/Dental Assisting

32:1 Computer

20:1 Clinical Lab

Lecture

50:1 Residential

22:1 Online

Nursing Programs

50:1 Lecture

15:1 Nursing Lab

10:1 Clinical Rotation

10:1 Simulation

25:1 Online

COURSE PROGRAMMING

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

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

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

COLLEGE CLOSURES

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

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

COURSE ADD/DROP

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

CLINICALS, INTERNSHIPS, AND EXTERNSHIPS

1. Nature of policies in this section of the Catalog
 - a. The policies in this section pertain to all programs and to all students enrolled in those programs where the program requirements include a clinical rotation, internship, or externship (CIE). In this policy where the term "externship" is used, it is used as the generic term and is intended to cover all three of these types of academic experiences.
2. Nature of CIE - educational purpose, status of students
 - a. Most programs at this 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 first hand and to obtain feedback from both the student and the on-site supervisor.
 - b. Sign-off on attendance
 - i. The student's supervisor must sign off on time reported back to the 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: that is, the student has 14 calendar days within which to complete the required hours.
12. Program Specific Requirements
 - a. There is a wide and extensive array of program specific conditions that a student must meet both in order to be eligible to attend education at an externship site and during the education experience itself. These conditions are often mandated by state regulators or accreditors. The 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 assists the College in making changes and modifications to improve the quality of programs, instruction, and student services.

LEARNING RESOURCE CENTER

MISSION STATEMENT

The mission of the Learning Resource Center (LRC) is to support and enhance the educational process at the 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 data bases, web-based resources, print journals, media titles, and reference books. The LRC seeks to enrich faculty instructional strategy and delivery by providing access to internet technology and virtual access to data bases and web-based resources in classrooms, laboratories, offices, and other learning spaces.

DEFINITION

The Learning Resource Center (LRC) is a library serving a number of academic programs. The Center is located in a defined learning space within the College. The LRC houses the print collection of reference books and media titles. It is the central location for access and distribution of a broad range of data bases 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 promotes professional relationships with employers to provide qualified career-oriented graduates to match their employment needs. The Career Services Department is the liaison between students and employers, serving the students by promoting the 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 placement assistance will be provided, the College cannot promise or guarantee employment or a specific salary.

TUITION AND FEES

RESIDENTIAL PROGRAMS	TUITION	ENROLLMENT FEE	SCRUBS / UNIFORMS	STUDENT KIT	CERTIFICATION / LICENSURE EXAM	BACKGROUND CHECK	TEXTBOOKS	E-BOOKS	LAPTOP COMPUTER (HYBRID ONLY)	TOTAL COST
DIPLOMA PROGRAMS										
DENTAL ASSISTING (HYBRID)	\$18,596	\$125	\$73	\$410	\$378	\$0	\$397	\$101	\$320	\$20,400
ELECTRICAL AND ELECTRONIC SYSTEMS TECHNICIAN	\$13,755	\$125	\$55	\$350	\$0	\$0	\$1,332	\$0	\$0	\$15,617
FACILITIES MAINTENANCE	\$13,842	\$125	\$55	\$524	\$0	\$0	\$1,572	\$0	\$0	\$16,118
HEATING, VENTILATING, AIR CONDITIONING & REFRIGERATION	\$17,990	\$125	\$73	\$754	\$25	\$0	\$432	\$0	\$0	\$19,399
MEDICAL ASSISTING (HYBRID)	\$15,258	\$125	\$55	\$34	\$135	\$0	\$442	\$101	\$320	\$16,470

NURSING PROGRAMS	TUITION	ENROLLMENT FEE	REFERENCE BOOKS	STUDENT KIT	SCRUBS / UNIFORMS	TEXTBOOKS	E-BOOKS	BACKGROUND CHECK	DRUG TEST	CERTIFICATION / LICENSURE EXAM	LAPTOP COMPUTER (HYBRID ONLY)	TOTAL COST
PRACTICAL NURSING DIPLOMA (HYBRID)	\$22,304*	\$125	\$369	\$127	\$91	\$558	\$138	\$43	\$38	\$200	\$470	\$24,463
ASSOCIATE DEGREE IN NURSING (HYBRID) FULL-TIME	\$45,506**	\$125	\$533	\$140	\$146	\$1,080	\$516	\$43	\$38	\$200	\$470	\$48,797
ASSOCIATE DEGREE IN NURSING (HYBRID) PART-TIME	\$45,506**	\$125	\$533	\$140	\$220	\$1080	\$516	\$43	\$38	\$200	\$470	\$48,871

*The tuition charge each quarter is based on a per credit hour rate of \$272

**The tuition charge each quarter is based on a per credit hour rate of \$501 for Nursing Courses and \$301 for General Education/Other Courses.

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. With the exception of the enrollment fee, which is a one-time charge, all other tuition and fees are charged each Quarter. A returned payment fee of \$25.00 may be charged for each returned check or rejected payment.

REFUND AND CANCELLATION POLICIES

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

TUITION REFUND POLICY

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

Student refunds are based on the formula below:

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

RIGHT TO CANCEL

An applicant to the College may cancel his or her enrollment to the College and receive a full refund of monies paid. Written notice of cancellation is encouraged, and should be mailed to Fortis College, postmarked no later than midnight on the fifth (5th) calendar day after the date the applicant's Enrollment Agreement with the College was signed by the student and a representative of the College. The applicant may use a copy of his or her Enrollment Agreement as a cancellation notice by writing "I hereby cancel" at the bottom of the Enrollment Agreement, adding his or her name, address, and signature, and delivering or mailing it to Fortis College at 555 East Alex Bell Road, Centerville, Ohio 45459, Attention Campus President. If the applicant for admission cancels his or her enrollment as noted above more than five days after signing the Enrollment Agreement, and making an initial payment, but prior to the start of classes, the applicant is entitled to a refund of all payments for tuition and fees, minus the applicable Enrollment Fee, to be paid within 30 days.

CANCELLATION/REJECTION POLICY

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

OTHER CHARGES

Students may be required by an externship site to have an additional background check and/or drug test. If additional background checks and/or drug screening is required, this amount will be charged to the student.

An additional \$125.00 Enrollment fee will be charged each time a student changes his or her program. A student must see the Registrar's Office and Financial Aid to discuss any program changes.

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

There is no graduation fee.

FINANCIAL ASSISTANCE PROGRAMS

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

FEDERAL PELL GRANT

The Federal Pell Grant is an important source of aid for students. The Free Application for Federal Student Aid (FAFSA) is available on-line at www.FAFSA.ed.gov, 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, his or she is notified by letter.

VETERANS' BENEFITS

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

SCHOOL, PRIVATE, STATE, AND LOCAL FINANCIAL RESOURCES

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

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

- **Ohio College Opportunity Grant (OCOG)**

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

Scholarship Program, Fortis College

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

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

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

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

Qualified candidates must meet the following minimum criteria:

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

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

Qualified candidates must meet the following minimum criteria:

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

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

VERIFICATION

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

Fortis College has developed policies and procedures regarding the verification of information provided by the FAFSA under the Title IV Programs. For more information regarding the policies and procedures for verification, please consult the College's Consumer Information Guide or contact the Financial Aid Office.

RETURN OF TITLE IV FUNDS POLICY

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

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

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

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

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

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

Return of Unearned FSA Funds

The College must return the lesser of the following:

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

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

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

If a student earned more aid than was disbursed, the College may owe the student a Post-Withdrawal Disbursement (PWD) which must be paid as soon as possible, but no later than 180 days from the date the school determined the student withdrew (for loans) or no later than 45 days from the date the school determined the student withdrew (for grants). The school is required to notify the student in writing within 30 days of the date it determined that the student

withdrew that he/she is eligible for a PWD of Title IV loan funds; however, if the student (or parent in the case of a PLUS loan) is eligible to receive a PWD of loan funds, the student or parent borrower must first confirm in writing whether he/she accepts/declines all or some of the loan funds offered as a PWD. A PWD of Federal grant funds does not require student acceptance or approval and the grant funds may be applied directly to the student's account in order to satisfy tuition and fees, or to the student. The College will seek the student's authorization to use a PWD for all other educationally related charges in addition to tuition and fees. All Direct Loan refunds will be made by EFT to the U.S. Department of Education and COD disbursement records will be updated when refunds are made. The student is notified by letter from the College of all Direct Loan refunds made on their behalf, including the amount, date, and loan type.

The College is required to return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student's withdrawal.

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

ADDITIONAL INFORMATION REGARDING FINANCIAL ASSISTANCE PROGRAMS

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

Loan Repayment and Counseling

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

SATISFACTORY ACADEMIC PROGRESS

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

SAP Evaluation Periods

The College's SAP standards measure a student's satisfactory academic progress at the end of each term. The grade report will also provide cumulative information for all credits attempted and completed and a cumulative grade point average at the end of each grading period.

Maximum Time Frame

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

Quantitative Requirement Credit Completion

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

Qualitative Requirement – Cumulative Grade Point Average (CGPA)

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

Academic/Financial Aid Warning

Students who do not meet the minimum standards for credits completed or cumulative grade point average in accordance with the requirements at the appropriate "Evaluation Level" will receive written notification from the 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 term to correct the deficiency and meet the minimum requirements at the end of his or her next term. The Academic/Financial Aid Warning period shall be one term. The student will remain eligible for federal financial aid while on Academic/Financial Aid Warning. If the student does not achieve the minimum quantitative and qualitative requirements by the end of the Academic/Financial Aid Warning period, the student will no longer be eligible for any form of federal student assistance under Title IV of the Higher Education Act and will be dismissed from the College unless the student submits an Appeal (see description below) and is granted a "Probationary" period by the Financial Aid Committee ("Committee"). A student whose enrollment is terminated because he or she failed to achieve SAP and who does not successfully appeal such termination may make application for re-admission.

SAP Tables

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

Programs of Study of One Academic Year

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

Programs of Study of More than One Academic Year

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

Nursing

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

In addition, for those programs that are more than two academic years in length, a student must have a "C" average at the end of the second academic year in order to maintain satisfactory academic progress.

SAP Appeals & Financial Aid Probation

Students who fail to meet satisfactory academic progress requirements after an Academic/Financial Aid Warning period are permitted to appeal the termination of their federal financial aid eligibility and termination from the College if the student can demonstrate in his or her written appeal that mitigating circumstances were the contributing factors to the student's failure to achieve satisfactory academic progress. Mitigating circumstances would include the death of a relative of the student, injury, disability, or illness of the student, or other special circumstances. A SAP appeal must be filed

within 30 days of receiving notice of the failure to achieve SAP after an Academic/Financial Aid Warning period. All appeals must be submitted in writing to the Director of Financial Aid. The student's letter of appeal must explain and document, to the satisfaction of the Financial Aid Committee, the mitigating circumstance(s) which caused the student not to achieve SAP after the Academic/Financial Aid Warning Period and what circumstances have changed that will allow the student to achieve SAP at the next evaluation period. The Financial Aid Committee consists of the Campus President, Dean of Education, and the Senior Director of Financial Aid, or their designees.

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

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

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

Cancellation of Aid

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

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

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

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

When a student who has lost his or her eligibility to receive federal student assistance meets the required cumulative GPA and/or the appropriate minimum percentage of cumulative credits completed, their financial aid eligibility may be reinstated. Students are responsible for notifying the Financial Aid Director and 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 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

Hazing is defined as any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student, as determined by the College, for the purpose of initiation or admission into an affiliation with any organization recognized by the College.

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

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

COPYRIGHT PROTECTION POLICY

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

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

VIDEO-RECORDING OR AUDIO-RECORDING POLICY

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

INTERNET USAGE

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

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

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

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

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

- Sending, printing or posting discriminatory, harassing, or threatening messages or images
- Stealing, using, or disclosing someone else's code or password without authorization
- Copying, pirating, or downloading software and electronic files without permission
- Violating copyright law
- Failing to observe licensing agreements
- Engaging in unauthorized transactions that may incur a cost to the organization or initiate unwanted Internet services and transmission
- Sending or posting messages or material that could damage the organization's image or reputation; including the use of the College 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 time.
- When participating in any form of social media, students are encouraged not to misrepresent themselves, and to make postings that are both meaningful and respectful without any kind of slanderous or offensive language that may be aimed at any member or group of the 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 students' 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, sweat pants, jeans or jean-like materials are unacceptable (please see specific program for further details).
- Tops may be worn tucked inside or outside of the uniform pants.
- Appropriate undergarments must be worn and should not be visible through the uniforms.
- A full-length uniform slip must be worn under a skirted uniform. All dresses and skirts must be hemmed and cover the legs to the knees when in a seated (operator) position.
- Appropriate sweaters or warm-ups may be worn over the uniform if they are flat knit and free of ornamentation. No bulky sweaters or coats will be worn during any class or at the externship or clinic site.
- Appropriate business casual will be worn on days deemed by program curriculum. Example: interview(s), professional development, and select field trips.

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

Students dressed inappropriately or who do not follow the dress code, including standards above for personal hygiene and accessories, may be prohibited from attending classes. Those who disregard the dress code will be warned. If the

problem persists, the student may be dismissed from Fortis 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.fortisedu.info/>.

NON-SMOKING/NON-TOBACCO POLICY

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

DISCIPLINARY ACTION

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

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

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

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

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

TERMINATION OR EXPULSION POLICY

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

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

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 cannot exceed the allowable absences stated in the attendance policy.

Students dismissed for conduct violations will not be readmitted.

STUDENT APPEAL PROCESS

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

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

CRIME AWARENESS AND CAMPUS SECURITY ACT

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

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

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

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

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 can be found at Page 57 and the Termination or Expulsion Policy can be found at Page 57 of 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 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.

Title IX Coordinator

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

PERSONAL PROPERTY

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

VISITOR POLICY

Visitors, including family members, may be permitted in the classrooms and other teaching areas only with prior authorization by the Campus President, 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 purposes of correcting or deleting any of the contents. The challenge must be made in writing with the reason for the requested change stated fully. Attendance, grades, and course evaluations can be challenged only on the grounds that they are improperly recorded. If, after the hearing, the College decides not to amend the record, the student has the right to place on file a statement setting forth his or her view of the contested information.

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

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

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

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

PROFESSIONAL LIABILITY AND STUDENT ACCIDENT INSURANCE

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

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

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

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

It is the student's responsibility to immediately notify their instructor, or externship/clinical supervisor and the 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 extends to oral communications which extend beyond the need to know for treatment and/or educational purposes.

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

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

STUDENT ACTIVITIES

Throughout the school year, activities that encourage school spirit and develop student leadership may be offered. The 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 request additional assistance.

SIGNIFICANT MEDICAL CONDITIONS

Fortis College encourages students to promptly report significant medical conditions to the respective Program Director and/or Dean of Education/Nursing to prevent danger to the student's health. Fortis College encourages students to obtain written clearance from their physician, specifically citing any restrictions on activity or weight lifting, and to report such restrictions immediately to the student's Program Director, Dean of Education/Nursing and instructor.

GRIEVANCE PROCEDURE

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

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

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

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

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

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

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

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

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

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

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

investigation of the issue and will respond to the student within seven calendar days of receiving the escalated complaint. All decisions will be provided in writing and delivered to the student in person if the student is on campus or to the student's mailing address of record with acknowledgement of receipt required.

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

The title and address of the state licensing authority are:

State Board of Career Colleges and Schools (SBCCS)

30 East Broad Street, Suite 2481

Columbus, OH 43215

Phone: 614-455-2752 / 877-275-4218; Fax: 614-466-2219

Ohio Department of Higher Education (ODHE)

25 South Front Street

Columbus, OH 43215

Phone: 614-466-6000; Fax: 614-466-0388

www.ohiohighered.org

The title and address of the institutional accrediting commission is:

Accrediting Commission of Career Schools and Colleges (ACCSC)

2101 Wilson Boulevard, Suite 302

Arlington, VA 22201

Phone: 703-247-4212

www.accsc.org

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>.

The title and address of the programmatic accrediting agencies are:

Accrediting Commission for Education in Nursing (ACEN)

3343 Peachtree Road NE, Suite 850

Atlanta, GA 30326

Phone: 404-975-5000

www.acenursing.org

The title and address of the programmatic state licensing commission is:

Ohio Board of Nursing (OBN)

17 South High Street, Suite 400

Columbus, OH 43215-7410

Phone: 614-466-3947; Fax: 614-466-0388

www.nursing.ohio.gov

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

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

MANDATORY ARBITRATION AND CLASS ACTION WAIVER

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

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

COURSE DESCRIPTIONS

EXPLANATION OF COURSE NUMBERING SYSTEM

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

AHP	Allied Health Professions
BIO.....	Biology
CMP	Computer/Technology-based
DAS	Dental Assisting
ELC.....	Electrical Trades
ENG	English
FCM.....	Facilities Maintenance
HVR.....	Heating, Ventilating, Air Conditioning and Refrigeration
MAS	Medical Assisting
MAT	Mathematics
MOA	Medical Office Administration
NUR	Nursing
PDC	Professional Development
PNR.....	Practical Nursing
PSY	Psychology
SCI	Science
SKW	Skilled Workforce Professions
SOC	Sociology

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

AHP101 Introduction to Health Professions

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

In this course students will gain an overview of health professions and learn the basics of medical terminology, life support, and infection control. Students will also learn directives and guidelines set forth by government agencies for healthcare facilities and professionals. To help students transition successfully into college environment, this course also explores learning strategies such as reading and critical thinking, test-taking, and using computer technology for resources and class assignments. *Prerequisite(s): None*

AHP105 Medical Terminology

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

This course will introduce students to the terminology associated with medical language. To function effectively in health profession students must understand the structure of medical language, including prefixes, suffixes, root words and medical abbreviations. Through virtual laboratory assignments, terminology relative to the body systems is presented to help the student understand medical terminology. In addition to studying the medical terminology, the course briefly covers disease processes and treatment modalities such as psychiatry, oncology, radiology and nuclear medicine. This introductory course provides a basis for a more in-depth study of human anatomy and physiology. *Prerequisite(s): None*

AHP106 Medical Anatomy and Physiology

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

Students are introduced to anatomical structures and physiological function of the human body. This course defines the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, respiratory, digestive, urinary 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. *Prerequisite(s): None*

AHP215 Anatomy and Physiology

6.0 Credits

80 Clock Hours (40 Lecture/40 Lab Hours)

In this course students will learn about the structure and function of the human body. Students will develop knowledge about the levels of organization, cells and tissues. This course also includes instruction in the following systems: digestive, musculoskeletal, respiratory, cardiovascular, reproductive, urinary, endocrine, gastrointestinal, Integumentary, lymphatic, sensory, and nervous systems. *Prerequisite(s): None*

AHP216 Anatomy and Physiology I

6.0 Credits

80 Clock Hours (40 Lecture/40 Lab Hours)

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. *Prerequisite(s): None*

AHP217 Anatomy and Physiology II

6.0 Credits

80 Clock Hours (40 Lecture/40 Lab Hours)

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. *Prerequisite(s): AHP216*

BIO101 General Biology

5.0 Credits

60 Clock Hours (40 Lecture/20 Lab Hours)

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. *Prerequisite(s): None*

BIO205 Microbiology

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

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. *Prerequisite(s): None*

CMP105 Introduction to Informatics

2.0 Credits

20 Clock Hours (20 Lecture Hours)

The course will offer a broad coverage of the health informatics. Topics include an introduction to the health informatics field and its major applications. The course also covers the scope, methods and evaluation of healthcare information systems and the principles of the electronic health record. Reference is also made to the diagnostic systems that support decision making in healthcare. Finally, the course provides an overview of the principles and applications of telemedicine in healthcare and the healthcare informatics associated ethical and legal topics. *Prerequisite(s): None*

COM205 Effective Communication

4.0 Quarter Credits

40 Clock Hours (40 Lecture Hours)

This course introduces the students to communication with the goal of helping them become more effective in verbal and nonverbal communication and managing interpersonal and group communication. The course focuses on applying practical principles to one's daily life, in both formal and informal settings. Through the analysis of psychological, social, cultural and linguistic factors that influence person-to-person interactions, students receive feedback and learn strategies for improving their own communication. *Prerequisite(s): None*

DAS110 Fundamentals of Dental Assisting

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

This course presents the foundational principles of the dental assisting profession, the science of dentistry, and an introduction to dental communications. The course includes the roles and functions of the dental team, and laws affecting ethics and the practice of dentistry. Students will gain a working vocabulary that includes terminology related to oral, dental, and head and neck anatomy. Students will be introduced to dental office communication and business operating systems. *Prerequisite(s): None*

DAS116 Infection Control

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course presents the background, importance, and practical application of disease transmission prevention and infection control in dentistry. This includes the chain of infection, standard and transmission-based precautions, barriers and use of personal protective equipment (PPE), and strategies for preventing the spread of infectious disease to healthcare workers and patients. Also presented is an introduction and comprehension of regulatory agency guidelines. *Prerequisite(s): None*

DAS120 Dental Procedures and Techniques

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

This course presents the foundation of chairside dental assisting in the delivery of dental care to include dental instrument identification and use, and moisture and pain control methods. Patient information and assessment skills detailed are patient information and assessment, an understanding of oral diagnosis and treatment planning process, the needs of the special needs and the medically compromised patient, principles of pharmacology, assisting in a medical emergency, patient assessment and oral pathology. *Prerequisite(s): DAS110*

DAS125 Dental Materials and Lab Techniques

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

This course presents the fundamentals of materials used in restorative dentistry including laboratory techniques and procedures. The properties of dental materials are covered such as restorative and esthetic materials, liners, bases, and bonding materials, cements, and impression materials. Labs will cover applications and uses of dental materials. *Prerequisite(s): DAS110*

DAS130 Dental Restorative Procedures

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

The goal of this course is to introduce students to the practices in dentistry. The student should be able to describe dental procedures including: general dentistry, restorative dentistry, fixed prosthodontics, provisional coverage, removable prosthodontics, and implant dentistry. *Prerequisite(s): DAS110*

DAS135 Dental Radiology

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

This course provides lecture and laboratory-based instruction on the exposure and processing techniques of diagnostic dental films. Students will also learn the basic principles of radiation physics and the concepts of radiation safety in the dental office. Radiographic instruction includes intraoral x-ray, panoramic x-rays, and an overview of digital x-ray systems. Using a radiographic simulator, students will develop a portfolio of radiographs they have taken to demonstrate competence in exposing, processing and mounting intra and extra oral radiographs on a variety of patient types. *Prerequisite(s): DAS110*

DAS140 Dental Office Procedures and Billing

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

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

Prerequisite(s): None

DAS145 Dental Specialties and Expanded Functions

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

In this course, students will explore expanded dental assistant functions within the dental specialties endodontics, periodontics, oral and maxillofacial surgery, pediatric dentistry, and orthodontics. The basics of coronal polishing and dental sealants are presented along with advanced instruction on radiography. *Prerequisite(s): DAS135*

DAS151 Dental Capstone

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course provides a comprehensive review of program contents to prepare students to enter the externship experience. Students are also given an opportunity to review clinical skills acquired throughout the program. Professional ethics and local jurisprudence, communication, business office procedures, infection and hazard control, instrumentation, illumination, radiology, dental charting and chairside functions are reviewed. *Prerequisite(s): DAS135*

DAS190 Externship I

6.0 Credits

160 Clock Hours (10 Lecture/150 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 supervision of a preceptor on the site. Through the externship experience, the student gains first-hand knowledge of the workplace and perform the assigned duties to meet the expectations in a professional setting. Students are expected to adapt to the work environment and reflect regularly on their learning and observations. The externship work performed, is not to be paid. *Prerequisite(s): All program courses*

DAS195 Externship II

6.0 Credits

160 Clock Hours (10 Lecture/150 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 supervision of a preceptor on the site. Through the externship experience, the student gains first-hand knowledge of the workplace and perform the assigned duties to meet the expectations in a professional setting. Students are expected to adapt to the work environment and reflect regularly on their learning and observations. The externship work performed, is not to be paid. *Prerequisite(s): All program courses*

ELC110 Principles of Electricity

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

This course is designed to present basic concepts of electricity. Topics covered in the course include electrical safety, electrical theory, circuits, measuring instruments, alternating currents, transformers, and more. Students will develop skills that support introductory electrical theory and principles that are required in the construction and maintenance industries. *Prerequisite(s): None*

ELC115 Low Voltage Principles and Standards

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

Students learn about the wiring and standards of low voltage electrical systems in this course. Topics covered include types of conductors and cables, the grounding and bonding of electrical systems, pathways and spaces, an introduction to the National Electrical Code (NEC) and the Articles that affect the low voltage industry, listing and labeling, standards

agencies, and an overview of audio systems and their components. By the end of this course, students will be familiar with the wiring and standards of low voltage electrical systems. *Prerequisite(s): ELC110*

ELC120 Electronics for Electricians

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

In this course students explore how electronics theory is applied in the electrical field. They learn about electronic devices commonly found in industry, how components and circuits work, what they do, and how they are tested. Soldering circuit boards is also covered. By the end of this course, students will be able to install, troubleshoot, replace and/or repair many of the electronics systems found in a home or industrial environment. *Prerequisite(s): None*

ELC135 Residential Circuitry and Design

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

The focus of this course is on the wiring of a typical residence in accordance with the requirements set forth by the National Electrical Code. Topics covered include safety while working with electricity, wiring methods, and conductor sizing. Students wire a residence, room by room, circuit by circuit. *Prerequisite(s): ELC110*

ELC140 Residential Construction and Branch Circuits

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

This course focuses on circuit layout and wiring diagrams. Students wire a residence room-by-room, circuit-by-circuit. By the end of this course, students will be familiar with the tasks and responsibilities that professional residential electricians face on a daily basis. *Prerequisite(s): ELC110*

ELC170 Home Integration

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

This course explores Digital Home Technology Integration (DHTI) emphasizing the latest high-tech home network systems. Students focus on the components that culminate into an integrated, whole-home unified system. They become familiar with the installation, programming, troubleshooting, and maintenance techniques used to put together wired and wireless home systems. *Prerequisite(s): ELC110*

EST120 Electronic Applications

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

Students learn about electronic circuits that affect and control low voltage systems. Topics covered include the basics of semiconductors, diodes, rectifiers, power supplies, and power regulation. Also covered are the operation and control of transistors, LED's, relays and solenoids, the 555 timer, and the operational amplifier. By the end of this course, students will be familiar with electronic circuits related to low voltage systems. *Prerequisite(s): ELC110*

EST125 Data, Voice and Video Cabling

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

In this course, students develop skills in cable preparation, handling, installation, termination, and testing. Students will gain an understanding of cabling by following a logical flow from background information on communications systems and media to more detailed information on each media type, including copper, wireless, and fiber. Students will also gain an understanding of the most recent cabling standards. *Prerequisite(s): ELC110*

EST145 Monitoring and Surveillance Systems

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

This course is designed to provide the student with the knowledge and skills to install and troubleshoot (both wireless and wired) call and signaling systems, entry/access control systems, intrusion detection, security, and surveillance systems (included is CCTV system and key components of a CCTV system), lighting, and access systems. Students will learn the function and how to install and troubleshoot systems in the areas of call, access-control, security systems and intrusion detection, video surveillance, as well as lighting, HVAC, and water control systems. *Prerequisite(s): ELC110*

ENG101 English Composition

4.0 Credits

40 Clock Hours (40 Lecture Hours)

Writing skills are essential to professional success. In this course students learn the major aspects of writing, beginning with components of the essay, and ending with full essays of different modes of composition. Students go through the various writing stages and strategies and learn to adapt them to their own writing and learning preferences. They also acquire skills for generating ideas, preliminary outlining, topic selection, and drafting while learning to revise, rewrite, and polish structure and style for effective communication. *Prerequisite(s): None*

FCM105 Fundamentals of Facilities Maintenance

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

Fundamentals of Facility Maintenance prepares students to perform the day-to-day maintenance and operational tasks needed when working in facilities maintenance. Students will be prepared for this work as they learn to diagnose, repair and maintain appliances such as stoves, dryers and trash compactors, while the course also covers basic maintenance of elevators, pest control, customer service, project management and blueprint reading. Upon completion of this course students will be able to assist certified technicians in accordance to local and national standards, building codes, and manufacturer specifications. *Prerequisite(s): SKW101*

FCM110 Carpentry and Painting

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

Carpentry and Painting prepares students to perform basic carpentry activities as well as paint surface finishes. Essential practices covered in this course include applying paint, safely operating carpentry tools, interpreting building plans and codes, identifying wall and roof construction, understanding how to install windows, doors, cabinets, insulation, and more. Upon completion of this course students can immediately begin the repair and maintenance of residential and commercial facilities through painting and basic carpentry projects. *Prerequisite(s): None*

FCM115 Concrete and Masonry

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

Concrete and Masonry introduces students to concrete and masonry systems used in commercial and residential construction. The course covers masonry materials, methods for constructing leads, slabs, footing, walls, sidewalks, laying bricks and blocks to the line and estimating costs. Upon completion of this course, students will be able to assist with basic maintenance of concrete and masonry systems. *Prerequisite(s): None*

FCM120 Electrical Maintenance

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

Electrical Maintenance prepares students to assist with routine maintenance and repair activities of electrical systems and equipment. Topics covered in this course include residential switches, National Electrical Codes, residential electrical system branch circuits, video, voice and data cable installations, lamp types, lighting fixtures, electrical box installation, and green wiring practices. Upon completion of this course students can assist a Master electrician in maintaining electrical systems used in light commercial and residential construction. *Prerequisite(s): ELC110*

FCM125 Plumbing Maintenance

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

Plumbing Maintenance prepares students to perform basic maintenance and repair of plumbing systems. Topics covered in this course include identifying the correct plumbing equipment and materials, plumbing safety, plumbing tools, fixtures, faucets, drain assemblies, and applicable plumbing codes. Upon completion of this course students can assist a licensed master plumber with basic maintenance and repairs needed for plumbing projects in residential and commercial settings. *Prerequisite(s): None*

FCM130 Grounds Keeping and Small Engines

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

Grounds Keeping and Small Engines prepare students to perform basic grounds keeping activities as well as maintain the engines within the power equipment used on residential or commercial grounds. Essential practices covered in this course include maintaining grounds, tools and safety, basic small engine operation, maintenance, and repair. Upon

completion of this course students can immediately begin the service and maintenance of residential and commercial grounds and maintenance of small engines commonly found in power equipment that is used for maintenance.

Prerequisite(s): None

FCM135 HVAC Maintenance

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

HVAC Maintenance prepares students to perform basic repair and general maintenance of HVAC equipment and systems in residential and commercial structures. Essential practices covered in this course include replacing filters, cleaning coils, maintaining heat sources, and lubricating motors. Upon completion of this course students can immediately begin the service and maintenance of HVAC equipment under the supervision of a certified HVAC technician. *Prerequisite(s): None*

HVR105 Thermodynamics

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

In this course students become familiar with the principles and theory of thermodynamics and how they apply to the HVAC-R industry. The components and features of the HVAC-R system are introduced. Students will also be introduced to Manual "J" calculations. At the conclusion of this course students will have a basic understanding of heat, pressure, temperature, conduction and radiation. *Prerequisite(s): None*

HVR110 Practical Applications of Electricity

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

This course delivers the practical applications of electricity in relation to the Heating, Ventilation, Air Conditioning (HVAC) systems & the electrical panels. Topics include basic principles of electricity, circuits, interpreting wiring diagrams, the principles of electric motors and testing, troubleshooting, servicing, maintaining and installing HVAC electrical components. Students will be focusing on alternating current circuits, proper wiring of electrical boards, the application of electrical laws to practical wiring applications and safety in the process. *Prerequisite(s): None*

HVR115 HVACR Controls

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

In this course students gain a basic understanding of the principles and theory of controls used in the HVACR industry. Students will apply electrical and energy theory to applications; learn control components, the basics of troubleshooting, and types of electric motors. At the completion of this course the student will be prepared to use Ohms law to analyze circuits, identify types of mechanical, electromechanical, and electronic controls to sense and control temperature, level, flow, and pressure, the use of basic electrical troubleshooting techniques, and identify types of motors and state their characteristics. *Prerequisite(s): None*

HVR120 Controls, Motors and Motor Controls

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

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

Prerequisite(s): None

HVR125 Refrigerants

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

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

Prerequisite(s): None

HVR130 Residential Air Conditioning

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

In this course students become familiar with indoor air quality and major air conditioning system components including: condensers, compressors, accumulators, suction lines, evaporators, metering devices, receivers, suction-, discharge-, liquid- and condensate lines. How equipment is selected using manual J heat gain and heat loss calculations are explored. At the end of this course the student will have a foundation of indoor air quality issues and methods that can address these issues. The student will be able to speak about use of manual J to apply proper selection of equipment and installation and use of major air conditioning components. *Prerequisite(s): None*

HVR135 Commercial Air Conditioning

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

This course focuses on the installation, start-up, and operation of commercial air-conditioning equipment. High-pressure, low-pressure, absorption chilled-water systems, cooling towers and pumps, operation, maintenance, and a troubleshooting of chilled water air conditioning systems, commercial packaged rooftop equipment, economizers, variable air volume, variable refrigerant flow and variable air flow system will be covered. Upon completion of this course students will be able recognize components and types of commercial air conditioning systems. *Prerequisite(s): HVR125*

HVR140 Commercial Refrigeration Concepts

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

Commercial Refrigeration Concepts provides the student with a basic understanding of the components, methods, principles and troubleshooting associated with HVAC-R equipment used in commercial HVAC-R systems. Topics include the major components, controls and accessories used in refrigeration systems, the identification of appropriate systems for given applications, and diagnosis and service of refrigeration systems. At the end of this course, students will be able to define, describe and identify the concepts, functions, components and troubleshooting strategies involved in commercial refrigeration. *Prerequisite(s): HVR125*

HVR145 Industrial Refrigeration

4.0 Quarter Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

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

Prerequisite(s): HVR125

HVR150 Electric Heat and Heat Pumps

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

Students are introduced to the principles and theory of electric heat and heat pump systems. Focus is on the equipment and controls of electric heating and how to maintain, test, and troubleshoot electrical problems. This course also provides students with a basic understanding of the principles and theory of heat pumps. The equipment and controls of air-source and geothermal heat pumps are covered. At completion of this course the student should be prepared to identify the components, trace electrical schematics, describe operating sequence, perform basic maintenance and tests in troubleshooting electric heat and heat pump systems. *Prerequisite(s): HVR105*

HVR155 Gas Heating Systems

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

Gas Heating Systems exposes students to the theory of gas combustion and gas heating equipment and controls. Throughout the course students gain practical knowledge of gas furnaces along with safety considerations, and students will implement techniques used for troubleshooting, maintaining, and installing gas-heating equipment. After successfully completing this course, students will have the knowledge and skills necessary to begin supervised service and maintenance as well as installation of gas heating systems. *Prerequisite(s): None*

HVR160 Oil Heating Systems

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

Oil Heating Systems introduces students to the equipment and controls of oil heating components. Throughout the course students will gain valuable knowledge and experience with different types of oil furnaces, the combustion process, and oil heating equipment. After successfully completing this course, students will have the skills necessary to begin supervised maintenance and repair of oil heating systems and equipment. *Prerequisite(s): HVR105*

HVR165 HVAC System Performance

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

This course provides the student with the basic principles for the design and installation of HVACR equipment and how these practices assure proper system performance. The principles and theory of airflow requirements, indoor air quality, duct design, load calculation, and sheet metal fabrication are covered in this course. Manual "J" will be introduced. At the completion of this course the student will be prepared to develop a basic load calculation resulting in a properly sized system, recognize good installation practices and analyze system performance. *Prerequisite(s): HVR105*

HVR170 Water-Based Heating Systems

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

Water-Based Heating Systems introduces students to the equipment and controls of hot water and steam-based heating systems, as well as the strategies used to reduce indoor air pollution. Throughout the course students will gain valuable knowledge and experience with safety procedures, tools, piping, valves, and control systems used with water-based heating systems, and the tools and components used for providing indoor quality air. After successfully completing this course, students will have the knowledge and skills necessary to begin supervised maintenance and repair of water-based heating systems, and be able to explain procedures used to create indoor quality air. *Prerequisite(s): HVR105*

HVR175 HVAC Troubleshooting and Service Calls

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

This course provides the student with the basic principles for troubleshooting HVACR equipment. The methods for repairing problems identified in HVACR equipment are practiced. The focus is on HVACR service calls for residential and commercial equipment. At the completion of this course, the student will be prepared to make service calls for troubleshooting and repairing problems in basic HVACR equipment. *Prerequisite(s): HVR105, HVR125*

HVR180 EPA Certification Preparation

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

This course provides an extensive review of refrigeration and air conditioning systems fundamentals and lab practical. The Core, Type I, Type II and Type III certifications will be covered. Emphasis will be place on the safe and proper handling of refrigerants in compliance with Section 608 of the Clean Air Act. At the end of this course the student will be prepared for the EPA Certification-Universal Exam. *Prerequisite(s): HVR140*

MAS110 Clinical Procedures and Techniques

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

This course is an introduction to clinical procedures performed in the medical office. Students practice obtaining vital signs and medical histories, maintaining exam rooms, preparing for and assisting with routine and specialty exams, and performing diagnostic testing, including eye and respiratory testing. OSHA standards, communication techniques, cultural diversity, charting, patient education, therapeutic modalities, assistive devices, and nutritional and wellness concepts are also covered. *Prerequisite(s): None*

MAS115 Laboratory Procedures and Techniques

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

This course introduces basic medical laboratory techniques, diagnostic imaging tests, and cardiac diagnostic tests performed in the medical office. Laboratory terminology and the medical assistant's responsibility in specimen collection and processing, including urine, blood, microbiology and immunology testing, and phlebotomy, are discussed. Safety, infection control, and OSHA guidelines are reinforced. Quality assurance, laboratory mathematics, and federal and state regulations regarding clinical laboratories are also addressed. *Prerequisite(s): MAS110*

MAS125 Invasive Clinical Procedures

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

Students learn terminology and skills related to medication administration and assisting with minor surgery. Pharmacology principles and math, elements of prescriptions, TB and allergy testing, phlebotomy, and surgical supplies and instruments are discussed, along with the medical assistant's role in assisting with surgical procedures. Emergency preparedness concepts and the medical assistant's role in medical emergencies are reinforced. Safety, infection control and federal regulations regarding medications and surgical procedures are addressed. *Prerequisite(s): MAS110*

MAS130 Clinical Specialties

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

This course is designed to provide students with the skills and knowledge needed to perform clinical diagnostic testing and treatments. Specimen collect techniques, assistive devices, TB testing, respiratory tests and EKGs will be reviewed. Students will learn how to assist with specialty exams, including ophthalmic, audiometric, pediatric, prenatal, and neurological exams. The medical assistant's role in treatments will also be discussed. An emphasis on working with special populations, providing patient education, and documenting will be provided. *Prerequisite(s): MAS110*

MAS135 Certification Review and Career Development

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

This course provides a review of all skills acquired during prior Medical Assisting classes, including injections and phlebotomy. Through a comprehensive review, the student will prepare to sit for the national certification exam. Career development and employment seeking related topics will be discussed, including cover letters, resumes, applications, and professionalism during interviews, answering interview questions, appropriate follow-up after the interviews, and continuing education. Life skills and professional behavior will also be addressed. *Prerequisite(s): MAS110*

MAS190 Externship

6.0 Credits

180 Clock Hours (180 Externship Hours)

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

MAT101 College Mathematics

4.0 Credits

40 Clock Hours (40 Lecture Hours)

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

Prerequisite(s): None

MAT110 Applied Mathematics

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

This course provides students with an introduction and review of basic mathematical concepts by associating math with events that occur in their lives and on the job site. The course is designed to develop and reinforce students' mathematical reasoning abilities. It also builds a knowledge basis for students, which they can apply in the classroom and workplace. Whole numbers, fractions, decimals, and percentages are introduced, reviewed, and applied to life and job site events. Measurement in English and metrics are introduced, and calculated. Pre-algebra and algebra concepts are explained, reviewed, and used to solve problems and equations. Practical plane geometry, solid figures, triangle trigonometry, and trigonometric ratio are introduced, discussed, and computed. Statistical analysis is introduced and calculated. *Prerequisite(s): None*

MOA110 Medical Office Procedures

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

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

Prerequisite(s): None

MOA115 Medical Records and Insurance

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

Students explore the fundamentals of paper and electronic medical record management, fee determination, billing methodology, and collection processes. Students perform basic bookkeeping, coding, and third-party billing procedures. Financial management of the medical office and various medical insurance plans are discussed along with related terminology and legal regulations. *Prerequisite(s): None*

MOA120 Electronic Health Records

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course focuses on the various aspects of electronic health records including standards, setup, administration, patient charts, office visits, clinical tools, templates and pop-up text. Other topics covered include tests, procedures, and diagnosis codes, productivity center and utilities. Students will gain invaluable real-world experience through the use of the Spring Charts EHR software program. Taken as a whole, this course is designed to provide each student with the necessary tools needed to be successful in the rapidly growing field of electronic health records. *Prerequisite(s): None*

NUR100 Pharmacology

5.0 Credits

50 Clock Hours (50 Lecture Hours)

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. *Prerequisite(s): MAT101*

NUR101 Health Assessment

4.0 Credits

50 Clock Hours (30 Lecture/20 Lab Hours)

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. *Prerequisite(s): AHP217*

NUR104 Foundations of Nursing

8.0 Credits

150 Clock Hours (40 Lecture/20 Lab/90 Simulation/Clinical Hours)

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 elder and the normal process of aging. Students perform basic psychomotor skills and apply physics concepts in a laboratory setting. *Prerequisite(s): NUR101*

NUR201 Medical-Surgical Nursing I

9.0 Credits

180 Clock Hours (40 Lecture/20 Lab/120 Simulation/Clinical Hours)

This course focuses on the role of the nurse in promoting, maintaining, and restoring health for adults with commonly occurring health problems. Students use the nursing process to formulate care plan/maps for individuals experiencing

surgery, and immunological, elimination and integumentary problems. Clinical learning experiences in acute and community based settings enable the student to develop assessment skills, communication skills, cultural awareness, nursing process, critical thinking skills, teaching skills, psychomotor skills, and collaborative skills. *Prerequisites: NUR104*

NUR202 Maternal-Newborn Nursing

4.0 Credits

60 Clock Hours (30 Lecture/30 simulation/Clinical Hours)

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. *Prerequisite(s): NUR104*

NUR203 Pediatric Nursing

4.0 Credits

60 Clock Hours (30 Lecture/30 simulation/Clinical Hours)

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. *Prerequisite(s): NUR104*

NUR204 Leadership and Management

2.0 Credits

20 Clock Hours (20 Lecture Hours)

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. *Prerequisite(s): NUR201*

NUR206 Community Nursing Concepts

2.0 Credits

20 Clock Hours (20 Lecture Hours)

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.

Prerequisite(s): NUR201

NUR208 Mental Health Nursing

4.0 Credits

60 Clock Hours (30 Lecture/30 Simulation/Clinical Hours)

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.

Prerequisite(s): NUR104

NUR209 Medical-Surgical Nursing II

8.0 Credits

160 Clock Hours (40 Lecture/120 Simulation/Clinical Hours)

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. *Prerequisite(s): NUR201*

NUR210 Transition to Practice – Capstone

6.0 Credits

120 Clock Hours (30 Lecture/90 Simulation/Clinical Hours)

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. *Prerequisite(s): All coursework (NUR204 and NUR208 may be taken in the same quarter).*

PDC110 Career and Professional Development

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

This course is designed to provide the students with career planning and job search techniques and skills. Topics include career exploration, sources for job information, networking, employment applications, cover letters, resumes, and interviewing. Students will also be introduced to effective communication and customer service along with small business concepts. Students will develop skills that, along with their education, can lead to achieving personal goals and career success. *Prerequisite(s): None*

PDC200 Career Development

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

This course is designed to provide the students with career planning and job search techniques and skills. Topics include career exploration, sources for job information, networking, employment applications, cover letters, resumes, and interviewing. Students will develop skills that, along with their education, can lead to achieving personal goals and career success. *Prerequisite(s): None*

PNR104 Basic Skills, Quality & Safety in Nursing Practice

6.0 Credits

80 Clock Hours (40 Lecture/40 Lab Hours)

This course introduces concepts related to patient safety, entry level nursing skills, and quality care in today's healthcare settings. Methods to improve patient outcomes with a focus on continuous quality improvement will prepare the nursing student for practice in an interdisciplinary team environment. The Joint Commission's National Patient Safety Goals (NPSGs), Core Measures, Critical Values and Never Events will be introduced and introduction to the Institute of Medicine (IOM), Institute for Health Care Improvement (IHI) and Quality and Safety Education for Nurses (QSEN) initiatives. A focus on patient satisfaction and case management is discussed throughout the course. The nursing process is introduced within this course providing the foundation for all nursing interventions. In addition, the course introduces medical terminology into the nursing curriculum. Medical Terminology provides basic review and writing medical terms. This course fosters the development of a vocabulary of common suffixes, prefixes, and word roots. Terms are introduced in the context of human anatomy and physiology to foster understanding in meaning. *Prerequisite(s): None*

PNR105 Pharmacology

5.0 Credits

50 Clock Hours (50 Lecture Hours)

This course introduces the concepts of pharmacology to the role of the practical nurse in using medications to maximize health and wellness. Drug classifications emphasized within the context of the nursing process using a body-systems approach. The student learns common medication actions, interventions, and adverse effects and nursing interventions. Client teaching is integrated throughout. Factors influencing the administration, use, and effectiveness of medications are explored. This course provides instruction and practice in dosage calculation. *Prerequisite(s): PNR104*

PNR106 Foundations of Nursing

6.0 Credits

110 Clock Hours (30 Lecture/20 Lab/60 Simulation/Clinical Hours)

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

that enable the student to develop skills for the provision of safe and effective nursing care with adult clients in a structured environment. *Prerequisite(s): PNR104*

PNR108 Gerontological Nursing

5.0 Credits

80 Clock Hours (30 Lecture/20 Lab/30 Simulation/Clinical Hours)

This course explores the role of the nurse in helping individuals to maximize health and wellness during the natural and healthy process of aging. The student will learn normal physiologic, psychological, and social changes as well as common health alterations associated with aging. Specific health conditions discussed include altered sensory input, menopause, osteoporosis, malnutrition, depression, Alzheimer's and dementia, COPD, and CHF. End of life issues are also discussed. Actual and simulated clinical experiences provide students with opportunities to practice the delivery of nursing care to selected client situations. *Prerequisite(s): PNR104*

PNR200 Mental Health Nursing

5.0 Credits

80 Clock Hours (30 Lecture/20 Lab/30 Clinical Hours)

This course introduces the student to the use of self within the context of relationships to promote and maximize the health and wellness of clients in diverse settings. The student will explore foundational concepts of mental health such as stress, coping, developmental stage risks, anxiety, depression, common psychiatric disorders, and the interaction between physical and mental health. Emphasis is placed on communication and teaching-learning processes. *Prerequisite(s): PNR104*

PNR201 Medical-Surgical Nursing I

6.0 Credits

108 Clock Hours (33 Lecture/20 Lab/55 Simulation/Clinical Hours)

This course explores the role of the licensed practical nurse in the promotion of health and wellness in individuals within a structured health care setting. The nursing process forms the framework for applying critical thinking and problem-solving skills to client centered nursing care involving common health problems. This holistic approach to client-centered care focuses on adults in diverse settings with primary pathology in the cardiovascular, respiratory, special senses, and integumentary systems. Actual and simulated clinical experiences provide the student with opportunities to demonstrate competency in the delivery of nursing care in selected client situations. *Prerequisite(s): PNR105, PNR106*

PNR202 Intravenous Therapy

2.0 Credits

31 Clock Hours (10 Lecture/18 Lab/3 Clinical Hours)

This course prepares the student to perform IV skills within the scope of practice for LPNs in Ohio. Actual and simulated clinical experiences provide the student with opportunities to demonstrate competency in selected client situations. *Prerequisite(s): PNR104*

PNR203 Maternal-Newborn Nursing

5.0 Credits

90 clock Hours (30 Lecture/30 Lab/30 Simulation/Clinical Hours)

This course focuses on the provision of nursing care to childbearing mothers and newborns utilizing the nursing process and critical thinking skills. Care of the woman and infant during the prenatal, intrapartum, neonatal, and postpartum periods are also explored. Actual and simulated clinical experiences provide the student with opportunities to demonstrate competence in caring for mothers and infants. *Prerequisite(s): PNR106*

PNR204 Pediatric Nursing

5.0 Credits

90 Clock Hours (30 Lecture/30 Lab/30 Simulation/Clinical Hours)

This course introduces the student to the role of the nurse in promoting health and wellness in children. Growth and development, anticipatory guidance, and common health problems of children from infancy through adolescence are emphasized. Actual and simulated clinical experiences provide the student with opportunities to apply concepts and skills related to nursing of children. *Prerequisite(s): PNR106*

PNR205 Concepts of Leadership and Collaboration

3.0 Credits

30 Clock Hours (30 Lecture Hours)

This course introduces the student to the concepts related to collaboratively prioritizing, delivering, and coordinating care within the context of the healthcare team. Concepts of leadership, delegation, supervision, and the management of

care for multiple clients within the scope of the licensed practical / vocational nurse are examined. Development of team leadership and followership skills, including communication, collaboration with other members of the health care team and delegation to unlicensed personnel is highlighted. *Prerequisite(s): PNR201*

PNR206 Medical-Surgical Nursing II

8.0 Credits

160 Clock Hours (40 Lecture/30 Lab/90 Simulation/Clinical Hours)

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

Prerequisite(s): PNR201

PNR207 Transition to PN/VN Practice - Capstone

9.0 Credits

190 Clock Hours (30 Lecture/40 Lab/120 Clinical Hours)

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

Prerequisite(s): All coursework (PNR200 and PNR205 may be taken in the same quarter).

PNR208 Concepts of Community-Based Nursing

2.0 Credits

20 Clock Hours (20 Lecture Hours)

This course provides the student with an introduction to promoting health and wellness with individuals in diverse community based settings. Key concepts covered in this course include: wellness promotion, independence and interdependence, discharge planning, chronic illness, HIV, and health care delivery environments such as outpatient clinics, homes, and diagnosis- based care centers. A community project provides an opportunity to examine population groups along the age continuum in the community. *Prerequisite(s): PNR201*

PSY101 General Psychology

4.0 Credits

40 Clock Hours (40 Lecture Hours)

This course will introduce students to various visual; literary; architectural; and musical forms of artistic expression throughout history. Students will consider these art forms as representations of the global human condition during the time periods in which they were created. Students will develop a framework for evaluating and making critical arguments about various literary texts in the context of other art forms. The course will help students draw connections from various texts to their own lives, to other texts, and to the world. The course then discusses selected psychological disorders and associated common therapies. *Prerequisite(s): None.*

PSY278 Human Growth and Development

4.0 Credits

40 Clock Hours (40 Lecture Hours)

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. *Prerequisite(s): None*

SCI115 Fundamentals of Human Nutrition

3.0 Credits

30 Clock Hours (30 Lecture Hours)

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. *Prerequisite(s): None*

SKW101 Introduction to Skilled Professions

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

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

SKW102 Blueprint Reading

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

This course offers a study of construction industry documents as they relate to residential, commercial, and industrial construction projects. The course defines sketching and drawing techniques, scaling applications, and symbols used by The American National Standards Institute (ANSI). Emphasis is placed upon legal aspects of documents; roles of design professionals, contractors, and owners; comprehension of various craft requirements; utilization and effects of construction documents; procurement of construction services; assembly of a project manual; specifications formatting; drawing and specifications coordination; codes; submittals and project closeout. Standard forms, ethics, bonding, CSI MasterFormat, and credentialing will also be explored. *Prerequisite(s): None*

SOC101 Sociology

4.0 Credits

40 Clock Hours (40 Lecture Hours)

Sociology is the systematic study of the relationship between human beings and society. In this course students examine basic sociological principles, concepts, and theories in the context of human culture, societies, the socialization process, and various types of stratification. Students also explore and compare the various historic, cultural, and social frameworks of the world and learn to appreciate unique cultural identities. In addition, this course helps students learn to analyze and interpret historic as well as contemporary social issues in the U.S. and around the world. *Prerequisite(s): None*

STAFF AND FACULTY

MANAGEMENT/ADMINISTRATIVE STAFF

Campus President	Christopher Nickell
Director of Institutional Effectiveness and Compliance	LaRee Pingatore
Director of Administration	Jane Leiker
Business Office Administrator	William Autrey
Registrar (Hybrid)	Andrea Behr
Registrar (Residential)	Heather Uhde
Nursing Office Manager	Joan Hannigan
Nursing Administrative Assistant	Kaneesha Morales
Academic Coach/Nursing Advisor	TBD
Hybrid Coordinator	DeAndrea Hattabaugh
Student Success Coordinator	Tiffany Block
IT Support Staff	Gary Jones
Compliance Assistant – Online/Hybrid	Autumn Harvey
Administrative Assistant – Online/Hybrid	Brandi Rennick
Receptionist	Roxanne Gross
Facilities Maintenance	David Haywood

ADMISSIONS

Director of Admissions	TBD
Admissions Coordinator	Susan Katzenmaier
Admissions Representative	Angela Elchert
Admissions Representative	Emily Maggard
Admissions Representative	Randy Rogers

CAREER SERVICES

Director of Career Services	Amanda Doughty
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FINANCIAL AID

Senior Director of Financial Aid	Rachel Karmon
Assistant Director of Financial Aid	Deanne Foster
Financial Aid Officer	Britni Bastin
Financial Aid Officer	Deborah Voskuhl

ONLINE

Director of Student Services	Michael Rusk
Lead Online Advisor	Stefany Basich
Online Advisor	Alexis Burton
Online Advisor	Barbara Chandler
Online Advisor	Leslie Hernandez
Online Advisor	Christina Murray

ACADEMIC LEADERSHIP

DEAN OF EDUCATION

Lisa Mays

Master of Arts, Educational Leadership, Argosy University, Chicago, IL
Bachelor of Science, Healthcare Management, Franklin University, Columbus, OH

ASSOCIATE DEAN OF EDUCATION – ONLINE/HYBRID

Michel Calendine

Doctor of Education, Adult Education, Penn State University, State College, PA
Master of Education, Education Leadership, Argosy University, Seattle, WA
Graduate Coursework, Old Dominion University, Norfolk, VA
Bachelor of Science, Exercise Science, The University of Toledo, Toledo, OH

DEAN OF NURSING

Tracey Mastin

Master of Science, Nursing, Walden University, Minneapolis, MN
Associate of Applied Science, Nursing, Sinclair Community College, Dayton, OH

ASSISTANT DEAN OF NURSING

Tara Garrett

Master of Science, Nursing, Capella University, Minneapolis, MN
Associate of Science, Nursing, Fortis College, Centerville, OH
Practical Nursing, Fortis College, Centerville, OH

PROGRAM LEAD OF THE MEDICAL ASSISTING PROGRAM:

Stacey Frazho

Diploma, Medical Assistant, Concorde Career Institute, Tampa, FL

PROGRAM DIRECTOR OF THE TRADE PROGRAMS:

HEATING, VENTILATING, AIR CONDITIONING, AND REFRIGERATION / ELECTRICAL AND ELECTRONIC SYSTEMS TECHNICIAN / FACILITIES MAINTENANCE

Mathew Carpenter

Vocational HVACR coursework, Secondary School, Cedarville, OH

PROGRAM DIRECTOR OF THE DENTAL ASSISTING PROGRAM:

Kaleigh Hill

Diploma, Dental Assisting, Fortis College, Centerville, OH

LIBRARY

LEARNING RESOURCE CENTER MANAGER

Kenneth "Will" Staub

Master of Library Science in Library Sciences, Information and Library Science, Clarion University, Clarion, PA
Bachelor of Science, Integrative Studies: Library and Information Studies, Clarion University, Clarion, PA

FACULTY

RESIDENTIAL

GENERAL EDUCATION

Louai Al-Samkari (Part-Time)

Doctor of Chiropractic, National University of Health Sciences, Seminole, FL
Bachelor of Science, Education, University of Cincinnati, Cincinnati, OH

Jacob Frazier (Full-Time)

Master of Science in Physiology of Exercise, Ohio University, Athens, OH

Randall Marshall (Part-Time)

Master of Science, Biological Sciences, University of Cincinnati, Cincinnati, OH
Bachelor of Science, Biological Sciences, University of Cincinnati, Cincinnati, OH
Associate of Arts, Natural Sciences, University of Cincinnati, Cincinnati, OH

Allison Nawman (Part-Time)

Master of Education, Curriculum & Instruction, The University of Texas at El Paso, El Paso, TX
Bachelor of Science, Biological Sciences, The University of Texas at El Paso, El Paso, TX

DENTAL ASSISTING

Kaleigh Hill (Full-Time)

Diploma, Dental Assisting, Fortis College, Centerville, OH

Amarah Lawrence (Part-Time)

Certificate, Dental Assisting, David G. Ponitz Career Technology Center, Dayton OH
Certified Ohio Dental Assistant

Holly Nelson (Part-Time)

Certificate, Dental Assisting, MVCTC(JVC), Clayton, OH

ELECTRICAL AND ELECTRONIC SYSTEMS TECHNICIAN

Kevin Miles (Part-Time)

EEST Instructor

Daniel Scott (Part-Time)

Aviation Electronics Technician, United States Navy

FACILITIES MAINTENANCE

Justin Webb (Part-Time)

Associate of Science, Business Administration, Colorado Technical University, Colorado Springs, CO

HEATING, VENTILATING, AIR CONDITIONING & REFRIGERATION

Mathew Carpenter (Part-Time)

Vocational HVACR coursework, Secondary School, Cedarville, OH

Michael Depoyster (Full-Time)

Diploma, Heating, Ventilating, Air Conditioning, and Refrigeration, Fortis College, Centerville, OH

Andrew Godby (Part-Time)

College coursework, HVACR, Sinclair Community College, Dayton, OH

Kevin Miles (Part-Time)

HVACR Instructor

Erin Shumard (Part-Time)

Diploma, Heating, Ventilating, Air Conditioning & Refrigeration, RETS Tech Center, Centerville, OH

Robert Suman (Part-Time)

Diploma, Senior Electronics Technologist, Arizona Tech, Phoenix, AR
Certificate, R-410A Refrigerant, Corken Steel Products, Dayton, OH
Certificate, Air Conditioning & Heating, Montgomery Country Joint Vocatioal School, Clayton, OH

Dale Watson (Part-Time)

Certificate, HVAC, Greene County Career Center, Xenia, OH

MEDICAL ASSISTING

Jennifer Hegyi (Part-Time)

Diploma, Practical Nursing, Clark State Community College, Springfield, OH

Brandie Kershaw (Part-Time)

Registered Medical Assistant
Associate Degree in Medical Administrative Assistant, Southwestern College of Business, Middletown, OH

Casey Lakes (Part-Time)
Diploma, Practical Nursing, Fortis College, Centerville, OH

Nickole Temple (Part-Time)
Associate of Applied Science, Medical Assistant Tech, Sinclair Community College, Dayton, OH

NURSING

Angel Beasley (Full-Time)
Bachelor of Science, Nursing, Wright State University, Dayton, OH

Valerie Beirise (Full-Time)
Master of Science in Nursing, Primary Care Nursing, Indiana Wesleyan University, Marion, IN
Bachelor of Science, Nursing, Indiana Wesleyan University, Marion, IN

Tammy Burns (Full-Time)
Bachelor of Science, Nursing, Berea College, Berea, KY

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

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

Tara Garrett (Full-Time)
Master of Science, Nursing, Capella University, Minneapolis, MN
Associate of Science, Nursing, Fortis College, Centerville, OH
Practical Nursing, Fortis College, Centerville, OH

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

Tiffany Losekamp (Part-Time)
Master of Science, Nursing, University of Phoenix, Cincinnati, OH
Bachelor of Science, Nursing, University of Cincinnati, Cincinnati, OH

Jade Martin (Full-Time)
Bachelor of Science, Nursing, Wright State University, Dayton, OH

Jenna McConnell (Part-Time)
Master of Science in Nursing, Family Nurse Practitioner, Chamberlain University, Addison, IL

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

Jennifer Reid (Part-Time)
Master of Science, Nursing, Emory University, Atlanta, GA
Bachelor of Science, Nursing, Georgia Baptist College of Nursing, Atlanta, GA

Anita Schilling (Full-Time)
Master of Science, Nursing, Indiana Wesleyan University, Marion, IN
Bachelor of Science, Nursing, Franklin University Columbus, OH

Susan Webb (Full-Time)

Master of Science in Nursing, Nursing Education, Indiana Wesleyan University, Marion, IN
Bachelor of Science, Nursing, Indiana Wesleyan University, Marion, IN

Tracey Weber (Full-Time)

Bachelor of Science, Nursing, Ohio University, Athens, OH

Benita Woodgeard (Full-Time)

Master of Science, Nursing-Education, American Sentinel College of Nursing & Health Sciences, Waterbury CT

ONLINE

Instructors who teach online courses within a hybrid program.

ALLIED HEALTH

Richard Alexander (Part-Time)

Master of Physical Therapy, Southwest Baptist University, Bolivar, MO

Edith Algiere (Part-Time)

Master of Science, Nursing Education, American Sentinel University, Denver, CO
Bachelor of Science, Nursing, American Sentinel University, Denver, CO
Associate of Science, Dental Hygiene, St. Petersburg College, St. Petersburg, FL
Associate of Science, Nursing, Fortis College, Largo, FL

Karen Amascato (Part-Time)

Master of Arts, Human Resources, Ottawa University, Ottawa, KS
Bachelor of Arts, Human Resources, Ottawa University, Ottawa, KS

Carley Arends (Part-Time)

Bachelor of Arts, Communication Studies, California State University, Long Beach, CA
Certified Medical Assistant

Folashade Ayanwale (Part-Time)

Master of Arts, Health Studies, The University of Alabama, Tuscaloosa, AL
Bachelor of Arts, Psychology, The University of Alabama, Tuscaloosa, AL

Anna Bennett (Part-Time)

Master of Healthcare Administration, Health Information Management, Concordia University Nebraska, Seward, NE
Registered Medical Assistant

Carol Carmien (Part-Time)

Doctor of Chiropractic, Palmer College of Chiropractic, Davenport, IA
Master of Science, Human Anatomy and Physiology Instruction, New York Chiropractic College, Seneca Falls, NY

Kizzy Carr (Part-Time)

Associate of Science, Health Administration Services, Colorado Technical University, Colorado Springs, CO
Diploma, Medical Assisting, Everest Institute, Dearborn, MI

Kevin Curtain (Part-Time)

Doctor of Chiropractic, National University of Health Sciences, Lombard, IL
Bachelor of Science, Human Biology, National University of Health Sciences, Lombard, IL

Michele Distler (Part-Time)

Master of Business Administration, University of South Florida, Tampa, FL
Master of Science, Nursing, Rasmussen University, Bloomington, MN
Bachelor of Science, Nursing, University of South Florida, Tampa, FL

Heather Dyke (Part-Time)

Master of Science, Nursing, Capella University, Dallas, TX
Bachelor of Science, Nursing, Clarion University, Clarion, PA
Associate in Science, Nursing, Mercyhurst University, Erie, PA

Constance Elam (Part-Time)

Master of Science in Pharmacy, Pharmaceutical Sciences, University of Florida, Gainesville, FL
Bachelor of Science, Applied Science, University of South Florida, Tampa, FL
Associate of Science, Nursing, Orlando Medical Institute, Orlando, FL

Stephanie Egleston (Part-Time)

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

Sara Evans (Part-Time)

Master of Health Administration, University of Phoenix, Phoenix, AZ
Bachelor of Science, Health Information Systems, University of Phoenix, Phoenix, AZ

Brandy Ferrara (Part-Time)

Doctor of Chiropractic, National University of Health Sciences, Lombard, IL
Bachelor of Science, Human Biology, National University of Health Sciences, Lombard, IL
Bachelor of Arts, Biological Sciences, University of Wisconsin, Milwaukee, WI

Angela Fleming (Part-Time)

Master of Arts, Management & Leadership, Webster University, St. Louis, MO

Don Garrett (Part-Time)

Doctor of Health Sciences, A.T. Still University, Mesa, AZ
Master of Science, Exercise & Movement Science, University of Oregon, Eugene, OR
Bachelor of Science, Exercise and Sport Science, Colorado State University, Fort Collins, CO

Sheryona Green-Owusu (Part-Time)

Doctor of Chiropractic, Life University, Marietta, GA
Bachelor of Science, Biology, Life University, Marietta, GA

Melinda Hannaford (Part-Time)

Associate of Science, Medical Assistant, Virginia College, Fort Pierce, FL

Leonard Hardy (Part-Time)

Master of Science, Exercise Science & Health Promotion, California University of Pennsylvania, California, PA
Bachelor of Science, Sport Management, California University of Pennsylvania, California, PA

Kim Haughton (Part-Time)

Bachelor of Science, Nursing, Texas Woman's University, Denton, TX
Bachelor of Science, Bio Science: Premed Professional, Florida Atlantic University, Boca Raton, FL
Associate of Science, Nursing, Broward College, Weston, FL

Omar Haye (Part-Time)

Master of Science, Oriental Medicine, Florida College of Integrative Medicine, Orlando, FL
Bachelor of Science, Environmental Science & Policy, University of South Florida, Tampa, FL

Taylor Hendricks (Part-Time)

Bachelor of Medical Science, Radiological Tech, Emory University, Atlanta, GA
Associate in Applied Science, Radiological Technology, Greenville Technical College, Greenville, SC

Robert Heriveaux (Part-Time)

Master of Business Administration, Health Administration, Eastern University, St. Davids, PA

Juanita Hester (Part-Time)

Master of Science, Nursing, Walden University, Minneapolis, MN

Shirelle Kemp (Part-Time)

Master of Education, Career & Technical Education, Concordia University, Seward, NE

Bachelor of Science, Allied Health, Wingate University, Wingate, NC

Julie Krantz (Part-Time)

Bachelor of Science, Healthcare Management, Rasmussen University, Bloomington, MN

Associate of Science, Pharmacy Technician, Southern Technical College, Tamps, FL

Diploma, Medical Assisting, Southern Technical College, Tamps, FL

Shreya Lui (Part-Time)

Doctor of Medicine, Medical University of Lublin, Lublin, Poland

Bachelor of Psychology, Rutgers University, Newark, NJ

Certified Clinical Medical Assistant, National Healthcareer Association

Lindsey Mannelin (Part-Time)

Master of Education, Health, Chatham University, Pittsburgh, PA

Bachelor of Science, Radiologic Sciences, AdventHealth University, Orlando, FL

Associate of Science, Radiography, Rochester Community College, Rochester, MN

April McCullum (Part-Time)

Doctor of Chiropractic, Sherman College of Chiropractic, Boiling Springs, SC

Bachelor of Science, Social Sciences, Kansas State University, Manhattan, KS

Associate of Arts, Liberal Arts/Pharmacy, Gulf Coast State College, Panama City, FL

Shawn Molnar (Part-Time)

Associate in Science, Applied Management, Everest University, Orlando, FL

Diploma, Medical Assisting, Bryman College, Orange, CA

Michelle Morris (Part-Time)

Associate in Science, Health Information Management, Indian River State College, Fort Pierce, FL

April Mumpfield (Part-Time)

Associate of Science, Healthcare Reimbursement, Virginia College, Birmingham, AL

Formichael Nelson (Part-Time)

Associate in Science, General Education, Bishop State Community College, Mobile, AL

Diploma, Medical Assistant, Fortis College, Mobile, AL

Lida Ortiz Part-Time)

Doctor of Philosophy, Instructional Design and Technology, Keiser University, Fort Lauderdale, FL

Master of Education, Allied Health Teaching and Leadership, Keiser University, Fort Lauderdale, FL

Bachelor of Science, Health Sciences, Keiser University, Fort Lauderdale, FL

Diploma, Medical Assistant, Concorde Career Institute, Miramar, FL

Jessica Pagan (Part-Time)

Doctor of Chiropractic, New York Chiropractic College, Seneca Falls, NY

Bachelor of Science, Athletical Therapy, University of Puerto Rico, Ponce, P.R.

Charlkesha Rahming (Part-Time)

Master of Science, Biomedical Sciences, Liberty University, Lynchburg, VA

Lisa Roberts (Part-Time)

Master of Science, Health Services Management, Argosy University, Phoenix, AZ

Bachelor of Science, Business/Management and Leadership, Capella University, Dallas, TX

Associate of Applied Science, Medical Assistant Tech, Sinclair Community College, Dayton, OH

Stephanie Russell (Part-Time)

Master of Health Administration, University of Pheonix, Phoenix, AZ
Bachelor of Science, Health Admiinistration, University of Pheonix, Phoenix, AZ

Yvonne Salmeron (Part-Time)

Bachelor of Sceince, Health Care Administration, Brookline College, Phoenix, AZ

Dana Sawyer (Part-Time)

Master of Science, Nursing Education, American Sentinel University, Denver, CO
Bachelor of Science, Nursing, American Sentinel University, Denver, CO
Doctor of Nursing Practice, Educationl Leadership, American Sentinel University, Denver, CO
Associate of Applied Science, Nursing, Heartland Community College, Normal, IL

Tonya Smith (Part-Time)

Doctor of Nursing Practice, Ohio University, Athens, OH
Master of Science, Nursing, Indiana Wesleyan University, Marion, IN
Bachelor of Science, Nursing, Indiana Wesleyan University, Marion, IN
Associate of Applied Science, Nursing, Clark State Community College, Springfield, OH

Regina Shelton (Part-Time)

Master of Business Administration, Health Care Administration, National American University, Rapid City, SD
Master of Management, National American University, Rapid City, SD
Diploma, Medical Assisting, Everest College, Renton, WA

Isabelle Tardiff (Part-Time)

Doctor of Osteopathic Medicine, Osteopathic Medicine, Nova Southeastern University, Fort Lauderdale, FL
Bachelor of Arts, Chemistry, Florida Atlantic University, Boca Raton, FL

Sean Thompson (Part-Time)

Doctor of Chiropractic, Cleveland Chiropractic College, Los Angeles, CA

Simone Vorters (Part-Time)

Associate Degree, AHT Medical Assistant, Pennssylvania Institute of Technology, Philadelphia, PA
Certificate, SPP Medical Assistant Pennssylvania Institute of Technology, Philadelphia, PA

Zahra Weaver (Part-Time)

Doctorate in Physical Therapy, University of South Florida, Tampa, FL
Master of Health Services Administrtion, Florida International University, Miami, FL
Bachelor of Science, Physical Therapy, Florida International University, Miami, FL

Tiffany Williams (Part-Time)

Doctor of Chiropractic, Parker University, Dallas, TX
Bachelor of Science, Kinesiology & Exercise Science, Florida State University, Tallahassee, FL

Sonia Wright (Part-Time)

Master of Science in Nursing, Family Nurse Practitioner, Graceland University, Lamoni, IA
Bachelor of Science, Nursing, Washington State University, Pullman, WA
Associate of Arts & Sciences, Nursing, Clark College, Vancouver, WA

GENERAL EDUCATION

Christopher Anderson (Part-Time)

Master of Arts in Education, Science/Mathematics, Chadron State College, Chadron, NE
Bachelor of Science, Exercise & Sports Science, Texas State University, San Marcos, TX

Noura Badawi (Part-Time)

Master of Arts, Teaching of English, Teachers College Columbia University, New York, NY
Bachelor of Arts, English Education, Siena College, Loudonville, NY

Trenaye Bailey (Part-Time)

Master of Arts, Communications, University of Alabama at Birmingham, AL
Bachelor of Arts, Business, Faulkner University, Montgomery, AL

Brenda Bennett (Part-Time)

Master of Library Sciences, American Culture, University of Michigan-Flint, Flint, MI
Master of Arts, Applied Communication, University of Michigan-Flint, Flint, MI
Bachelor of Arts, Social Sciences, University of Michigan-Flint, Flint, MI

Nancy Berger (Part-Time)

Master of Arts, English Rhetoric and Composition, University of Central Florida, FL
Bachelor of Science, English Language Arts Education, University of Central Florida, FL

Christopher Bevard (Part-Time)

Master of Arts, English/Writing, Western Illinois University, Macomb, IL
Bachelor of Arts, English, Southeastern Louisiana University, Hammond, LA

Rosie Branciforte (Part-Time)

Doctor of Education, University of Central Florida, Orlando, FL
Master of Science, Reading, University of Bridgeport, Bridgeport, CT

James Brown (Part-Time)

Doctor of Philosophy/Organization Development Program, Benedictine University, Lisle, IL
Master of Arts, M/Psychology/IO, The University of Tulsa, Tulsa, OK
Bachelor of Arts, Psychology/Political Science, University of Arkansas at Little Rock, Little Rock, AR

Tawny Brown (Part-Time)

Master of Arts, Sociology, Lincoln University, Jefferson City, MO
Bachelor of Arts, Political Science, Lincoln University, Jefferson City, MO

Shalon Bull (Part-Time)

Master of Science, Food Science and Human Nutrition, University of Florida, Gainesville, FL
Bachelor of Science, Food Science and Human Nutrition, University of Florida, Gainesville, FL

Andrea Constantine (Part-Time)

Master of Arts, Sociology, Arizona State University, Tempe, AZ
Bachelor of Arts, Psychology, Arizona State University, Tempe, AZ

Nicole Crook (Part-Time)

Master of Arts, Sociology, Arizona State University, Tempe, AZ
Master of Arts, Education, Claremont Graduate University, Claremont, CA
Bachelor of Arts, Social Sciences, Washington State University, Pullman, WA
Associate of Arts, General Liberal Arts & sciences, Ventura County Community College, Ventura, CA

Eric Cummings (Part-Time)

Master of Humanities, Humanities English, Tiffin University, Tiffin, OH

Julie Davis (Part-Time)

Doctor of Philosophy, Counseling Psychology, Western Michigan University, Kalamazoo, MI
Master of Arts, Behavioral Science – Psychology, University of Houston, Houston, TX
Bachelor of Arts, English Psychology, Houston Baptist University, Houston, TX
Psychologist's License, State of Michigan

Stephanie Davis (Part-Time)

Master of Arts, Communication, University of South Alabama, Mobile, AL
Bachelor of Arts, Communication / Broadcast Journalism, University of South Alabama, Mobile, AL

Merrie Dekle (Part-Time)

Master of Arts, Communication Arts, Austin Peay State University, Clarksville, TN

Master of Science, General Psychology, Capella University, Minneapolis, MN

Bachelor of Science, Mass Communication, Middle Tennessee State University, Murfreesboro, TN

Bachelor of Science, Psychology, Middle Tennessee State University, Murfreesboro, TN

Susan Deloach (Part-Time)

Master of Arts, Sociology, University of South Alabama, Mobile, AL

Bachelor of Science, Adult Interdisciplinary Studies, University of Alabama, Mobile, AL

Christine Douglass (Part-Time)

Master of Arts, Communication, Eastern Michigan University, Ypsilanti, MI

Bachelor of Science, Communications, Eastern Michigan University, Ypsilanti, MI

Connie Duke (Part-Time)

Doctor of Education, Educational Leadership, Nova Southeastern University, Fort Lauderdale, FL

Master of Arts, English Education, Olivet Nazarene University, Kanakee, IL

Bachelor of Arts, Speech, Olivet Nazarene University, Kanakee, IL

Cathleen Dunn (Part-Time)

Doctor of Philosophy, Psychology, University of South Florida, Tampa, FL

Master of Arts, Psychology, University of South Florida, Tampa, FL

Bachelor of Arts, Psychology, University of South Florida, Tampa, FL

Monette Elizalde (Part-Time)

Doctor of Philosophy, Education/Mathematics Education, University of the Incarnate Word, San Antonio, TX

Master of Arts in Teaching, Elementary Education, Trinity University, San Antonio, TX

Bachelor of Arts, Humanities, Trinity University, San Antonio, TX

Gregory Ellis (Part-Time)

Master of Arts, Communication, University of Dayton, Dayton, OH

Bachelor of Science, Communication, Ohio University, Athens, OH

Ashraf Esmail (Part-Time)

Doctor of Philosophy, Sociology/Educational Leadership/ Administration & Reading Comprehension, Union Institute and University, Cincinnati, OH

Master of Arts, Sociology, Georgia State University, Atlanta, GA

Tammy Fogarty (Part-Time)

Master of Science, Dietetics and Nutrition, Florida International University, Miami, FL

Bachelor of Science, Dietetics and Nutrition, Florida International University, Miami, FL

Dietitian/Nutritionists License, State of Florida

Joni Gaynor (Part-Time)

Master of Arts, Psychology, California State University, Fullerton, CA

Bachelor of Arts, Major: Psychology, Minor: Management, University of California, Irvine, CA

Gina Gettings (Part-Time)

Master of Business Administration, University of Phoenix, Phoenix, AZ

Graduate Coursework, University of Central Florida, Orlando, FL

Bachelor of Arts, English Language & Literature, Florida State University, Tallahassee, FL

Andrea Goldstein (Part-Time)

Doctor of Philosophy, Clinical Psychology/Forensic Psychology, Carlos Albizu University, Miami, FL

Master of Science, Psychology, Carlos Albizu University, Miami, FL

Bachelor of Arts, Psychology, Florida Atlantic University, Boca Raton, FL

Certificate, Social Studies Education, Florida Atlantic University, Boca Raton, FL

Carol Guarino (Part-Time)

Master of Science, Nutrition and Dietetics, College at Oneonta State University of New York, Oneonta, NY

Andrew Halverson (Part-Time)

Master of Science, Mathematics, University of Louisiana Lafayette, Lafayette, LA
Bachelor of Science, Mathematics, University of Louisiana Lafayette, Lafayette, LA

Jenna Hayes (Part-Time)

Master of Arts, English, The University of South Dakota, Vermillion, SD
Bachelor of Arts, English & Anthropology, The University of South Dakota, Vermillion, SD

Yvonne Ho (Part-Time)

Master of Arts, English as a Second Language, University of California, Los Angeles, CA
Master of Arts, French, Middlebury College, Middlebury, VT

Charna Iommetti (Part-Time)

Master of Science, Psychology, Grand Canyon University, Phoenix, AZ
Master of Arts, Sociology, Temple University, Philadelphia, PA

Andrea Johnson (Part-Time)

Master of Arts, Family and Consumer Sciences, Appalachian State University, Boone, NC
Bachelor of Science, Human Ecology, The University of Tennessee Knoxville, Knoxville, TN

Ieisha Jones (Part-Time)

Master of Arts, Sociology, St. Johns University, Queens, NY
Bachelor of Arts, Administrative Studies, St. Johns University, Queens, NY

Hailey Kirkpatrick (Part-Time)

Master of Science, Clinical Nutrition / Dietetics, The University of Alabama at Birmingham, Birmingham, AL
Bachelor of Science, Nutrition & Dietetics, Auburn University, Auburn, AL
Certificate, Clinical Nutrition/Dietetics, The University of Alabama at Birmingham, Birmingham, AL

Kalpana Kirtane (Part-Time)

Doctor of Education, Organizational Leadership, Nova University, Fort Lauderdale, FL
Master of Science, Mathematics, University of Central Florida, Orlando, FL

Janene Krieger (Part-Time)

Master of Arts, Sociology, University of Colorado (Colorado Springs), Colorado Springs, CO
Bachelor of Science, Individualized Degree Program, Metropolitan State University of Denver, Denver, CO

Joris Kwakye (Part-Time)

Master of Science, Mathematics, Clark Atlanta University, Atlanta, GA

Lindsey Lee (Part-Time)

Master of Arts in Education, Health Education, University of Alabama at Birmingham, Birmingham, AL
Bachelor of Science, Nutrition and Food Science, Nutrition Diet, Auburn University, Auburn, AL
Registered Dietician, State of Alabama

Shreya Lui (Part-Time)

Doctor of Medicine, Medical University of Lublin, Lublin, Poland
Bachelor of Psychology, Rutgers University, Newark, NJ
Certified Clinical Medical Assistant, National Healthcareer Association

Anita Mamoran (Part-Time)

Master of Science, in Counseling/Psy, Social Services Counseling, Troy University, Troy, AL
Master of Science, Intern Relations/National, Troy University, Troy, AL
Bachelor of Science, Psychology, Troy University, Troy, AL

Catherine Mantle (Part-Time)

Master of Arts, Communication, West Texas A&M University, Canyon, TX

Denise McCaffrey (Part-Time)

Master of Science, Nutrition and Integrative Health, Maryland University of Integrative Health, Laurel, MD
Bachelor of Science, Environmental Studies, San Jose State University, San Jose, CA

Mary McGee (Part-Time)

Master of Education, Curriculum and Instruction, Doane College, Crete, NE
Master of Science, Mathematics, University of Nebraska at Omaha, Omaha, NE
Bachelor of Arts, Mathematics, Doane College, Crete, NE

Amanda Neuman (Part-Time)

Master of Arts, SCDA, Interpersonal and Public Communications, Central Michigan University, Mt. Pleasant, MI
Bachelor of Arts, Psychology, Saginaw Valley State University, University Center, MI

Kelly Nuckolls (Part-Time)

Master of Science, Family and Consumer Sciences, Eastern Illinois University, Charleston, IL

Nicole Pleasant (Part-Time)

Master of Arts, Psychology, The University of Arizona Global Campus, San Diego, CA

Leane Pupo (Part-Time)

Masters in Psychology, American Public University System, Charles Town, WV
Bachelor of Science, Psychology, University of Central Florida, Orlando, FL

Ileana Roiz-Felipe (Part-Time)

Doctorate of Education, Educational Leadership, Argosy University, Sarasota, FL
Master of Science, I/O, Psychology, Carlos Albizu University, Miami, FL
Bachelor of Science, Psychology, Carlos Albizu University, Miami, FL

Ethan Ross (Part-Time)

Master of Fine Arts, Creative Writing, Old Dominion University, Norfolk, VA
Bachelor of Arts, English-Writing, Spring Arbor University, Spring Arbor, MI

Kathryn Sellers (Part-Time)

Master of Science, Psychology, Auburn University at Montgomery, Montgomery, AL
Bachelor of Arts, Psychology, University of Montevallo, Montevallo, AL

Shawn Shavers-Sublett (Part-Time)

Doctor of Education, Curriculum & Instruction, Texas Southern University, Houston, TX
Master of Arts, Sociology, Texas Southern University, Houston, TX
Master of Education, Educational Administration, Grand Canyon University, Phoenix, AZ
Master of Education, Special Education, Grand Canyon University, Phoenix, AZ
Bachelor of Science, Criminal Justice, University of Northern Texas, Denton, TX

Diana Simon (Part-Time)

Master of Science, Nutrition and Food Sciences, Montclair State University, Montclair, NJ
Bachelor of Arts, Psychology, William Peterson University, Wayne, NJ
Certificate, American Dietetic Association, Montclair State University, Montclair, NJ

Patrick Smith (Part-Time)

Doctor of Philosophy, Psychology, Capella University, Minneapolis, MN

Brian Stark (Part-Time)

Doctor of Education, Educational Leadership, College of Saint Mary, Omaha, NE
Master of Arts, Mathematics, Aurora University, Aurora, IL

Brian Steinberg (Part-Time)

Master of Arts in Education, Postsecondary Education: Student Affairs, University of Northern Iowa, Cedar Falls, IA
Bachelor of Science, Earth Science, Central Michigan University, Mount Pleasant, MI
Certificate, Human Services, Capella University, Minneapolis, MN

Michael Storper (Part-Time)

Master of Science, Innovative Teach/Mathematics, Nova Southeastern University, Fort Lauderdale, FL
Bachelor of Science, Math, Nova Southeastern University, Fort Lauderdale, FL

Lauren Tucker (Part-Time)

Master of Arts, Human Services: Marriage and Family, Liberty University, Lynchburg, VA
Bachelor of Science, Psychology, Longwood University, Farmville, VA

Jordan Vosmik (Part-Time)

Doctor of Philosophy, Psychology, Arizona State University, Tempe, AZ
Master of Arts, Psychology, Arizona State University, Tempe, AZ

Joseph Williams (Part-Time)

Master of Divinity, Divinity, Andrews University, Berrien Springs, MI
Master of Arts, Communication, Grand Canyon University, Phoenix, AZ
Master of Science, Sociology, Grand Canyon University, Phoenix, AZ

Kiki Wilson (Part-Time)

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Fortis College

CATALOG ADDENDUM

Addendum to catalog: 2021-2022 Catalog 12/8/2021, Volume 1 Version 1

Effective date: 12/8/2021

Fortis College reserves the right to make changes within the terms of the catalog, which may affect any of the information published, and to make such changes, by notifying individual students. As such changes may occur, these will be published in a catalog addendum, which is intended as, and is to be regarded as, an integral part of this catalog. Information presented in this addendum is meant to supersede language presented in the catalog.

This is effective July 1, 2021 until further notice.

This addendum replaces all prior published COVID-19 addenda.

ADMISSIONS INFORMATION, PAGE 11 - APPLICANTS IMPACTED BY THE COVID-19 PANDEMIC

ADDITIONAL ADMISSIONS REQUIREMENTS FOR HYBRID PROGRAMS

In addition to the General Admissions Requirements, the following are additional admissions requirements for applicants enrolling in all programs, due to the COVID-19 Pandemic.

1. The applicant must sign a Student Information and Acknowledgement Form.
2. The applicant must pass the school's Online Competency Assessment with a minimum score of 70%. Applicants who do not achieve a minimum passing score are eligible to retake the assessment upon completion of related training provided by the school. In the event that the applicant fails to achieve the required score on the second administration of the school's Online Competency Assessment, the applicant may be eligible to take the assessment a third and final time. Applicants who do not achieve the required score on the third and final administration are not permitted to enroll in the hybrid program.

ADDITIONAL ADMISSION REQUIREMENTS FOR NURSING PROGRAMS

Applicants are required to provide evidence that they have received at least the first dose of the COVID-19 vaccine prior to starting one of these programs and must be fully vaccinated (both doses if other than the Johnson & Johnson vaccine) prior to entering a clinical/externship site that requires students to be vaccinated.

Although we list the COVID-19 vaccine as an admissions requirement for the above mentioned programs, we cannot deny any student's ability to start school if they do not plan to get vaccinated against COVID-19 but otherwise meet the entrance requirements as stated in the catalog. Thus, going forward every student who enrolls in one of the affected programs must sign the **COVID-19 Vaccine Acknowledgement**.

ADDITIONAL ADMISSIONS REQUIREMENTS FOR ALL NURSING PROGRAM APPLICANTS - APPLICANTS IMPACTED BY THE COVID-19 PANDEMIC

1. The applicant must provide a valid form of identification with a picture, name and address. A valid and current driver's license, United States Passport, or Permanent Resident Card are acceptable forms of identification.
2. 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. Failure to provide the evidence of required insurance coverage may prevent the student from participating in the scheduled clinical experience. The College does not provide health insurance, The College does not provide alternative sites if students do not have the insurance coverage required by a specific clinical site.
3. Applicants must submit to and pass a drug-screening test, as was specified in this Catalog prior to publication of this COVID-19 addendum. Applicants who experience delays in meeting this requirement as a result of the COVID-19 Pandemic may start class (which do not include clinical placements) while completing and submitting satisfactory documentation of the program requirements. All applicants are informed of the requirements during the enrollment process, and must complete the process within the timeframe provided by the Program Director or Academic Dean in order to remain in the program.
4. Applicants must submit to and pass a criminal background check, as was specified in this Catalog prior to publication of this COVID-19 addendum. Applicants who experience delays in meeting this requirement as a result of the COVID-19 Pandemic may start class (which do not include clinical placements) while completing and submitting satisfactory documentation of the program requirements. All applicants are informed of the requirements during the enrollment process, and must complete the process within the timeframe provided by the Program Director or Academic Dean in order to remain in the program.
5. Hepatitis B immunization is administered as a series of injections. The entire series must be completed as outlined in the Nursing Programs Health and Clinical Requirements. Applicants who experience delays in obtaining initial immunizations as a result of the COVID-19 Pandemic may start class (which do not include clinical placements) while completing and submitting satisfactory documentation of the program requirements. All applicants are informed of the requirements during the enrollment process, and must complete the process within the timeframe provided by the Program Director or Academic Dean in order to remain in the program.
6. No applicant will be admitted who failed previously in another nursing program.
7. If an applicant attended and dropped from another nursing program but did not technically fail, the applicant's transcript must be reviewed by the campus nursing applicant review committee and DON and a decision will be made as to the applicant's request for admission.

ADDITIONAL ADMISSIONS REQUIREMENTS RELATING TO CPR - APPLICANTS IMPACTED BY THE COVID-19 PANDEMIC

To comply with the CDC precautions during COVID-19, applicants and students in nursing and medical technology programs will be provided with the opportunity to complete an AHA BLS Provider Course within their program prior to the scheduling of clinicals. Students enrolled in the nursing and medical technology programs will be required to comply with all applicable requirements within the timeframes which will be specified by the Program Director or Academic Dean in order to remain in the program.

ADDITIONAL ADMISSION REQUIREMENTS RELATING TO DRUG SCREENS, PHYSICALS, CRIMINAL BACKGROUND CHECKS, AND IMMUNIZATIONS - APPLICANTS IMPACTED BY THE COVID-19 PANDEMIC

Applicants who experience delays in obtaining drug tests, physicals, criminal background checks, and initial immunizations as a result of the COVID-19 Pandemic may start class while completing and submitting satisfactory documentation of the program requirements. All applicants are informed of the requirements during the enrollment process, and must complete the process within the timeframe provided by the Program Director or Academic Dean in order to remain in the program. Failure to complete the requirements may result in dismissal from the program.

EDUCATIONAL DELIVERY SYSTEMS - STUDENTS IMPACTED BY THE COVID-19 PANDEMIC

Courses and student work impacted by the COVID-19 Pandemic will be temporarily delivered via remote modalities, as appropriate.

INCOMPLETE GRADE POLICY – STUDENTS IMPACTED BY THE COVID-19 PANDEMIC

It is the student's responsibility to complete all coursework within the prescribed time frames. Students may request a grade of Incomplete ("I") at the end of a grading period if the circumstances which are causing the student to request the Incomplete grade are beyond the student's control as a result of COVID-19 related reasons, including, but not limited to, the illness of the student or family member, compliance with a quarantine restriction, or the general disruption to the student's educational experience which prevent him/her from completing the required coursework by the last scheduled day of class. Students must request an Incomplete Grade by submitting a completed Incomplete Grade Request Form to the course instructor. The student's instructor will co-sign the form with the student and the instructor is responsible for obtaining approval signature from the Program Director or Academic Dean before submitting the form to the Registrar for recording.

All incomplete work must be completed and submitted for grading no later than 30 calendar days from the last day of the completed academic term. If there are circumstances that delay the student's submission of the required work within the 30 day period a further extension may be permitted based on the student's situation. The student is responsible to notify the Program Director or Academic Dean of specific circumstances and the plan to complete the required coursework by day 25 of the 30 day period. The Program Director or Academic Dean will review requests for extension of an Incomplete and provide a decision within 4 business days.

At the end of the period granted for the Incomplete a grade of 0 (zero) will be entered for all work still missing and the course grade will be determined in accordance with the criteria published in the course syllabus. If a student is unable to complete the term due to COVID-19 related reasons, the student will receive a grade of E for course attempted in the term.

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

ACADEMIC LEAVE OF ABSENCE - STUDENTS IMPACTED BY THE COVID-19 PANDEMIC

Students enrolled in term-based credit hour programs who need to interrupt their program of study due to COVID-19 related issues affecting the student or a member of the student's immediate family (spouse and/or children) are not able to resume training at the within the same term in which the training was interrupted and therefore would not qualify for a Traditional Leave of Absence (TLOA), but would qualify for the Academic Leave of Absence (ALOA) provision. To qualify for this provision, the ALOA must meet all eligibility criteria below, and the student may only return at the beginning of a subsequent term or module. Students enrolled in term-based programs that are approved for an ALOA will begin their grace period on any Federal Student Loan(s) as of their last date of attendance.

Furthermore, Tuition Refund policy as listed in the catalog will be applied and a waiver will be applied under the CARES Act for any refunds required under the Return to Title IV policy.

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

- 1) The student's request and reason(s) for the Leave of Absence must be submitted on an Academic Leave of Absence Request Form in advance of the ALOA. Due to COVID-19, it is recognized that unexpected circumstances may occur which prevent a student from making the ALOA request in advance, the College may choose to grant an ALOA on behalf of a student without having received prior written request as long as the College has received appropriate documentation to support the decision and the student provides the required information at a later date. This would apply in such instances where the student became suddenly ill, or had an immediate family member become suddenly ill that was in need of immediate care, or other COVID-19 related reasons.
- 2) During a documented qualifying emergency, a student who cannot continue attending the course(s), may find it essential to request an ALOA after a term or module has started. The institution is not required to approve this type of ALOA request; however, if the institution grants this type of mid-term ALOA request, the student will receive a grade of "E" for course attempted in the term.
- 3) The initial leave period requested should be no more than 90 days; however, in certain semester-based programs, the initial ALOA request may be extended to 120 days. If the student requires an extension of the original leave period, the student must apply for an extension and provide new/updated documentation. The request for extension will follow the same approval process as the original request, which requires the written approval from the 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 submitted to the College prior to the student's initial ALOA return date. In any 12month period, the cumulative leave period(s) may be no longer than 180 calendar days.

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

WITHDRAWAL - STUDENTS IMPACTED BY THE COVID-19 PANDEMIC

In order to remain in "Active" status at the 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 may withdraw from all of their courses, and therefore from the College, by notifying the College in writing.

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

Students who withdraw from a course or from the College due to COVID-19 related reasons will receive a grade of "E". The grade will be recorded on their transcript.

ACADEMIC ACHIEVEMENT/GRADING - STUDENTS IMPACTED BY THE COVID-19 PANDEMIC

Other letter grades used by the College include:

Grade	Description	Affects Credits Attempted	Affects GPA
AU	Audit	No	No
I	Incomplete	No	No
L	Leave of Absence	No	No
W	Withdrawn	Yes	No
WF	Withdrawn Failing	Yes	Yes
TR	Transfer Credit	Yes	No
CR	Block Credit award to LPN students entering ADN program (where applicable)	Yes	No
E	Excused/Emergency Withdrawal related to the COVID-19 Pandemic	No	No

TUITION AND FEES – STUDENTS IMPACTED BY THE COVID-19 PANDEMIC

Optional Tablet - In response to the COVID-19 pandemic, and to assist students to avoid interruption to their education, Fortis College temporarily moved all educational instruction to online delivery. A tablet was made available to order through Fortis College in the amount of \$200.00. This purchase was optional and made available to help accommodate access to online course content.

FEDERAL WORK STUDY - STUDENTS IMPACTED BY THE COVID-19 PANDEMIC

FWS employees working in facilities, either on campus or off campus, that have closed as a result of COVID-19 can continue to be paid during the facilities closure if the closure occurred after the beginning of the students term, the institution is continuing to pay its other employees (including faculty and staff), and the institution continues to pay the required non-federal share.

Fortis College

CATALOG ADDENDUM

Addendum to catalog: 2021-2022 Catalog 12/8/2021, Volume 1 Version 1

Effective date: 12/8/2021

Fortis College reserves the right to make changes within the terms of the catalog, which may affect any of the information published, and to make such changes, by notifying individual students. As such changes may occur, these will be published in a catalog addendum, which is intended as, and is to be regarded as, an integral part of this catalog. Information presented in this addendum is meant to supersede language presented in the catalog.

TUITION AND FEES, PAGE 43

The following information applies to all students who enroll for start dates January 1, 2022 and later.

RESIDENTIAL PROGRAMS	TUITION	ENROLLMENT FEE	SCRUBS / UNIFORMS	STUDENT KIT	CERTIFICATION / LICENSURE EXAM	BACKGROUND CHECK	TEXTBOOKS	E-BOOKS	LAPTOP COMPUTER (HYBRID ONLY)	TOTAL COST
DIPLOMA PROGRAMS										
DENTAL ASSISTING (HYBRID)	\$18,968	\$125	\$73	\$410	\$378	\$0	\$397	\$101	\$320	\$20,772
ELECTRICAL AND ELECTRONIC SYSTEMS TECHNICIAN	\$14,031	\$125	\$55	\$350	\$0	\$0	\$1,332	\$0	\$0	\$15,893
FACILITIES MAINTENANCE	\$14,118	\$125	\$55	\$524	\$0	\$0	\$1,572	\$0	\$0	\$16,394
HEATING, VENTILATING, AIR CONDITIONING & REFRIGERATION	\$18,350	\$125	\$73	\$754	\$25	\$0	\$432	\$0	\$0	\$19,759
MEDICAL ASSISTING (HYBRID)	\$15,564	\$125	\$55	\$34	\$135	\$0	\$442	\$101	\$320	\$16,776

NURSING PROGRAMS	TUITION	ENROLLMENT FEE	REFERENCE BOOKS	STUDENT KIT	SCRUBS / UNIFORMS	TEXTBOOKS	E-BOOKS	BACKGROUND CHECK	DRUG TEST	CERTIFICATION / LICENSURE EXAM	LAPTOP COMPUTER (HYBRID ONLY)	TOTAL COST
*PRACTICAL NURSING DIPLOMA (HYBRID)	\$22,714	\$125	\$369	\$127	\$91	\$558	\$138	\$43	\$38	\$200	\$470	\$24,873
**ASSOCIATE DEGREE IN NURSING (HYBRID) FULL-TIME	\$46,414	\$125	\$533	\$140	\$146	\$1,080	\$516	\$43	\$38	\$200	\$470	\$49,705
**ASSOCIATE DEGREE IN NURSING (HYBRID) PART-TIME	\$46,414	\$125	\$533	\$140	\$220	\$1080	\$516	\$43	\$38	\$200	\$470	\$49,779

*The tuition charge each quarter is based on a per credit hour rate of \$277 per credit.

**The tuition charge each quarter is based on a per credit hour rate of \$511 for Nursing Courses and \$307 for General Education/Other Courses.

Fortis College

CATALOG ADDENDUM

Addendum to catalog: 2021-2022 Catalog December 8, 2021, Volume 1, Version 2

Effective date: January 27, 2022

Fortis College reserves the right to make changes within the terms of the catalog, which may affect any of the information published, and to make such changes, by notifying individual students. As such changes may occur, these will be published in a catalog addendum, which is intended as, and is to be regarded as, an integral part of this catalog. Information presented in this addendum is meant to supersede language presented in the catalog.

INTRODUCTION & OVERVIEW, PAGE 3

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Fortis 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 consultation with the Vice President of Education at Education Affiliates, Inc., will work with the applicant and/or prospective student to identify reasonable accommodations/adjustments necessary to enable him or her to fully participate in the admissions and educational processes. For applicants, prospective, or current students for the nursing programs, the Campus President will consult with the Vice President of Nursing at Education Affiliates, Inc. Questions about this process may be directed to the Vice President of Education, at egoodman@edaff.com or 443-678-2143 (voice)/410-633-1844 (fax) or for nursing students to the Vice President of Nursing at sburke@edaff.com or 630-379-4402 (voice).

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

ACADEMIC POLICIES, PAGE 28

Academic Achievement/Grading

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

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

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

Other letter grades used by the school include:

Grade	Description	Affects Credits	Affects GPA
AU	Audit	No	No
I	Incomplete	No	No
L	Leave of Absence	No	No
W	Withdrawn	Yes	No
WF	Withdrawn	Yes	Yes
TR	Transfer	Yes	No

Nursing Students. The minimum grade of a "C+" (78%) is required to pass all nursing courses and the following prerequisite courses:

- Anatomy and Physiology
- Microbiology
- Nutrition
- General Biology
- Mathematics (Math 101)

For successful completion of nursing courses, a minimum test composite score of 78% (total average of key graded assessments) and clinical, simulation, and laboratory performance grades of Pass ("P") are required for the science courses. The minimum overall course grade of C+ (78%) is also required for Mathematics (MAT 101). The minimum grade of "C-" (70%) is required to pass all other courses (non-nursing and non-required courses) in the program curriculum.

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

Records of a student's progress are maintained by the school. Course grades are issued to students at the end of each grading period. Students may check on their cumulative academic progress by logging into the student portal. When no portal is available, students may get a copy from the Registrar. A student receives a copy of a final grade transcript when all graduation requirements have been completed. The cumulative grade point average (CGPA) is computed by multiplying the number of credits in each course by the grade points achieved in each and then dividing by the number of credit hours for all courses attempted. If a student repeats a failed course, the grade used in the CGPA calculation will be the highest grade earned in that course.

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

For the purposes of satisfactory academic progress and CGPA calculation:

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

NURSING COMPETENCY REINFORCEMENT WORKSHOP AND COMPREHENSIVE COMPETENCY EXAM

This section has been removed,

COURSE REPEAT POLICY

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

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

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

Students who need to repeat a course must meet with the Registrar regarding scheduling. It is the responsibility of the student to meet with a financial aid officer to determine if any additional assistance is available to pay any additional tuition and fees associated with repeating a course. A student who fails a course must repeat that course at the next available opportunity, subject to space limitations. A student who withdraws from a course must repeat that course as soon as possible after re-entry. Failing or withdrawing from a course and the subsequent required repeat of the course may interrupt the student's enrollment, delay the student's expected graduation date, negatively impact financial aid eligibility and/or impact the student's satisfactory academic progress status. Students who are required to repeat a course due to failure or withdrawal may be required to delay repeating the required course if the required course is not immediately available.

Additional Provisions for Nursing Students:

A student in a nursing program is permitted to continue his or her enrollment in the program after receiving a failing grade in one nursing and/or required courses. Nursing courses are those with an NUR or PNR course code prefix; required courses are anatomy and physiology, nutrition, general biology, microbiology, and mathematics (Math 101). The specific information for achieving a passing grade is defined in the course syllabus. The course grading requirements are reviewed with students at the beginning of each term and are always visible to the students. A second failure to successfully complete a nursing and/or a required course will result in dismissal from the program except in cases of an approved waiver as outlined below.

A student who fails for the first time to achieve the required 78% passing score in one of the courses listed above may retake the course and petition for a waiver that, when successfully completed as specified below, will exclude the first failing grade from counting towards the two-course failure limit that would result in dismissal from the program.

A student is allowed only one waiver for the aggregate of all required courses in the entire nursing program. The petition must be made in writing and submitted to the Dean of Nursing and the Dean/Director of Education or Campus President jointly for consideration.

When repeating a failed required course under the waiver petition, the following will apply:

- A student who achieves a grade of 83% or higher will pass the course and will not have his or her original failing grade in the class counted towards the two-course failure limit for nursing and required science courses.

- A student who achieves a grade between 78% and 82% (grades are not rounded) will pass the course. However, the original failing grade in the class still counts towards the two-course failure limit. A second failure to successfully complete a nursing and/or a required course will result in dismissal from the program.
- A student who achieves a grade less than 78% will fail the course a second time and will be dismissed from the program.

The privilege to petition a waiver DOES NOT apply to any failing grade in a Nursing course or withdrawal from a required course. Refer to the Withdrawal policy for information on the number of times a student may withdraw from a course while enrolled in a nursing program.

Academic 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.

Students who wish to challenge a decision related to course-specific testing, classroom assignments, classroom policies or grades should first discuss their concerns with their instructor. If the issue is not resolved satisfactorily at that point, the student can bring the issue to the appropriate Dean or Program Director for evaluation. The submission of an Academic Appeal is specifically for a student who has been notified of being dismissed from a program.

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 Select: 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 Select: Dean or designee and Campus President. This meeting will be held within seven calendar days of the Dean receiving the student's written appeal. The student will be notified in writing (via mail and/or email) of the Academic Review Board's decision. The notification will be sent no later than the end of the 3rd business day after the Academic Review Board meeting.

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

Academic Appeals - Nursing

If a nursing student wishes to appeal a dismissal from the program due to a second failure to successfully complete a nursing and/or a required 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. Students who are dismissed for 2 course failures and have their appeal granted to return are not permitted to re-enter in the term immediately following the dismissal. The return will require the student's written agreement to comply with the re-entry requirements.

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.

Withdrawal

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 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 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 Dean of Nursing (for students enrolled in nursing courses), or the Campus President 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 and/or required courses (anatomy and physiology, microbiology, nutrition, general biology, and mathematics (Math 101) 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.

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

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

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

Depending upon his or her overall academic progress in the program, a student who fails the capstone course may be dismissed from the program or may be permitted to retake the capstone course. If a student has had one prior course failure of a required nursing or science course and is in good academic standing, which is based on satisfactory performance in all other courses, attendance and conduct, the student may be permitted to retake the capstone course. A student who has had one prior course failure and is not in good academic standing will be dismissed based on the two-course failure limit for nursing students. A person who is dismissed for academic failure of two nursing (or other required) courses may choose to submit an Appeal. Please refer to the Appeal Policy for additional information.

Withdrawals as a Result of Failure to Attend

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

EFFECTIVE DATE OF WITHDRAWAL

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

If students withdraw without providing written or verbal notice to an authorized program administrator, or if students fail to return from a Leave of Absence, the student will be dismissed effective as of the last day of recorded attendance.

SAP - 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 POLICIES, PAGE 52

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 two or more nursing and/or required courses. The required courses are the anatomy and physiology, microbiology, nutrition, general biology, and Math 101. 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 Student Responsibilities and Standards of Professional Conduct Section, pg. 52

STUDENT APPEAL PROCESS

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

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.

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

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

A student has the right to submit a grievance with respect to:

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

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

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

1. The first step in the process is to address and resolve the dispute with the person involved through discussion. A student with a grievance or complaint needs to communicate their concerns as soon as possible to achieve a resolution in a timely fashion. If the issue cannot be resolved at this level, students have the right to address the issue in writing with the Dean of Education, or the Dean of Nursing (for students enrolled in nursing courses).
2. If the dispute has not been resolved through addressing the Dean Education, or the Dean of Nursing (for students enrolled in nursing courses) the next step is to submit the issue or concern in writing (e-mail) to the Campus President. The written (e-mail) complaint must be submitted within ten calendar days of the incident or notification of termination. The documentation should include a description of the disputed items, the date, or dates when the issue occurred, the reason why the student is requesting a review of the decision and the steps the student has taken to resolve to issue. When submitting the documentation, the student should include the relevant factual evidence, such as evidence of extenuating circumstances. The Campus President will investigate the student's concern, including gathering additional data about the issue or incident as necessary. The Campus President will then convene the Campus Review Committee which will consist of the Campus President and the heads of the relevant departments.

It will be at the discretion of the Campus Review Committee to determine if a meeting with the student is appropriate to address the grievance and develop a plan to achieve a resolution. A response from the Campus Review Committee will be provided to the student within ten calendar days. All decisions will be provided in writing (e-mail) and may be delivered to the student in person if the student is on campus as well as to the student's mailing address (e-mail) of record with acknowledgement of receipt required.

3. If the dispute has not been resolved or if the student is still unsatisfied with the response in Step 2, the student may take a third step and file the appeal to the Regional Vice President of Education Affiliates. This appeal must also be in writing (e-mail) and must be received in the corporate office (5026-D Campbell Boulevard, Baltimore, Maryland 21236) within seven calendar days of being notified of the Campus Review Committee's decision.

The appeal to the Regional Vice President may also be submitted by e-mail. The Regional Vice President will investigate of the issue and will respond to the student within seven calendar days of receiving the escalated grievance. All decisions will be provided in writing (e-mail) and will be delivered to the student in person if the student is on campus and will also be sent to the student's official school e-mail and the mailing address of record with acknowledgement of receipt required.

4. If the dispute has not been resolved (the student is still unsatisfied with the response), the student may submit a request for reconsideration of the decision to the appropriate individual/s (depending on the student's program of study). Non-nursing students will submit the request for reconsideration to the Corporate Vice President (VP) of Education at Education Affiliates and nursing students will submit this request to the Corporate Vice President of Nursing.

This request for reconsideration must be submitted in writing (e-mail) to the appropriate person within ten calendar days of being notified of the Regional Vice President's decision.

The Corporate VP of Education (or Nursing) will conduct his or her own investigation of the issue and will respond to the student within seven calendar days of receiving the request for reconsideration. All decisions will be provided in writing and delivered to the student in person if the student is on campus or to the student's official e-mail address or mailing address of record with acknowledgement of receipt required.

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

The title and address of the state licensing authority are:

State Board of Career Colleges and Schools (SBCCS)

30 East Broad Street, Suite 2481

Columbus, OH 43215

Phone: 614-455-2752 / 877-275-4218; Fax: 614-466-2219

Ohio Department of Higher Education (ODHE)

25 South Front Street Columbus, OH

43215

Phone: 614-466-6000; Fax: 614-466-0388

www.ohiohighered.org

The title and address of the institutional accrediting commission is:

Accrediting Commission of Career Schools and Colleges (ACCSC)

2101 Wilson Boulevard, Suite 302

Arlington, VA 22201

Phone: 703-247-4212

www.accsc.org

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>.

The title and address of the programmatic accrediting agencies are:

Accrediting Commission for Education in Nursing (ACEN)

3343 Peachtree Road NE, Suite 850

Atlanta, GA 30326

Phone: 404-975-5000

www.acenursing.org

The title and address of the programmatic state licensing commission is:

Ohio Board of Nursing (OBN)

17 South High Street, Suite 400

Columbus, OH 43215-7410

Phone: 614-466-3947; Fax: 614-466-0388

www.nursing.ohio.gov

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

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

MANDATORY ARBITRATION AND CLASS ACTION WAIVER

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

Fortis College cannot and does not require any applicant who enrolls and borrows under a federal student loan program to submit to arbitration or any institutional dispute-resolution process prior to filing any borrower defense to repayment that a borrower may claim.

Further, Fortis College cannot and does not in any way require a student to limit, relinquish, or waive the ability to file a borrower defense claim at any time. Any mandatory arbitration proceeding tolls the limitations period for filing a borrower defense to repayment claim.

Fortis College

CATALOG ADDENDUM

Addendum to catalog: 2021 – 2022 Catalog 12/8/2021, Volume 1 Version 3

Effective date: 4/1/2022

Fortis College reserves the right to make changes within the terms of the catalog, which may affect any of the information published, and to make such changes, by notifying individual students. As such changes may occur, these will be published in a catalog addendum, which is intended as, and is to be regarded as, an integral part of this catalog. Information presented in this addendum is meant to supersede language presented in the catalog.

TUITION AND FEES, PAGE 43

The following information applies to all students who enroll for start dates April 1, 2022 and later.

RESIDENTIAL PROGRAMS	TUITION	ADMIN & TECH FEE	SCRUBS / UNIFORMS	STUDENT KIT	CERTIFICATION / LICENSURE EXAM	BACKGROUND CHECK	TEXTBOOKS	E-BOOKS	LAPTOP COMPUTER (HYBRID ONLY)	TOTAL COST
DIPLOMA PROGRAMS										
DENTAL ASSISTING (HYBRID)	\$18,968	\$203	\$72	\$410	\$375	\$0	\$397	\$101	\$320	\$20,846
ELECTRICAL AND ELECTRONIC SYSTEMS TECHNICIAN	\$14,031	\$100	\$54	\$350	\$0	\$0	\$1,332	\$0	\$0	\$15,867
FACILITIES MAINTENANCE	\$14,118	\$100	\$54	\$524	\$0	\$0	\$1,572	\$0	\$0	\$16,368
HEATING, VENTILATING, AIR CONDITIONING & REFRIGERATION	\$18,350	\$100	\$72	\$754	\$25	\$0	\$432	\$0	\$320	\$20,053
MEDICAL ASSISTING (HYBRID)	\$15,564	\$178	\$54	\$34	\$132	\$0	\$442	\$101	\$320	\$16,825

NURSING PROGRAMS	TUITION	ADMIN & TECH FEE	REFERENCE BOOKS	STUDENT KIT	SCRUBS / UNIFORMS	TEXTBOOKS	E-BOOKS	BACKGROUND CHECK	DRUG TEST	CERTIFICATION / LICENSURE EXAM	LAPTOP COMPUTER (HYBRID ONLY)	TOTAL COST
*PRACTICAL NURSING DIPLOMA (HYBRID)	\$22,714	\$325	\$369	\$127	\$90	\$558	\$138	\$43	\$38	\$200	\$470	\$25,072
**ASSOCIATE DEGREE IN NURSING (HYBRID) FULL-TIME	\$46,402	\$520	\$533	\$140	\$144	\$1,080	\$583	\$43	\$38	\$200	\$470	\$50,153
**ASSOCIATE DEGREE IN NURSING (HYBRID) PART-TIME	\$46,402	\$780	\$533	\$140	\$216	\$1,080	\$583	\$43	\$38	\$200	\$470	\$50,485

*The tuition charge each quarter is based on a per credit hour rate of \$277 per credit.

**The tuition charge each quarter is based on a per credit hour rate of \$557 for Nursing Courses and \$307 for Science Courses and \$150 for Gen Ed Courses

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.

BOOKS AND EQUIPMENT RETURN POLICY, PAGE 43

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

ASSOCIATE DEGREE PROGRAMS, PAGE 26

NURSING

Length: 1500 Contact Hours / 96 Instructional Weeks / 144 Instructional Weeks (Flex Program Option) Length in Months: 24 / Quarters: 8* (Full-Time), 36 mo. (Flex Program Option) *Based on full-time enrollment	Program Quarter Credits: 106
Credential Awarded: Associate of Applied Science	Mode of Delivery: Hybrid. Courses delivered on-line are identified below; all other courses are offered in a traditional on-campus (residential) mode of delivery.

Clinical times may start as early as 6:00 am and end as late as 11:00 pm and may require an occasional Saturday or Sunday.

OBJECTIVE

As the U.S. population ages, the need for more health care providers, at all levels, continues to increase and this program, aided by its advisory group, provides trained resources for the health care organizations that are meeting the needs of an increasing populations of older Americans, locally and across the country.

DESCRIPTION

The Nursing program consists of courses, labs, and clinical experiences that should be taken in sequence, according to the curriculum plan. Material learned in the classroom is practiced in the laboratory and applied to the care of patients in the clinical setting. Pharmacology, growth and development, nutrition, and nursing principles and skills are integrated into all nursing courses.

STUDENT LEARNING OUTCOMES - ASSOCIATE DEGREE IN NURSING PROGRAM

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

Upon graduation, the graduate is eligible to apply to take the National Council Licensure Examination (NCLEX-RN), passage of which is required to obtain a license to practice nursing in the state of Ohio. Eligibility requirements to sit for the NCLEX-RN and obtain licensure in Ohio are found in the July 1, 2016 catalog supplement immediately following the Index or the last addendum to this Catalog.

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

PLAN OF STUDY

Course Code	Course Title	Clock Hours	Credit Hours
AHP216	Anatomy and Physiology I	80	6.0***
AHP217	Anatomy and Physiology II	80	6.0
BIO101*^	General Biology	60	5.0
BIO205*^	Microbiology	60	4.0
CMP105*^	Introduction to Informatics**	20	2.0***
COM205*	Effective Communication**	40	4.0
ENG101*	English Composition**	40	4.0
MAT101*	College Mathematics**	40	4.0
NUR100	Pharmacology	50	5.0
NUR101	Health Assessment	50	4.0
NUR104	Foundations of Nursing	150	8.0***
NUR201	Medical-Surgical Nursing I	180	9.0
NUR202	Maternal-Newborn Nursing****	60	4.0
NUR203	Pediatric Nursing****	60	4.0
NUR204	Leadership and Management**	20	2.0
NUR206	Community Nursing Concepts**	20	2.0
NUR208	Mental Health Nursing****	60	4.0
NUR209	Medical-Surgical Nursing II	160	8.0
NUR210	Transition to Practice-Capstone	120	6.0
PSY101*	General Psychology**	40	4.0
PSY278*^	Human Growth and Development**	40	4.0***
SCI115*^	Fundamentals of Human Nutrition**	30	3.0***
SOC101*	Sociology**	40	4.0

*General education/other related courses

*^ General education – Science courses

**Online delivery

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

****Blended delivery

Schedule

Morning: 9:00 a.m. – 5:00 p.m. Monday through Friday and Evening: 5:00 p.m. – 11:00 p.m. Monday through Friday.

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

Fortis College

CATALOG ADDENDUM

Addendum to catalog: 2021-2022 Catalog 12/8/2021, Volume 1, Version 4

Effective date: 4/7/2022

Fortis College reserves the right to make changes within the terms of the catalog, which may affect any of the information published, and to make such changes, by notifying individual students. As such changes may occur, these will be published in a catalog addendum, which is intended as, and is to be regarded as, an integral part of this catalog. Information presented in this addendum is meant to supersede language presented in the catalog.

FACILITIES MAINTENANCE PROGRAM

Effective 2/6/2022, the campus is no longer enrolling in the Facilities Maintenance program.

STAFF AND FACULTY, PAGE 83-102

MANAGEMENT/ADMINISTRATIVE STAFF

Campus President	Christopher Nickell
Director of Institutional Effectiveness and Compliance	LaRee Pingatore
Director of Administration	Jane Leiker
Business Office Administrator	William Autrey
Registrar (Hybrid)	Andrea Behr
Registrar (Residential)	Heather Uhde
Nursing Office Manager	Joan Hannigan
Nursing Administrative Assistant	Kaneesha Morales
Academic Coach/Nursing Advisor	Benita Woodgeard
Hybrid Coordinator	DeAndrea Hattabaugh
Student Success Coordinator	Tiffany Block
IT Support Staff	Gary Jones
Compliance Assistant – Online/Hybrid	Autumn Harvey
Administrative Assistant – Online/Hybrid	Brandi Rennick
Receptionist	Roxanne Gross
Receptionist	Marilee Caperton
Facilities Maintenance	David Haywood

ADMISSIONS

Director of Admissions	Matthew Wallace
Admissions Representative	Angela Elchert
Admissions Representative	Emily Maggard
Admissions Representative	Randy Rogers

CAREER SERVICES

Director of Career Services	Amanda Doughty
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FINANCIAL AID

Senior Director of Financial Aid
Assistant Director of Financial Aid
Financial Aid Officer
Financial Aid Officer

Rachel Karmon
Deanne Foster
Britni Bastin
Deborah Voskuhl

ONLINE

Director of Student Services
Lead Online Advisor
Online Advisor
Online Advisor
Online Advisor
Online Advisor

Michael Rusk
Stefany Basich
Alexis Burton
Barbara Chandler
Leslie Hernandez
Christina Murray

ACADEMIC LEADERSHIP

DEAN OF EDUCATION

Lisa Mays

Master of Arts, Educational Leadership, Argosy University, Chicago, IL
Bachelor of Science, Healthcare Management, Franklin University, Columbus, OH

ASSOCIATE DEAN OF EDUCATION – ONLINE/HYBRID

Michel Calendine

Doctor of Education, Adult Education, Penn State University, State College, PA
Master of Education, Education Leadership, Argosy University, Seattle, WA
Graduate Coursework, Old Dominion University, Norfolk, VA
Bachelor of Science, Exercise Science, The University of Toledo, Toledo, OH

DEAN OF NURSING

Tracey Mastin

Master of Science, Nursing, Walden University, Minneapolis, MN
Associate of Applied Science, Nursing, Sinclair Community College, Dayton, OH

ASSISTANT DEAN OF NURSING

Tara Garrett

Master of Science, Nursing, Capella University, Minneapolis, MN
Associate of Science, Nursing, Fortis College, Centerville, OH
Practical Nursing, Fortis College, Centerville, OH

PROGRAM DIRECTOR OF THE MEDICAL ASSISTING PROGRAM:

Stacey Frazho

Diploma, Medical Assistant, Concorde Career Institute, Tampa, FL

PROGRAM DIRECTOR OF THE TRADE PROGRAMS:

HEATING, VENTILATING, AIR CONDITIONING, AND REFRIGERATION / ELECTRICAL AND ELECTRONIC SYSTEMS TECHNICIAN

Mathew Carpenter

Vocational HVACR coursework, Secondary School, Cedarville, OH

PROGRAM DIRECTOR OF THE DENTAL ASSISTING PROGRAM:

Kaleigh Hill

Diploma, Dental Assisting, Fortis College, Centerville, OH

LEARNING RESOURCE CENTER

LEARNING RESOURCE CENTER MANAGER

Kenneth "Will" Staub

Master of Library Science in Library Sciences, Information and Library Science, Clarion University, Clarion, PA
Bachelor of Science, Integrative Studies: Library and Information Studies, Clarion University, Clarion, PA

FACULTY

RESIDENTIAL

GENERAL EDUCATION

Louai Al-Samkari (Part-Time)

Doctor of Chiropractic, National University of Health Sciences, Seminole, FL
Bachelor of Science, Education, University of Cincinnati, Cincinnati, OH

Jacob Frazier (Full-Time)

Master of Science in Physiology of Exercise, Ohio University, Athens, OH

Randall Marshall (Part-Time)

Master of Science, Biological Sciences, University of Cincinnati, Cincinnati, OH
Bachelor of Science, Biological Sciences, University of Cincinnati, Cincinnati, OH
Associate of Arts, Natural Sciences, University of Cincinnati, Cincinnati, OH

Allison Nawman (Part-Time)

Master of Education, Curriculum & Instruction, The University of Texas at El Paso, El Paso, TX
Bachelor of Science, Biological Sciences, The University of Texas at El Paso, El Paso, TX

DENTAL ASSISTING

Kaleigh Hill (Full-Time)

Diploma, Dental Assisting, Fortis College, Centerville, OH

Holly Nelson (Part-Time)

Certificate, Dental Assisting, MVCTC(JVC), Clayton, OH

ELECTRICAL AND ELECTRONIC SYSTEMS TECHNICIAN

Daniel Scott (Part-Time)

Aviation Electronics Technician, United States Navy

HEATING, VENTILATING, AIR CONDITIONING & REFRIGERATION

Mathew Carpenter (Full-Time)

Vocational HVACR coursework, Secondary School, Cedarville, OH

Michaela Depoyster (Part-Time)

Diploma, Heating, Ventilating, Air Conditioning, and Refrigeration,
Fortis College, Centerville, OH

Andrew Godby (Part-Time)

College coursework, HVACR, Sinclair Community College, Dayton, OH

Robert Suman (Part-Time)

Diploma, Senior Electronics Technologist, Arizona Tech, Phoenix, AR
Certificate, R-410A Refrigerant, Corken Steel Products, Dayton, OH
Certificate, Air Conditioning & Heating, Montgomery Country Joint Vocatioal School, Clayton, OH

Dale Watson (Part-Time)

Certificate, HVAC, Greene County Career Center, Xenia, OH

MEDICAL ASSISTING

Nickole Temple (Part-Time)

Associate of Applied Science, Medical Assistant Tech, Sinclair Community College, Dayton, OH

NURSING

Angel Beasley (Full-Time)

Bachelor of Science, Nursing, Wright State University, Dayton, OH

Tammy Burns (Full-Time)

Bachelor of Science, Nursing, Berea College, Berea, KY

Marilyn Conner (Full-Time)

Master of Science, Nursing Education, Wright State University, Dayton, OH
Bachelor of Science, Nursing, Wright State University, Dayton, OH
Associate of Science, Nursing, Sinclair Community College, Dayton, OH

Becky Coons (Part-Time)

Master of Science, Nursing, Child & Adolescent Health, Wright State University, Dayton, OH
Bachelor of Science, Nursing, Wright State University, Dayton, OH

Rhonda Davis (Part-Time)

Basachelor of Science, Nursing, Galen College of Nursing, Louisville, KY
Associate of Applied Science, Galen College of Nursing, Louisville, KY

Tara Garrett (Full-Time)

Master of Science, Nursing, Capella University, Minneapolis, MN
Associate of Science, Nursing, Fortis College, Centerville, OH
Practical Nursing, Fortis College, Centerville, OH

Katie Krisher (Part-Time)

Master of Science in Nursing/Master of Health Administration, University of Phoenix, Phoenix, AZ
Bachelor of Science, Nursing, Wright State University, Dayton, OH

Casey Lakes (Part-Time)

Bachelor of Science, Nursing, Indiana Wesleyan University, Marion, IN
Associate of Science, Nursing, Fortis College, Centerville, OH
Diploma, Practical Nursing, Fortis College, Centerville, OH

Julia LeDuc (Full-Time)

Master of Science, Business, Organizational Management, University of Laverne, Laverne, CA
Bachelor of Science, Nursing, Humboldt State University, Arcata, CA

Tiffany Losekamp (Part-Time)

Master of Science, Nursing, University of Phoenix, Cincinnati, OH

Bachelor of Science, Nursing, University of Cincinnati, Cincinnati, OH

Jade Martin (Full-Time)

Bachelor of Science, Nursing, Wright State University, Dayton, OH

Babu Paul (Full-Time)

Master of Science, Nursing Education, Wright State University, Dayton, OH

Bachelor of Science, Nursing, Wright State University, Dayton, OH

Anita Schilling (Full-Time)

Master of Science, Nursing, Indiana Wesleyan University, Marion, IN

Bachelor of Science, Nursing, Franklin University Columbus, OH

Susan Webb (Full-Time)

Master of Science in Nursing, Nursing Education, Indiana Wesleyan University, Marion, IN

Bachelor of Science, Nursing, Indiana Wesleyan University, Marion, IN

Benita Woodgeard (Full-Time)

Master of Science, Nursing-Education, American Sentinel College of Nursing & Health Sciences, Waterbury CT

ONLINE

Instructors who teach online courses within a hybrid program.

ALLIED HEALTH

Richard Alexander (Part-Time)

Master of Physical Therapy, Southwest Baptist University, Bolivar, MO

Edith Algieri (Part-Time)

Master of Science, Nursing Education, American Sentinel University, Denver, CO

Bachelor of Science, Nursing, American Sentinel University, Denver, CO

Associate of Science, Dental Hygiene, St. Petersburg College, St. Petersburg, FL

Associate of Science, Nursing, Fortis College, Largo, FL

Karen Amascato (Part-Time)

Master of Arts, Human Resources, Ottawa University, Ottawa, KS

Bachelor of Arts, Human Resources, Ottawa University, Ottawa, KS

Carley Arends (Part-Time)

Bachelor of Arts, Communication Studies, California State University, Long Beach, CA

Certified Medical Assistant

Folashade Ayanwale (Part-Time)

Master of Arts, Health Studies, The University of Alabama, Tuscaloosa, AL

Bachelor of Arts, Psychology, The University of Alabama, Tuscaloosa, AL

Anna Bennett (Part-Time)

Master of Healthcare Administration, Health Information Management, Concordia University Nebraska, Seward, NE

Registered Medical Assistant

Carol Carmien (Part-Time)

Doctor of Chiropractic, Palmer College of Chiropractic, Davenport, IA

Master of Science, Human Anatomy and Physiology Instruction, New York Chiropractic College, Seneca Falls, NY

Kizzy Carr (Part-Time)

Associate of Science, Health Administration Services, Colorado Technical University, Colorado Springs, CO

Diploma, Medical Assisting, Everest Institute, Dearborn, MI,

Kevin Curtain (Part-Time)

Doctor of Chiropractic, National University of Health Sciences, Lombard, IL

Bachelor of Science, Human Biology, National University of Health Sciences, Lombard, IL

Michele Distler (Part-Time)

Master of Business Administration, University of South Florida, Tampa, FL

Master of Science, Nursing, Rasmussen University, Bloomington, MN

Bachelor of Science, Nursing, University of South Florida, Tampa, FL

Heather Dyke (Part-Time)

Master of Science, Nursing, Capella University, Dallas, TX

Bachelor of Science, Nursing, Clarion University, Clarion, PA

Associate in Science, Nursing, Mercyhurst University, Erie, PA

Constance Elam (Part-Time)

Master of Science in Pharmacy, Pharmaceutical Sciences, University of Florida, Gainesville, FL

Bachelor of Science, Applied Science, University of South Florida, Tampa, FL

Associate of Science, Nursing, Orlando Medical Institute, Orlando, FL

Stephanie Egleston (Part-Time)

Doctor of Philosophy in Psychology, General Psychology, Northcentral University, La Jolla, CA

Master of Science, Psychology, University of Phoenix, Phoenix, AZ

Master of Science, Administration of Justice and Security, University of Phoenix, Phoenix, AZ

Bachelor of Science, Criminal Justice Administration, University of Phoenix, Phoenix, AZ

Associate of Arts, General Studies, University of Phoenix, Phoenix, AZ

Associate of Science, Healthcare Management, Ultimate Medical Academy Online, Tampa, FL

Associate of Science, Health and Human Services, Ultimate Medical Academy Online, Tampa, FL

Registered Medical Assistant

Sara Evans (Part-Time)

Master of Health Administration, University of Phoenix, Phoenix, AZ

Bachelor of Science, Health Information Systems, University of Phoenix, Phoenix, AZ

Brandy Ferrara (Part-Time)

Doctor of Chiropractic, National University of Health Sciences, Lombard, IL

Bachelor of Science, Human Biology, National University of Health Sciences, Lombard, IL

Bachelor of Arts, Biological Sciences, University of Wisconsin, Milwaukee, WI

Angela Fleming (Part-Time)

Master of Arts, Management & Leadership, Webster University, St. Louis, MO

Don Garrett (Part-Time)

Doctor of Health Sciences, A.T. Still University, Mesa, AZ

Master of Science, Exercise & Movement Science, University of Oregon, Eugene, OR

Bachelor of Science, Exercise and Sport Science, Colorado State University, Fort Collins, CO

Sheryona Green-Owusu (Part-Time)

Doctor of Chiropractic, Life University, Marietta, GA
Bachelor of Science, Biology, Life University, Marietta, GA

Melinda Hannaford (Part-Time)

Associate of Science, Medical Assistant, Virginia College, Fort Pierce, FL

Leonard Hardy (Part-Time)

Master of Science, Exercise Science & Health Promotion, California University of Pennsylvania, California, PA
Bachelor of Science, Sport Management, California University of Pennsylvania, California, PA

Kim Haughton (Part-Time)

Bachelor of Science, Nursing, Texas Woman's University, Denton, TX
Bachelor of Science, Bio Science: Premed Professional, Florida Atlantic University, Boca Raton, FL
Associate of Science, Nursing, Broward College, Weston, FL

Omar Haye (Part-Time)

Master of Science, Oriental Medicine, Florida College of Integrative Medicine, Orlando, FL
Bachelor of Science, Environmental Science & Policy, University of South Florida, Tamps, FL

Taylor Hendricks (Part-Time)

Bachelor of Medical Science, Radiological Tech, Emory University, Atlanta, GA
Associate in Applied Science, Radiological Technology, Greenville Technical College, Greenville, SC

Robert Heriveaux (Part-Time)

Master of Business Administration, Health Administration, Eastern University, St. Davids, PA

Juanita Hester (Part-Time)

Master of Science, Nursing, Walden University, Minneapolis, MN

Shirelle Kemp (Part-Time)

Master of Education, Career & Technical Education, Concordia University, Seward, NE
Bachelor of Science, Allied Health, Wingate University, Wingate, NC

Julie Krantz (Part-Time)

Bachelor of Science, Healthcare Management, Rasmussen University, Bloomington, MN
Associate of Science, Pharmacy Technician, Southern Technical College, Tamps, FL
Diploma, Medical Assisting, Southern Technical College, Tamps, FL

Shreya Lui (Part-Time)

Doctor of Medicine, Medical University of Lublin, Lublin, Poland
Bachelor of Psychology, Rutgers University, Newark, NJ
Certified Clinical Medical Assistant, National Healthcareer Association

Lindsey Mannelin (Part-Time)

Master of Education, Health, Chatham University, Pittsburgh, PA
Bachelor of Science, Radiologic Sciences, AdventHealth University, Orlando, FL
Associate of Science, Radiography, Rochester Community College, Rochester, MN

April McCullum (Part-Time)

Doctor of Chiropractic, Sherman College of Chiropractic, Boiling Springs, SC
Bachelor of Science, Social Sciences, Kansas State University, Manhattan, KS
Associate of Arts, Liberal Arts/Pharmacy, Gulf Coast State College, Panama City, FL

Shawn Molnar (Part-Time)

Associate in Science, Applied Management, Everest University, Orlando, FL
Diploma, Medical Assisting, Bryman College, Orange, CA

Michelle Morris (Part-Time)

Associate in Science, Health Information Management, Indian River State College, Fort Pierce, FL

April Mumpfield (Part-Time)

Associate of Science, Healthcare Reimbursement, Virginia College, Birmingham, AL

Formichael Nelson (Part-Time)

Associate in Science, General Education, Bishop State Community College, Mobile, AL
Diploma, Medical Assistant, Fortis College, Mobile, AL

Lida Ortiz Part-Time)

Doctor of Philosophy, Instructional Design and Technology, Keiser University, Fort Lauderdale, FL
Master of Education, Allied Health Teaching and Leadership, Keiser University, Fort Lauderdale, FL
Bachelor of Science, Health Sciences, Keiser University, Fort Lauderdale, FL
Diploma, Medical Assistant, Concorde Career Institute, Miramar, FL

Jessica Pagan (Part-Time)

Doctor of Chiropractic, New York Chiropractic College, Seneca Falls, NY
Bachelor of Science, Athletical Therapy, University of Puerto Rico, Ponce, P.R.

Charlkesha Rahming (Part-Time)

Master of Science, Biomedical Sciences, Liberty University, Lynchburg, VA

Lisa Roberts (Part-Time)

Master of Science, Health Services Management, Argosy University, Phoenix, AZ
Bachelor of Science, Business/Management and Leadership, Capella University, Dallas, TX
Associate of Applied Science, Medical Assistant Tech, Sinclair Community College, Dayton, OH

Stephanie Russell (Part-Time)

Master of Health Administration, University of Pheonix, Phoenix, AZ
Bachelor of Science, Health Adminiistration, University of Pheonix, Phoenix, AZ

Yvonne Salmeron (Part-Time)

Bachelor of Sceince, Health Care Administration, Brookline College, Phoenix, AZ

Dana Sawyer (Part-Time)

Master of Science, Nursing Education, American Sentinel University, Denver, CO
Bachelor of Science, Nursing, American Sentinel University, Denver, CO
Doctor of Nursing Practice, Educationl Leadership, American Sentinel University, Denver, CO
Associate of Applied Science, Nursing, Heartland Community College, Normal, IL

Tonya Smith (Part-Time)

Doctor of Nursing Practice, Ohio University, Athens, OH
Master of Science, Nursing, Indiana Wesleyan University, Marion, IN
Bachelor of Science, Nursing, Indiana Wesleyan University, Marion, IN
Associate of Applied Science, Nursing, Clark State Community College, Springfield, OH

Regina Shelton (Part-Time)

Master of Business Administration, Health Care Administration, National American University, Rapid City, SD
Master of Management, National American University, Rapid City, SD

Diploma, Medical Assisting, Everest College, Renton, WA

Isabelle Tardiff (Part-Time)

Doctor of Osteopathic Medicine, Osteopathic Medicine, Nova Southeastern University, Fort Lauderdale, FL
Bachelor of Arts, Chemistry, Florida Atlantic University, Boca Raton, FL

Sean Thompson (Part-Time)

Doctor of Chiropractic, Cleveland Chiropractic College, Los Angeles, CA

Simone Vorters (Part-Time)

Associate Degree, AHT Medical Assistant, Pennsylvania Institute of Technology, Philadelphia, PA
Certificate, SPP Medical Assistant Pennsylvania Institute of Technology, Philadelphia, PA

Zahra Weaver (Part-Time)

Doctorate in Physical Therapy, University of South Florida, Tampa, FL
Master of Health Services Administration, Florida International University, Miami, FL
Bachelor of Science, Physical Therapy, Florida International University, Miami, FL

Tiffany Williams (Part-Time)

Doctor of Chiropractic, Parker University, Dallas, TX
Bachelor of Science, Kinesiology & Exercise Science, Florida State University, Tallahassee, FL

Sonia Wright (Part-Time)

Master of Science in Nursing, Family Nurse Practitioner, Graceland University, Lamoni, IA
Bachelor of Science, Nursing, Washington State University, Pullman, WA
Associate of Arts & Sciences, Nursing, Clark College, Vancouver, WA

GENERAL EDUCATION

Christopher Anderson (Part-Time)

Master of Arts in Education, Science/Mathematics, Chadron State College, Chadron, NE
Bachelor of Science, Exercise & Sports Science, Texas State University, San Marcos, TX

Noura Badawi (Part-Time)

Master of Arts, Teaching of English, Teachers College Columbia University, New York, NY
Bachelor of Arts, English Education, Siena College, Loudonville, NY

Trenaye Bailey (Part-Time)

Master of Arts, Communications, University of Alabama at Birmingham, AL
Bachelor of Arts, Business, Faulkner University, Montgomery, AL

Brenda Bennett (Part-Time)

Master of Library Sciences, American Culture, University of Michigan-Flint, Flint, MI
Master of Arts, Applied Communication, University of Michigan-Flint, Flint, MI
Bachelor of Arts, Social Sciences, University of Michigan-Flint, Flint, MI

Nancy Berger (Part-Time)

Master of Arts, English Rhetoric and Composition, University of Central Florida, FL
Bachelor of Science, English Language Arts Education, University of Central Florida, FL

Christopher Bevard (Part-Time)

Master of Arts, English/Writing, Western Illinois University, Macomb, IL
Bachelor of Arts, English, Southeastern Louisiana University, Hammond, LA

Rosie Branciforte (Part-Time)

Doctor of Education, University of Central Florida, Orlando, FL

Master of Science, Reading, University of Bridgeport, Bridgeport, CT

Tawny Brown (Part-Time)

Master of Arts, Sociology, Lincoln University, Jefferson City, MO

Bachelor of Arts, Political Science, Lincoln University, Jefferson City, MO

Shalon Bull (Part-Time)

Master of Science, Food Science and Human Nutrition, University of Florida, Gainesville, FL

Bachelor of Science, Food Science and Human Nutrition, University of Florida, Gainesville, FL

Andrea Constantine (Part-Time)

Master of Arts, Sociology, Arizona State University, Tempe, AZ

Bachelor of Arts, Psychology, Arizona State University, Tempe, AZ

Nicole Crook (Part-Time)

Master of Arts, Sociology, Arizona State University, Tempe, AZ

Master of Arts, Education, Claremont Graduate University, Claremont, CA

Bachelor of Arts, Social Sciences, Washington State University, Pullman, WA

Associate of Arts, General Liberal Arts & sciences, Ventura County Community College, Ventura, CA

Eric Cummings (Part-Time)

Master of Humanities, Humanities English, Tiffin University, Tiffin, OH

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Doctor of Philosophy, Counseling Psychology, Western Michigan University, Kalamazoo, MI

Master of Arts, Behavioral Science – Psychology, University of Houston, Houston, TX

Bachelor of Arts, English Psychology, Houston Baptist University, Houston, TX

Psychologist's License, State of Michigan

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Master of Arts, Communication, University of South Alabama, Mobile, AL

Bachelor of Arts, Communication / Broadcast Journalism, University of South Alabama, Mobile, AL

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Master of Arts, Communication Arts, Austin Peay State University, Clarksville, TN

Master of Science, General Psychology, Capella University, Minneapolis, MN

Bachelor of Science, Mass Communication, Middle Tennessee State University, Murfreesboro, TN

Bachelor of Science, Psychology, Middle Tennessee State University, Murfreesboro, TN

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Doctor of Education, Educational Leadership, Nova Southeastern University, Fort Lauderdale, FL

Master of Arts, English Education, Olivet Nazarene University, Kanakee, IL

Bachelor of Arts, Speech, Olivet Nazarene University, Kanakee, IL

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Master of Arts, Psychology, University of South Florida, Tampa, FL

Bachelor of Arts, Psychology, University of South Florida, Tampa, FL

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Doctor of Philosophy, Education/Mathematics Education, University of the Incarnate Word, San Antonio, TX
Master of Arts in Teaching, Elementary Education, Trinity University, San Antonio, TX
Bachelor of Arts, Humanities, Trinity University, San Antonio, TX

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Master of Arts, Communication, University of Dayton, Dayton, OH
Bachelor of Science, Communication, Ohio University, Athens, OH

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Doctor of Philosophy, Sociology/Educational Leadership/ Administration & Reading Comprehension, Union Institute and University, Cincinnati, OH
Master of Arts, Sociology, Georgia State University, Atlanta, GA

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Master of Science, Dietetics and Nutrition, Florida International University, Miami, FL
Bachelor of Science, Dietetics and Nutrition, Florida International University, Miami, FL
Dietitian/Nutritionists License, State of Florida

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Master of Arts, Psychology, California State University, Fullerton, CA
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Master of Business Administration, University of Phoenix, Phoenix, AZ
Graduate Coursework, University of Central Florida, Orlando, FL
Bachelor of Arts, English Language & Literature, Florida State University, Tallahassee, FL

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Doctor of Philosophy, Clinical Psychology/Forensic Psychology, Carlos Albizu University, Miami, FL
Master of Science, Psychology, Carlos Albizu University, Miami, FL
Bachelor of Arts, Psychology, Florida Atlantic University, Boca Raton, FL
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Master of Science, Mathematics, University of Louisiana Lafayette, Lafayette, LA
Bachelor of Science, Mathematics, University of Louisiana Lafayette, Lafayette, LA

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Master of Arts, English, The University of South Dakota, Vermillion, SD
Bachelor of Arts, English & Anthropology, The University of South Dakota, Vermillion, SD

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Master of Arts, English as a Second Language, University of California, Los Angeles, CA
Master of Arts, French, Middlebury College, Middlebury, VT

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Master of Arts, Sociology, Temple University, Philadelphia, PA

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Master of Arts, Family and Consumer Sciences, Appalachian State University, Boone, NC
Bachelor of Science, Human Ecology, The University of Tennessee Knoxville, Knoxville, TN

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Master of Arts, Sociology, St. Johns University, Queens, NY
Bachelor of Arts, Administrative Studies, St. Johns University, Queens, NY

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Master of Science, Clinical Nutrition / Dietetics, The University of Alabama at Birmingham, Birmingham, AL
Bachelor of Science, Nutrition & Dietetics, Auburn University, Auburn, AL
Certificate, Clinical Nutrition/Dietetics, The University of Alabama at Birmingham, Birmingham, AL

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Doctor of Education, Organizational Leadership, Nova University, Fort Lauderdale, FL
Master of Science, Mathematics, University of Central Florida, Orlando, FL

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Master of Arts, Sociology, University of Colorado (Colorado Springs), Colorado Springs, CO
Bachelor of Science, Individualized Degree Program, Metropolitan State University of Denver, Denver, CO

Joris Kwakye (Part-Time)

Master of Science, Mathematics, Clark Atlanta University, Atlanta, GA

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Master of Arts in Education, Health Education, University of Alabama at Birmingham, Birmingham, AL
Bachelor of Science, Nutrition and Food Science, Nutrition Diet, Auburn University, Auburn, AL
Registered Dietician, State of Alabama

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Doctor of Medicine, Medical University of Lublin, Lublin, Poland
Bachelor of Psychology, Rutgers University, Newark, NJ
Certified Clinical Medical Assistant, National Healthcareer Association

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Master of Science, in Counseling/Psy, Social Services Counseling, Troy University, Troy, AL
Master of Science, Intern Relations/National, Troy University, Troy, AL
Bachelor of Science, Psychology, Troy University, Troy, AL

Catherine Mantle (Part-Time)

Master of Arts, Communication, West Texas A&M University, Canyon, TX

Denise McCaffrey (Part-Time)

Master of Science, Nutrition and Integrative Health, Maryland University of Integrative Health, Laurel, MD
Bachelor of Science, Environmental Studies, San Jose State University, San Jose, CA

Mary McGee (Part-Time)

Master of Education, Curriculum and Instruction, Doane College, Crete, NE
Master of Science, Mathematics, University of Nebraska at Omaha, Omaha, NE
Bachelor of Arts, Mathematics, Doane College, Crete, NE

Amanda Neuman (Part-Time)

Master of Arts, SCDA, Interpersonal and Public Communications, Central Michigan University, Mt. Pleasant, MI

Bachelor of Arts, Psychology, Saginaw Valley State University, University Center, MI

Kelly Nuckolls (Part-Time)

Master of Science, Family and Consumer Sciences, Eastern Illinois University, Charleston, IL

Nicole Pleasant (Part-Time)

Master of Arts, Psychology, The University of Arizona Global Campus, San Diego, CA

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Masters in Psychology, American Public University System, Charles Town, WV

Bachelor of Science, Psychology, University of Central Florida, Orlando, FL

Ileana Roiz-Felipe (Part-Time)

Doctorate of Education, Educational Leadership, Argosy University, Sarasota, FL

Master of Science, I/O, Psychology, Carlos Albizu University, Miami, FL

Bachelor of Science, Psychology, Carlos Albizu University, Miami, FL

Ethan Ross (Part-Time)

Master of Fine Arts, Creative Writing, Old Dominion University, Norfolk, VA

Bachelor of Arts, English-Writing, Spring Arbor University, Spring Arbor, MI

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Master of Science, Psychology, Auburn University at Montgomery, Montgomery, AL

Bachelor of Arts, Psychology, University of Montevallo, Montevallo, AL

Shawn Shavers-Sublett (Part-Time)

Doctor of Education, Curriculum & Instruction, Texas Southern University, Houston, TX

Master of Arts, Sociology, Texas Southern University, Houston, TX

Master of Education, Educational Administration, Grand Canyon University, Phoenix, AZ

Master of Education, Special Education, Grand Canyon University, Phoenix, AZ

Bachelor of Science, Criminal Justice, University of Northern Texas, Denton, TX

Diana Simon (Part-Time)

Master of Science, Nutrition and Food Sciences, Montclair State University, Montclair, NJ

Bachelor of Arts, Psychology, William Peterson University, Wayne, NJ

Certificate, American Dietetic Association, Montclair State University, Montclair, NJ

Patrick Smith (Part-Time)

Doctor of Philosophy, Psychology, Capella University, Minneapolis, MN

Brian Stark (Part-Time)

Doctor of Education, Educational Leadership, College of Saint Mary, Omaha, NE

Master of Arts, Mathematics, Aurora University, Aurora, IL

Brian Steinberg (Part-Time)

Master of Arts in Education, Postsecondary Education: Student Affairs, University of Northern Iowa, Cedar Falls, IA

Bachelor of Science, Earth Science, Central Michigan University, Mount Pleasant, MI

Certificate, Human Services, Capella University, Minneapolis, MN

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Master of Science, Innovative Teach/Mathematics, Nova Southeastern University, Fort Lauderdale, FL

Bachelor of Science, Math, Nova Southeastern University, Fort Lauderdale, FL

Lauren Tucker (Part-Time)

Master of Arts, Human Services: Marriage and Family, Liberty University, Lynchburg, VA
Bachelor of Science, Psychology, Longwood University, Farmville, VA

Jordan Vosmik (Part-Time)

Doctor of Philosophy, Psychology, Arizona State University, Tempe, AZ
Master of Arts, Psychology, Arizona State University, Tempe, AZ

Joseph Williams (Part-Time)

Master of Divinity, Divinity, Andrews University, Berrien Springs, MI
Master of Arts, Communication, Grand Canyon University, Phoenix, AZ
Master of Science, Sociology, Grand Canyon University, Phoenix, AZ

Kiki Wilson (Part-Time)

Master of Science, Communication, Walden University, Minneapolis, MN

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Doctor of Psychology, California Southern University, Costa Mesa, CA
Master of Science, Education Community and College Counsel, Longwood University, Farmville, VA
Bachelor of Science, Psychology, Radford University, Radford, VA

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Master of Education, Education, Georgia Southern University, Statesboro, GA
Bachelor of Science, Mathematics, The University of North Carolina at Wilmington, Wilmington, NC

OTHER

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Master of Information Systems, University of Phoenix, Phoenix, AZ
Master of Arts, Education/Adult Education and Training, University of Phoenix, Phoenix, AZ
Bachelor of Science, Information Technology, DeVry University, Addison, IL

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Masters of Business Administration, University of South Florida, Tampa, FL
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Bachelor of Science, Nursing, University of South Florida, Tampa, FL

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

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Master of Health Informatics, Purdue University Global, Chicago, IL
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Master of Computer Science, Computer Engineering, Silicon Valley University, San Jose, CA
Master of Business Administration, Business Administration, California State University, Hayward, CA

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Doctor of Philosophy, Information Technology, Capella University, Dallas, TX
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Masters of Science, Management Information Systems, Bellevue University, Bellevue, NE
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Master of Arts, Health Information Management, The College of Saint Scholastica, Duluth, MN
Bachelor of Science, Health Information Administration, Loma Linda University, Loma Linda, CA
Certificate, Health Information Management, The College of Saint Scholastica, Duluth, MN

NURSING

HYBRID

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Associate of Applied Science, Nursing, Raritan Valley Community College, Somerville, NJ

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Master of Science, Nursing, Tennessee State University, Nashville, TN
Bachelor of Science, Nursing, Aquinas College, Nashville, TN
Associate of Science, Nursing, Aquinas College, Nashville, TN

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Master of Science, Nursing, The University of Southern Mississippi, Hattiesburg, MS
Master of Science, Integrative Medicine, The George Washington University, Washington, D.C.
Associate in Arts, Nursing, Jones County Junior College, Ellisville, MS

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Master of Science, Nursing, Walden University, Minneapolis, MN
Bachelor of Science, Nursing, Old Dominion University, Norfolk, VA
Associate of Applied Science, Nursing, Northeastern Oklahoma A&M College, Miami, OK

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Doctor of Nursing Practice, Educational Leadership, Grand Canyon University, Phoenix, AZ
Master of Science, Nursing, Jacksonville University, Jacksonville, FL
Bachelor of Science, Nursing, Jacksonville University, Jacksonville, FL

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Doctor of Nursing Science, Louisiana State University, New Orleans, LA
Master of Science, Nursing, The University of Tennessee, Memphis, TN
Bachelor of Science, Nursing, The University of Tennessee, Memphis, TN
Bachelor of Science, Health Arts, University of St. Francis, Joliet, IL

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Doctor of Nursing Practice, Walden University, Minneapolis, MN
Master of Science in Nursing, Walden University, Minneapolis, MN
Bachelor of Science in Nursing, Marquette University, Milwaukee, WI

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Masters in Nursing Administration, Regis University, Denver, CO
Bachelor of Science in Nursing, Boston College, Boston, MA

Ernest Mwathi (Part-Time)

Doctor of Nursing Practice, Nursing, Walden University, Minneapolis, MN
Master of Science, Nursing, Georgetown University, Washington, D.C.
Master of Business Administration, Health Care Management, Excelsior College, Albany, NY
Bachelor of Science, Nursing, South University, Virginia Beach, VA

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Master of Science, Nursing, Norwich University, Northfield, VT
Bachelor of Science, Nursing, University of Mary Hardin-Baylor, Belton, TX

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Master of Science, Nursing, Indiana Wesleyan University, Marion, IN
Bachelor of Science, Nursing, Kentucky State University, Frankfort, KY
Associates in Applied Science, Nursing, Bluegrass Community and Technical College, Lexington, KY

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Master of Science, Nursing, The University of Texas Health Science Center at Houston, Houston, TX
Bachelor of Science, Nursing, Villa Maria College, Buffalo, NY

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Doctor of Philosophy, Education, Capella University, Minneapolis, MN
Master of Science, Nursing, University of Phoenix, Phoenix, AZ
Bachelor of Science, Nursing, Carroll University, Waukesha, WI
Associate of Applied Science, Nursing, Waukesha County Technical College, Pewaukee, WI

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Bachelor of Science, Nursing, Prairie View A&M University, Prairie View, TX

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Doctor of Nursing Practice, Purdue University Global
Master of Science, Nursing, Drexel University, Philadelphia, PA
Bachelor of Science, Nursing, Drexel University, Philadelphia, PA

Blended

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Master of Science, Nursing, Walden University, Minneapolis, MN

Associate of Science, Nursing, Northwest College, Powell, WY

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Doctor of Nursing Practice, Clarion and Edinboro Universities, Oil City, PA
Master of Science, Nursing/Adult Health, Oakland University, Rochester, MI
Bachelor of Science, Nursing, Oakland University, Rochester, MI

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Master of Science, Nursing, Western Governors University, Salt Lake City, UT
Bachelor of Science, Nursing, Liberty University, Lynchburg, VA

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Master of Science, Nursing, University of Phoenix, Phoenix, AZ
Bachelor of Science, Nursing, University of Phoenix, Phoenix, AZ

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Master of Science, Nursing, University of Colorado, Denver, CO
Bachelor of Science, Nursing, Oregon Health & Science University, Portland, OR

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Master of Science, Nursing, Capella University, Minneapolis, MN
Bachelor of Science, Nursing, Martin Methodist College, Pulaski, TN

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Master of Science, Nursing, The University of Scranton, Scranton, PA
Bachelor of Science, Nursing, The University of Scranton, Scranton, PA

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Doctor of Nursing Practice, Nursing Practice, Northern Kentucky University, Highland Heights, KY
Master of Science, Nursing, Indiana Wesleyan University, Marion, IN
Bachelor of Science, Nursing, Indiana Wesleyan University, Marion, IN
Associate of Applied Science, Nursing, Spencerian College, Louisville, KY
Diploma, Practical Nursing, Spencerian College, Louisville, KY

Chantz Bury (Part-Time)

Master of Science, Nursing, Western Governors University, Salt Lake City, UT
Family Nurse Practitioner – Master of Science in Nursing, South University, Virginia Beach, VA
Bachelor of Science, Nursing, Excelsior College, Albany, NY

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Master of Science, Nursing, American Sentinel University, Aurora, CO
Associate of Applied Science, Nursing, Salt Lake Community College, Salt Lake City, UT

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Master of Science, Nursing Adult/Gerontology Acute Care Nurse Practitioner, Maryville University, St. Louis, MO
Bachelor of Science, Nursing, Clayton State University, Morrow, GA

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Master of Science, Nursing, Chamberlain University, Addison, IL
Bachelor of Science, Nursing, Northern Illinois University, DeKalb, IL
Associate of Applied Science, Nursing, City Colleges of Chicago, Chicago, IL
Associate of Arts, Interdisciplinary, St. Augustine College, Chicago, IL
Certificate, Practical Nursing, City Colleges of Chicago, Chicago, IL

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Master of Science, Nursing, Florida Atlantic University, Boca Raton, FL
Master of Public Health, Public Health & Tropical Medicine, Tulane University, New Orleans, LA
Bachelor of Science, Louisiana State University, New Orleans, LA

Anne Hill (Part-Time)

Doctor of Nursing Practice, Purdue University Global, Indianapolis, IN
Master of Healthcare Administration, Purdue University Global, Indianapolis, IN
Master of Science, Nursing, Purdue University Global, Indianapolis, IN
Bachelor of Science, Nursing, Midland University, Fremont, NE

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Doctor of Nursing Practice, Purdue University Global, Indianapolis, IN
Master of Science, Nursing, Purdue University Global, Indianapolis, IN
Bachelor of Science, Nursing, Regis University, Denver, CO

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Master of Science, Nursing/Pediatric Nurse, Maryville University, St. Louis, MO
Bachelor of Science, Nursing, Maryville University, St. Louis, MO
Associate of Science, Nursing, Barnes-Jewish College, St. Louis, MO

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Doctor of Nursing Practice, Vanderbilt University, Nashville, TN
Master of Science, Nursing, Vanderbilt University, Nashville, TN
Bachelor of Science, Nursing, The Ohio State University, Columbus, OH

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Doctor of Chiropractic, Logan College of Chiropractic, Chesterfield, MO
Master of Science, Nursing, Jefferson College of Nursing, Philadelphia, PA
Bachelor of Science, Nursing, Remington College, Lake Mary, FL

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Master of Science, Nursing, The University of Alabama at Birmingham, Birmingham, AL
Bachelor of Science, Nursing, The University of Alabama, Tuscaloosa, AL

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Master of Science, Nursing, Regis University, Denver, CO
Bachelor of Science, Nursing, Regis University, Denver, CO
Associate of Applied Science, Nursing, Community College of Denver, Denver, CO

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Bachelor of Science, Nursing, Jacksonville University, Jacksonville, FL
Associate of Science, Nursing, Florida State College at Jacksonville, Jacksonville, FL

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Doctor of Philosophy, Public Health, Walden University, Minneapolis, MN
Master of Science, Nursing, Gonzaga University, Spokane, WA

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Bachelor of Science, Nursing, Ashland University, Ashland, OH
Bachelor of Science, Human Resources Management, Franklin University, Columbus, OH

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Master of Science, Nursing, University of South Alabama, Mobile, AL
Bachelor of Science, Nursing, University of South Alabama, Mobile, AL
Associate of Science, Registered Nursing, Pensacola State College, Pensacola, FL
Career Certificate, Practical Nursing, Pensacola State College, Pensacola, FL

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Master of Science, Nursing, Western Governors University, Salt Lake City, UT
Bachelor of Science, Nursing, The University of Utah, Salt Lake City, UT
Bachelor of Arts, English, The University of Utah, Salt Lake City, UT

Elizabeth Roberts (Part-Time)

Doctor of Nursing Practice, Walden University, Minneapolis, MN
Master of Science, Nursing, University of Phoenix, Phoenix, AZ
Bachelor of Science, Nursing, University of Phoenix, Phoenix, AZ
Associate of Health Science, Nursing, Midlands Technical College, Columbia, SC

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Master of Science, Nursing, University of Phoenix, Phoenix, AZ
Bachelor of Science, Nursing, East Stroudsburg University, East Stroudsburg, PA

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Master of Science, Nursing – Education, Western Governors University, Salt Lake City, UT

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Master of Science, Applied Gerontology, Brenau University, Gainesville, GA
Master of Science, Nursing, Regis University, Denver, CO
Bachelor of Science, Nursing, Regis University, Denver, CO

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Master of Science, Nursing, Walden University, Minneapolis, MN
Bachelor of Science, Nursing, Eastern University, St. Davids, PA

Bridgette Warnsley (Part-Time)

Doctor of Nurse Practice, Nursing, West Coast University – Dallas, Dallas, TX
Master of Science, Nursing, Wilkes University, Wilkes-Barre, PA
Associate of Science, Nursing, Purdue University, West Lafayette, IN

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Master of Science, Nursing, Western Governors University, Salt Lake City, UT
Bachelor of Science, Nursing, James Madison University, Harrisburg, VA

Judene Wint-Martin (Part-Time)

Doctor of Nursing Practice, Nursing, University of South Alabama, Mobile, AL
Master of Science, Pediatric Nurse Practice, Hunter the City University of New York, New York, NY
Bachelor of Science, Nursing, The City College of New York, New York, NY

Fortis College

CATALOG ADDENDUM

Addendum to catalog: 2021 – 2022 Catalog 12/8/2021, Volume 1 Version 5

Effective date: 4/1/2022

Fortis College reserves the right to make changes within the terms of the catalog, which may affect any of the information published, and to make such changes, by notifying individual students. As such changes may occur, these will be published in a catalog addendum, which is intended as, and is to be regarded as, an integral part of this catalog. Information presented in this addendum is meant to supersede language presented in the catalog.

TUITION AND FEES, PAGE 43

The following information applies to all students who enroll for start dates April 1, 2022 and later.

RESIDENTIAL PROGRAMS	TUITION	ADMIN & TECH FEE	SCRUBS / UNIFORMS	STUDENT KIT	CERTIFICATION / LICENSURE EXAM	BACKGROUND CHECK	TEXTBOOKS	E-BOOKS	LAPTOP COMPUTER (HYBRID ONLY)	TOTAL COST
DIPLOMA PROGRAMS										
DENTAL ASSISTING (HYBRID)	\$18,968	\$203	\$72	\$410	\$375	\$0	\$397	\$101	\$320	\$20,846
ELECTRICAL AND ELECTRONIC SYSTEMS TECHNICIAN	\$14,031	\$100	\$54	\$350	\$0	\$0	\$1,332	\$0	\$0	\$15,867
FACILITIES MAINTENANCE	\$14,118	\$100	\$54	\$524	\$0	\$0	\$1,572	\$0	\$0	\$16,368
HEATING, VENTILATING, AIR CONDITIONING & REFRIGERATION	\$18,350	\$100	\$72	\$754	\$25	\$0	\$432	\$0	\$320	\$20,053
MEDICAL ASSISTING (HYBRID)	\$15,564	\$178	\$54	\$34	\$132	\$0	\$442	\$101	\$320	\$16,825

NURSING PROGRAMS	TUITION	ADMIN & TECH FEE	REFERENCE BOOKS	STUDENT KIT	SCRUBS / UNIFORMS	TEXTBOOKS	E-BOOKS	BACKGROUND CHECK	DRUG TEST	CERTIFICATION / LICENSURE EXAM	LAPTOP COMPUTER (HYBRID ONLY)	TOTAL COST
*PRACTICAL NURSING DIPLOMA (HYBRID)	\$22,714	\$325	\$369	\$127	\$90	\$558	\$138	\$43	\$38	\$200	\$470	\$25,072
**ASSOCIATE DEGREE IN NURSING (HYBRID) FULL-TIME	\$46,402	\$520	\$533	\$140	\$144	\$1,080	\$583	\$43	\$38	\$200	\$470	\$50,153
**ASSOCIATE DEGREE IN NURSING (HYBRID) PART-TIME	\$46,402	\$780	\$533	\$140	\$216	\$1,080	\$583	\$43	\$38	\$200	\$470	\$50,485

*The tuition charge each quarter is based on a per credit hour rate of \$277 per credit.

**The tuition charge each quarter is based on a per credit hour rate of \$557 for Nursing Courses and \$307 for Science Courses and \$150 for Gen Ed Courses

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.

BOOKS AND EQUIPMENT RETURN POLICY, PAGE 43

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

ASSOCIATE DEGREE PROGRAMS, PAGE 26

NURSING

Length: 1500 Contact Hours / 96 Instructional Weeks / 144 Instructional Weeks (Flex Program Option) Length in Months: 24 / Quarters: 8* (Full-Time), 36 mo. (Flex Program Option) *Based on full-time enrollment	Program Quarter Credits: 106
Credential Awarded: Associate of Applied Science	Mode of Delivery: Hybrid. Courses delivered on-line are identified below; all other courses are offered in a traditional on-campus (residential) mode of delivery.

Clinical times may start as early as 6:00 am and end as late as 11:00 pm and may require an occasional Saturday or Sunday.

OBJECTIVE

As the U.S. population ages, the need for more health care providers, at all levels, continues to increase and this program, aided by its advisory group, provides trained resources for the health care organizations that are meeting the needs of an increasing populations of older Americans, locally and across the country.

DESCRIPTION

The Nursing program consists of courses, labs, and clinical experiences that should be taken in sequence, according to the curriculum plan. Material learned in the classroom is practiced in the laboratory and applied to the care of patients in the clinical setting. Pharmacology, growth and development, nutrition, and nursing principles and skills are integrated into all nursing courses.

STUDENT LEARNING OUTCOMES - ASSOCIATE DEGREE IN NURSING PROGRAM

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

Upon graduation, the graduate is eligible to apply to take the National Council Licensure Examination (NCLEX-RN), passage of which is required to obtain a license to practice nursing in the state of Ohio. Eligibility requirements to sit for the NCLEX-RN and obtain licensure in Ohio are found in the July 1, 2016 catalog supplement immediately following the Index or the last addendum to this Catalog.

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

PLAN OF STUDY

Course Code	Course Title	Clock Hours	Credit Hours
AHP216	Anatomy and Physiology I	80	6.0***
AHP217	Anatomy and Physiology II	80	6.0
BIO101*^	General Biology	60	5.0
BIO205*^	Microbiology	60	4.0
CMP105*^	Introduction to Informatics**	20	2.0***
COM205*	Effective Communication**	40	4.0
ENG101*	English Composition**	40	4.0
MAT101*	College Mathematics**	40	4.0
NUR100	Pharmacology	50	5.0
NUR101	Health Assessment	50	4.0
NUR104	Foundations of Nursing	150	8.0***
NUR201	Medical-Surgical Nursing I	180	9.0
NUR202	Maternal-Newborn Nursing****	60	4.0
NUR203	Pediatric Nursing****	60	4.0
NUR204	Leadership and Management**	20	2.0
NUR206	Community Nursing Concepts**	20	2.0
NUR208	Mental Health Nursing****	60	4.0
NUR209	Medical-Surgical Nursing II	160	8.0
NUR210	Transition to Practice-Capstone	120	6.0
PSY101*	General Psychology**	40	4.0
PSY278*^	Human Growth and Development**	40	4.0***
SCI115*^	Fundamentals of Human Nutrition**	30	3.0***
SOC101*	Sociology**	40	4.0

*General education course

*^ General education – related course

**Online delivery

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

**** Blended delivery (lecture online, lab and clinical residential)

Schedule

Morning: 9:00 a.m. – 5:00 p.m. Monday through Friday and Evening: 5:00 p.m. – 11:00 p.m. Monday through Friday.

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

Fortis College

CATALOG ADDENDUM

Addendum to catalog: 2021-2022 Catalog 12/8/2022, Volume 1, Version 6

Effective date: 5/5/2022

Fortis College reserves the right to make changes within the terms of the catalog, which may affect any of the information published, and to make such changes, by notifying individual students. As such changes may occur, these will be published in a catalog addendum, which is intended as, and is to be regarded as, an integral part of this catalog. Information presented in this addendum is meant to supersede language presented in the catalog.

ACCREDITATION, LICENSES, AND APPROVALS, PAGE 4

The associate degree Nursing program at Fortis College Centerville located in Centerville, Ohio 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 for Good Cause. View the public information disclosed by the ACEN regarding this program at <http://www.acenursing.com/accreditedprograms/programsearch.htm>

GRIEVANCE PROCEDURE, PAGE 62

The title and address for the programmatic accrediting agency approving the associate degree Nursing program is:

Accreditation Commission for Education in Nursing (ACEN)

3390 Peachtree Road NE, Suite 1400

Atlanta, GA 30326

Phone: (404) 975-5000

CATALOG ADDENDUM

Addendum to catalog: 2021-2022 Catalog 12/8/2021, Volume 1, Version 7

Effective date: 7/1/2022

Fortis College reserves the right to make changes within the terms of the catalog, which may affect any of the information published, and to make such changes, by notifying individual students. As such changes may occur, these will be published in a catalog addendum, which is intended as, and is to be regarded as, an integral part of this catalog. Information presented in this addendum is meant to supersede language presented in the catalog.

TUITION AND FEES, PAGE 43

The following information applies to all students who enroll for start dates July 1, 2022 and later.

RESIDENTIAL PROGRAMS	TUITION	ADMIN & TECH FEE	SCRUBS / UNIFORMS	STUDENT KIT	CERTIFICATION / LICENSURE EXAM	BACKGROUND CHECK	TEXTBOOKS	E-BOOKS	LAPTOP COMPUTER (HYBRID ONLY)	TOTAL COST
DIPLOMA PROGRAMS										
DENTAL ASSISTING (HYBRID)	\$19,444	\$203	\$84	\$455	\$540	\$0	\$395	\$82	\$385	\$21,588
ELECTRICAL AND ELECTRONIC SYSTEMS TECHNICIAN	\$14,874	\$100	\$63	\$385	\$0	\$0	\$1,212	\$0	\$0	\$16,634
HEATING, VENTILATING, AIR CONDITIONING & REFRIGERATION	\$19,452	\$100	\$84	\$754	\$25	\$0	\$432	\$0	\$385	\$21,232
MEDICAL ASSISTING (HYBRID)	\$15,954	\$178	\$63	\$38	\$132	\$0	\$391	\$82	\$385	\$17,223

NURSING PROGRAMS	TUITION	ADMIN & TECH FEE	REFERENCE BOOKS	STUDENT KIT	SCRUBS / UNIFORMS	TEXTBOOKS	E-BOOKS	BACKGROUND CHECK	DRUG TEST	CERTIFICATION / LICENSURE EXAM	LAPTOP COMPUTER (HYBRID ONLY)	TOTAL COST
*PRACTICAL NURSING DIPLOMA (HYBRID)	\$24,108	\$325	\$402	\$144	\$105	\$453	\$136	\$43	\$38	\$200	\$515	\$26,469
**ASSOCIATE DEGREE IN NURSING (HYBRID) FULL-TIME	\$47,344	\$520	\$511	\$159	\$168	\$956	\$630	\$43	\$38	\$200	\$515	\$51,084
**ASSOCIATE DEGREE IN NURSING (HYBRID) PART-TIME	\$47,344	\$780	\$511	\$159	\$252	\$956	\$630	\$43	\$38	\$200	\$515	\$51,428

*The tuition charge each quarter is based on a per credit hour rate of \$294 per credit.

**The tuition charge each quarter is based on a per credit hour rate of \$569 for Nursing Courses and \$314 for Science Courses and \$150 for Gen Ed Courses

Fortis College

CATALOG ADDENDUM

Addendum to catalog: 2021 – 2022 Catalog, 12/8/2021, Volume 1 Version 8

Effective date: 6/27/2022

Fortis College reserves the right to make changes within the terms of the catalog, which may affect any of the information published, and to make such changes, by notifying individual students. As such changes may occur, these will be published in a catalog addendum, which is intended as, and is to be regarded as, an integral part of this catalog. Information presented in this addendum is meant to supersede language presented in the catalog.

ADMISSIONS INFORMATION, PAGE 8

READMISSION (NURSING PROGRAMS)

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

Former students in any of the nursing programs who have been dismissed for academic failure of two nursing or required science courses are only eligible to be considered for readmission if they have submitted an appeal and the appeal has been granted. Refer to the Appeal Policy. Nursing students who have been dismissed for conduct violations, including violations of academic integrity, are not permitted to re-enter any of the Education Affiliates' nursing 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 Campus Student Success Coordinator or the staff person designated to coordinate readmissions. The applicant for re-entry is required to meet with the Student Success Coordinator or designee to discuss 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.

For former students seeking readmission to the nursing program the determination on the readmission will require approval of the Dean of Nursing. The Academic Dean or specific Program Director will determine which course credit previously earned will be counted toward program completion and the courses which need to be repeated. Prior to approval for readmission, the applicant for readmission is required to meet with the Director of Financial Aid (or his or her designee) and complete all necessary applications and documents to ensure that his or her past and future tuition and fees obligations will be satisfied in a timely manner. Applications for re-admission are reviewed by a committee comprised of the Campus President, Academic Dean, and Director of Financial Aid, or their designees. Approval of an applicant for readmission is subject to space availability and the applicant meeting all current admissions requirements for the program of study.

ACADEMIC POLICIES & SERVICES, PAGE 28

COURSE REPEAT POLICY

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

to graduate. If a higher grade is earned in the repeated course, it will be used to compute the CGPA. Repeated courses will be included in the calculation for credit hours earned/attempted for satisfactory progress. All final grades are reflected on the official transcript; repeated courses are designated by with an asterisk. Students who need to repeat a course must meet with the Dean of Nursing regarding their course plan. It is the responsibility of the student to meet with a financial aid officer to determine if any additional assistance is available to pay any additional tuition and fees associated with repeating a course. A student who fails a course must repeat that course at the next available opportunity, subject to space limitations. A student who withdrew from a course must repeat that course as soon as possible after re-entry. Failing or withdrawing from a course and the subsequent required repeat may interrupt the student's enrollment, delay the student's expected graduation date, negatively impact financial aid eligibility and/or impact the student's satisfactory academic progress status.

A student in a nursing program is permitted to continue his or her enrollment in the program after earning two failing grades in a nursing and/or required math/science course/s. Students will be removed from the nursing program after earning the third failing grade. Nursing courses are those with an NUR or PNR course code prefix; required science courses are anatomy and physiology, nutrition, general biology, and microbiology. Failure is defined as achieving less than a 78% score on objective testing content (see Nursing Student Handbook for definition of objective testing) or not achieving 78% of the total course grade points. A third failure to successfully complete a nursing and/or a required math/science course will result in dismissal from the program except in cases of an approved waiver as outlined below. A student who fails to achieve the required 78% passing score in one of the science courses listed above may retake the course and petition for a waiver that, when successfully completed as specified below, will exclude the first failing grade from counting towards the three-course failure limit that would result in dismissal from the program. A student is allowed only one waiver for the aggregate of all science courses in the entire nursing program. The petition must be made in writing and submitted to the Dean of Nursing and the Director of Education or Campus President jointly for consideration.

When repeating a failed science course under the waiver petition, the following will apply:

- A student who achieves a grade of 83% or higher will pass the course and will not have his or her original failing grade in the class counted towards the two-course failure limit for nursing and required science courses.
- A student who achieves a grade between 78% and 82% (grades are not rounded) will pass the course. However, the original failing grade in the class still counts towards the three-course failure limit. A third failure to successfully complete a nursing and/or a required science course will result in dismissal from the program.
- A student who achieves a grade less than 78% will fail the course a second time and will be dismissed from the program. The privilege to petition a waiver DOES NOT apply to any failing grade in a Nursing course or withdrawal from a science course. The course repeat limitation does not apply to the capstone course if the student has failed only due to not achieving the required score on the comprehensive competency exam. Refer to the Withdrawal policy for information on the number of times a student may withdraw from a course while enrolled in a nursing program.

ACADEMIC APPEALS

The Academic Appeals policy and process provides a vehicle by which students can appeal academic decisions or actions, such as final grades or consequences of attendance violations. Students who wish to appeal academic status/eligibility due to failure to maintain Satisfactory Academic Progress should see the SAP Appeals & Financial Aid Probation section of the Satisfactory Academic Progress policy within this Catalog. Students thinking about appealing a decision related to classroom policies such as decisions regarding course-specific testing, classroom assignments, or grades should first discuss their concerns with their instructor. Dismissal can only be appealed if there are significant extenuating circumstances. An academic appeal must be received within seven calendar days of the student being notified of the decision that he or she wishes to appeal. Appeals must be submitted in writing to the Dean of Education 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 as much documentation as possible substantiating the reason for review of the decision. The Academic Dean will convene a meeting of the Academic Review Board, consisting of the program director who was not the instructor for the course if the issue is grade related, and the Academic Dean. This meeting will be held within seven calendar days of the Dean receiving the student's written appeal. The student will be notified in writing via mail and email of the Academic Review Board's decision. The notification will be sent no later than the end of the next business day after the Academic Review Board meeting. If the student is appealing termination due to violation of the attendance policy the student will remain withdrawn from the school until the appeal is successful. If a nursing student is appealing termination due to a third failure to successfully complete a nursing and/or a required science course, the student's letter of appeal must explain and document, to the satisfaction of the Academic Review Board (in this case consisting of the campus nursing admissions committee, Dean of Nursing, Campus President and Corporate Vice President of Nursing) that had it not been for significant extenuating circumstances, the student would have passed one or both of the failed courses. Qualifying significant extenuating circumstances are very rare and are typically limited to temporary yet severe illness or injury, hospitalization, military duty, death of a family member, and incidents related to natural disasters.

Upon unanimous agreement of the Academic Review Board, the student will be granted Contingent Reinstatement. To satisfy the contingency and gain approval for reentry, the student must explain and document in writing, to the unanimous satisfaction of the Academic Review Board (consisting of the previously mentioned individuals) that circumstances have substantially changed such that the previously identified contributing factors will no longer affect the student's academic performance. The student will remain withdrawn from the school until the appeal is successful and the contingency is satisfied. If the student believes that he or she still did not receive the appropriate due process, the student may file a grievance or complaint by following the procedure described in the grievances and complaints section of this Catalog.

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 may withdraw from all of their courses, and therefore from the College, by notifying the College, in writing. Should students be considering withdrawing from a course or from the College, they should meet with the Academic Dean or the Dean of Nursing (for students enrolled in nursing courses), or the Campus President in order to gain an appreciation for what the College, can do to help them solve their problems and to gain a complete understanding of the decision they are about to make. If a student decides to proceed with withdrawal, the student must provide notification to the Campus President and the Registrar in writing and meet with the Director of Financial Aid to understand the Student Responsibility (see below). Students who withdraw from a course or from the 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 science courses (anatomy and physiology, microbiology, nutrition, and general biology) 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 program, or before the end of the 11th week of a semester-based program. 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 whether or not the student can remain enrolled in the program. Nursing students are allowed only two course withdrawals (including both "W" and "WF") from nursing 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.

Withdrawals as a Result of a Failure to Attend

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/she does not attend any course(s) within a 14-calendar day period (excluding school holidays and breaks). All students must complete 100% of the scheduled clinical or externship hours within the assigned grading period.

EFFECTIVE DATE OF WITHDRAWAL

If students provide notification of withdrawal, the effective date of the withdrawal will be the earliest of the following: the date on the written notification, the date it was received if there is no date on the notification, or the student's last day of attendance. If students withdraw without written or verbal notice, 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.

Fortis College

CATALOG ADDENDUM

Addendum to catalog: 2021-2022 Catalog 12/8/2021, Volume 1, Version 9

Effective date: 7/6/2022

Fortis College reserves the right to make changes within the terms of the catalog, which may affect any of the information published, and to make such changes, by notifying individual students. As such changes may occur, these will be published in a catalog addendum, which is intended as, and is to be regarded as, an integral part of this catalog. Information presented in this addendum is meant to supersede language presented in the catalog.

The Electrical and Electronic Systems Technician diploma program is in teach-out and no longer enrolling students as of 6/30/2022.

Fortis College

CATALOG ADDENDUM

Addendum to catalog: 2021-2022 Catalog 12/8/2021, Volume 1, Version 10

Effective date: 8/29/2022

Fortis College reserves the right to make changes within the terms of the catalog, which may affect any of the information published, and to make such changes, by notifying individual students. As such changes may occur, these will be published in a catalog addendum, which is intended as, and is to be regarded as, an integral part of this catalog. Information presented in this addendum is meant to supersede language presented in the catalog.

Effective September 12, 2022

ACADEMIC PROGRAMS, PAGE 19

HEATING, VENTILATING, AIR CONDITIONING & REFRIGERATION

Length: 960 Contact Hours; 48 Instructional Weeks Length in Months: 12 / Quarters: 4* *Based on full-time enrollment	Program Quarter Credits: 64
Credential Awarded: Diploma	Mode of Delivery: Residential

PLAN OF STUDY

Course Code	Course Title	Clock Hours	Credit Hours
SKW101	Introduction to the Skilled Professions	60	4.0
HVR105	Thermodynamics	60	4.0
HVR110	Practical Applications of Electricity	60	4.0
HVR115	HVACR Controls	60	4.0
HVR120	Controls, Motors and Motor Controls	60	4.0
HVR125	Refrigerants	60	4.0
HVR130	Residential Air Conditioning	60	4.0
HVR140	Commercial Refrigeration Concepts	60	4.0
HVR141	Industrial Refrigeration and Commercial Air Conditioning	60	4.0
HVR150	Electric Heat and Heat Pumps	60	4.0
HVR155	Gas Heating Systems	60	4.0
HVR160	Oil Heating Systems	60	4.0
HVR165	HVAC System Performance	60	4.0
HVR170	Water-Based Heating Systems	60	4.0
HVR175	HVAC Troubleshooting and Service Calls	60	4.0
HVR180	EPA Certification Preparation	60	4.0

TUITION AND FEES, PAGE 43

PROGRAM	TUITION	ADMIN & TECH FEE	UNIFORMS	STUDENT KIT	LAPTOP COMPU TER	TEXT- BOOKS	E- BOOKS	CREDEN TIALING EXAMS	TOTAL COST
PROGRAMS									
HEATING, VENTILATING, AIR CONDITIONING AND REFRIGERATION	\$19,452	\$100	\$84	\$754	\$385	\$552	\$0	\$25	\$21,352

COURSE DESCRIPTIONS, PAGE 64

SKW101 Introduction to the Skilled Professions

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

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

Prerequisite: None

HVR141 Industrial Refrigeration and Commercial Air Conditioning

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

Industrial Refrigeration provides the student with a basic understanding of the components, methods, and principles associated with large-scale industrial facilities. Topics include the components, processes and troubleshooting of chillers, cooling towers and chilled water air conditioning systems. At the end of this course, students will be able to define, describe and identify the concepts, functions, and components involved in servicing industrial-style refrigeration systems. Additionally, this course focuses on the installation, start-up, and operation of commercial air-conditioning equipment. High-pressure, low-pressure, absorption chilled-water systems, cooling towers and pumps, operation, maintenance, and a troubleshooting of chilled water air conditioning systems, commercial packaged rooftop equipment, economizers, variable air volume, variable refrigerant flow and variable air flow system will be covered. Upon completion of this course students will be able to recognize components and types of commercial air conditioning systems.

Prerequisite: HVR125

HVR180 EPA Certification Preparation

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

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

Prerequisites: HVR105 and HVR125

Fortis College

CATALOG ADDENDUM

Addendum to catalog: 2021-2022 Catalog 12/8/2021, Volume 1, Version 11

Effective date: 9/16/2022

Fortis College reserves the right to make changes within the terms of the catalog, which may affect any of the information published, and to make such changes, by notifying individual students. As such changes may occur, these will be published in a catalog addendum, which is intended as, and is to be regarded as, an integral part of this catalog. Information presented in this addendum is meant to supersede language presented in the catalog.

FACILITIES MAINTENANCE PROGRAM, VARIOUS PAGES

Effective 2/6/2022, the campus is no longer enrolling in the Facilities Maintenance program.

STAFF AND FACULTY, PAGE 83-102

MANAGEMENT/ADMINISTRATIVE STAFF

Campus President	Gregory Bond
Director of Institutional Effectiveness and Compliance	LaRee Pingatore
Director of Administration	Jane Leiker
Business Office Manager	TBD
Business Office Administrator	Vicky Jamison
Registrar (Hybrid)	Andrea Behr
Registrar (Residential)	Heather Uhde
Nursing Office Manager	Joan Hannigan
Nursing Administrative Assistant	Kaneesha Morales
Academic Coach/Nursing Advisor	Benita Woodgeard
Student Success Coordinator	Tiffany Block
IT Support Staff	Gary Jones
Administrative Assistant – Online/Hybrid	Brandi Rennick
Receptionist	Roxanne Gross
Facilities Maintenance	David Haywood

ADMISSIONS

Director of Admissions	Michael Montgomery
Admissions Representative	Angela Elchert
Admissions Representative	Greer Hoefgen
Admissions Representative	Emily Maggard
Admissions Representative	Afshan Quarles
Admissions Representative	Randy Rogers

CAREER SERVICES

Director of Career Services	Terry Muff
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FINANCIAL AID

Senior Director of Financial Aid	Rachel Karmon
Assistant Director of Financial Aid	Deanne Foster
Financial Aid Officer	Britni Bastin
Financial Aid Officer	Deborah Voskuhl

ONLINE

Director of Student Services
Online Advisor
Online Advisor
Online Advisor
Online Advisor

Stefany Basich
Barbara Chandler
Leslie Hernandez
Danielle Levine
Christina Murray

ACADEMIC LEADERSHIP

DIRECTOR OF EDUCATION

Melissa Buehler

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

DIRECTOR OF ONLINE FACULTY SUPPORT (STARTS 9/29/22)

Allison Calvert

Master of Arts, Education, University of The Rockies, Denver, CO

DEAN OF NURSING

Tracey Mastin

Master of Science, Nursing, Walden University, Minneapolis, MN
Associate of Applied Science, Nursing, Sinclair Community College, Dayton, OH

ASSISTANT DEAN OF NURSING

Tara Garrett

Master of Science, Nursing, Capella University, Minneapolis, MN
Associate of Science, Nursing, Fortis College, Centerville, OH
Practical Nursing, Fortis College, Centerville, OH

PROGRAM DIRECTOR OF THE MEDICAL ASSISTING PROGRAM:

Stacey Frazho

Diploma, Medical Assistant, Concorde Career Institute, Tampa, FL

PROGRAM DIRECTOR OF THE HEATING, VENTILATING, AIR CONDITIONING, AND REFRIGERATION PROGRAM:

HEATING, VENTILATING, AIR CONDITIONING, AND REFRIGERATION

Mathew Carpenter

Vocational HVACR coursework, Secondary School, Cedarville, OH

PROGRAM DIRECTOR OF THE DENTAL ASSISTING PROGRAM:

Kaleigh Hill

Diploma, Dental Assisting, Fortis College, Centerville, OH

LIBRARY

LEARNING RESOURCE CENTER MANAGER

Kenneth "Will" Staub

Master of Library Science in Library Sciences, Information and Library Science, Clarion University, Clarion, PA
Bachelor of Science, Integrative Studies: Library and Information Studies, Clarion University, Clarion, PA

FACULTY

RESIDENTIAL

GENERAL EDUCATION

Louai Al-Samkari (Part-Time)

Doctor of Chiropractic, National University of Health Sciences, Seminole, FL
Bachelor of Science, Education, University of Cincinnati, Cincinnati, OH

Jacob Frazier (Full-Time)

Master of Science in Physiology of Exercise, Ohio University, Athens, OH

Randall Marshall (Part-Time)

Master of Science, Biological Sciences, University of Cincinnati, Cincinnati, OH
Bachelor of Science, Biological Sciences, University of Cincinnati, Cincinnati, OH
Associate of Arts, Natural Sciences, University of Cincinnati, Cincinnati, OH

Caitlin Wilson (Part-Time)

Master of Science, Microbiology & Immunology, Wright State University, Dayton, OH
Bachelor of Science, Biology, Indiana University, Bloomington, IN

DENTAL ASSISTING

Betty Kinder (Part-Time)

Diploma, Adult Dental Assisting, Delaware County JVS, Delaware, OH

Kaleigh Hill (Full-Time)

Diploma, Dental Assisting, Fortis College, Centerville, OH

Tiara Rochester (Part-Time)

Short Term Certificate, Expanded Functions Dental Auxiliaries, Sinclair Community College, Dayton, OH

HEATING, VENTILATING, AIR CONDITIONING & REFRIGERATION

Mathew Carpenter (Full-Time)

Vocational HVACR coursework, Secondary School, Cedarville, OH

Michaela Depoyster (Part-Time)

Diploma, Heating, Ventilating, Air Conditioning, and Refrigeration, Fortis College, Centerville, OH

Andrew Godby (Part-Time)

College coursework, HVACR, Sinclair Community College, Dayton, OH

Robert Suman (Part-Time)

Diploma, Senior Electronics Technologist, Arizona Tech, Phoenix, AR
Certificate, R-410A Refrigerant, Corken Steel Products, Dayton, OH
Certificate, Air Conditioning & Heating, Montgomery County Joint Vocational School, Clayton, OH

Dale Watson (Part-Time)

Certificate, HVAC, Greene County Career Center, Xenia, OH

MEDICAL ASSISTING

Nickole Temple (Part-Time)

Associate of Applied Science, Medical Assistant Tech, Sinclair Community College, Dayton, OH

NURSING

Kathryn Adkins (Full-Time)

Simulation Director

Master of Science, Nursing, American Public University, Charles Town, WV

Bachelor of Science, Nursing, Kettering College, Kettering, OH

Associate of Science, Nursing, Kettering College, Kettering, OH

Angel Beasley (Full-Time)

Bachelor of Science, Nursing, Wright State University, Dayton, OH

Tammy Burns (Full-Time)

Bachelor of Science, Nursing, Berea College, Berea, KY

David Butgereit (Full-Time)

Master of Science, Nursing, University of Cincinnati, Cincinnati, OH

Bachelor of Science, Nursing, Cedarville University, Cedarville, OH

Marilyn Conner (Full-Time)

Master of Science, Nursing Education, Wright State University, Dayton, OH

Bachelor of Science, Nursing, Wright State University, Dayton, OH

Associate of Science, Nursing, Sinclair Community College, Dayton, OH

Becky Coons (Part-Time)

Master of Science, Nursing, Child & Adolescent Health, Wright State University, Dayton, OH

Bachelor of Science, Nursing, Wright State University, Dayton, OH

Rhonda Davis (Part-Time)

Bachelor of Science, Nursing, Galen College of Nursing, Louisville, KY

Associate of Applied Science, Galen College of Nursing, Louisville, KY

Tara Garrett (Full-Time)

Master of Science, Nursing, Capella University, Minneapolis, MN

Associate of Science, Nursing, Fortis College, Centerville, OH

Practical Nursing, Fortis College, Centerville, OH

Katie Krisher (Part-Time)

Master of Science in Nursing/Master of Health Administration, University of Phoenix, Phoenix, AZ

Bachelor of Science, Nursing, Wright State University, Dayton, OH

Casey Lakes (Part-Time)

Bachelor of Science, Nursing, Indiana Wesleyan University, Marion, IN

Associate of Science, Nursing, Fortis College, Centerville, OH

Diploma, Practical Nursing, Fortis College, Centerville, OH

Julia LeDuc (Full-Time)

Master of Science, Business, Organizational Management, University of Laverne, Laverne, CA

Bachelor of Science, Nursing, Humboldt State University, Arcata, CA

Tiffany Losekamp (Part-Time)

Master of Science, Nursing, University of Phoenix, Cincinnati, OH

Bachelor of Science, Nursing, University of Cincinnati, Cincinnati, OH

Jade Martin (Part-Time)

Bachelor of Science, Nursing, Wright State University, Dayton, OH

Babu Paul (Full-Time)

Master of Science, Nursing Education, Wright State University, Dayton, OH

Bachelor of Science, Nursing, Wright State University, Dayton, OH

Krystle Rhoden (Part-Time)

Bachelor of Science, Nursing, Wright State University, Dayton, OH

Anita Schilling (Full-Time)

Master of Science, Nursing, Indiana Wesleyan University, Marion, IN

Bachelor of Science, Nursing, Franklin University Columbus, OH

Nicole Tuttle (Full-Time)

Master of Science, Nursing, Western Governors University, Columbus, OH

Bachelor of Science, Nursing, Western Governors University, Columbus, OH

Bachelor of Science, Rehabilitation Services, Wright State University, Dayton, OH

Associate of Applied Science, Registered Nursing Technology, Clark State College, Springfield, OH

Susan Webb (Full-Time)

Master of Science in Nursing, Nursing Education, Indiana Wesleyan University, Marion, IN

Bachelor of Science, Nursing, Indiana Wesleyan University, Marion, IN

Benita Woodgeard (Full-Time)

Master of Science, Nursing-Education, American Sentinel College of Nursing & Health Sciences, Waterbury CT

ONLINE

Instructors who teach online courses within a hybrid program.

ALLIED HEALTH

Richard Alexander (Part-Time)

Master of Physical Therapy, Southwest Baptist University, Bolivar, MO

Edith Algiere (Part-Time)

Master of Science, Nursing Education, American Sentinel University, Denver, CO

Bachelor of Science, Nursing, American Sentinel University, Denver, CO

Associate of Science, Dental Hygiene, St. Petersburg College, St. Petersburg, FL

Associate of Science, Nursing, Fortis College, Largo, FL

Karen Amoscato (Part-Time)

Master of Arts, Human Resources, Ottawa University, AZ

Bachelor of Arts, Human Resources, Ottawa University, AZ

Associate in Applied Science, Nursing, Excelsior College, Albany, NY

Certificate, Diagnostic Medical Ultrasound Technology, GateWay Community College, AZ

Carley Arends (Part-Time)

Bachelor of Arts, Communication Studies, California State University, Long Beach, CA

Certified Medical Assistant

Folashade Ayanwale (Part-Time)

Master of Arts, Health Studies, The University of Alabama, Tuscaloosa, AL

Bachelor of Arts, Psychology, The University of Alabama, Tuscaloosa, AL

Anna Bennett (Part-Time)

Master of Healthcare Administration, Health Information Management, Concordia University Nebraska, Seward, NE

Registered Medical Assistant

Carol Carmien (Part-Time)

Doctor of Chiropractic, Palmer College of Chiropractic, Davenport, IA

Master of Science, Human Anatomy and Physiology Instruction, New York Chiropractic College, Seneca Falls, NY

Kizzy Carr (Part-Time)

Associate of Science, Health Administration Services, Colorado Technical University, Colorado Springs, CO

Diploma, Medical Assisting, Everest Institute, Dearborn, MI,

Kevin Curtain (Part-Time)

Doctor of Chiropractic, National University of Health Sciences, Lombard, IL

Bachelor of Science, Human Biology, National University of Health Sciences, Lombard, IL

Michele Distler (Part-Time)

Master of Business Administration, University of South Florida, Tampa, FL

Master of Science, Nursing, Rasmussen University, Bloomington, MN

Bachelor of Science, Nursing, University of South Florida, Tampa, FL

Heather Dyke (Part-Time)

Master of Science, Nursing, Capella University, Dallas, TX

Bachelor of Science, Nursing, Clarion University, Clarion, PA

Associate in Science, Nursing, Mercyhurst University, Erie, PA

Constance Elam (Part-Time)

Master of Science in Pharmacy, Pharmaceutical Sciences, University of Florida, Gainesville, FL

Bachelor of Science, Applied Science, University of South Florida, Tampa, FL

Associate of Science, Nursing, Orlando Medical Institute, Orlando, FL

Stephanie Egleston (Part-Time)

Doctor of Philosophy in Psychology, General Psychology, Northcentral University, La Jolla, CA

Master of Science, Psychology, University of Phoenix, Phoenix, AZ

Master of Science, Administration of Justice and Security, University of Phoenix, Phoenix, AZ

Bachelor of Science, Criminal Justice Administration, University of Phoenix, Phoenix, AZ

Associate of Arts, General Studies, University of Phoenix, Phoenix, AZ

Associate of Science, Healthcare Management, Ultimate Medical Academy Online, Tampa, FL

Associate of Science, Health and Human Services, Ultimate Medical Academy Online, Tampa, FL

Registered Medical Assistant

Sara Evans (Part-Time)

Master of Health Administration, University of Phoenix, Phoenix, AZ

Bachelor of Science, Health Information Systems, University of Phoenix, Phoenix, AZ

Brandy Ferrara (Part-Time)

Doctor of Chiropractic, National University of Health Sciences, Lombard, IL

Bachelor of Science, Human Biology, National University of Health Sciences, Lombard, IL

Bachelor of Arts, Biological Sciences, University of Wisconsin, Milwaukee, WI

Angela Fleming (Part-Time)

Master of Arts, Management & Leadership, Webster University, St. Louis, MO

Don Garrett (Part-Time)

Doctor of Health Sciences, A.T. Still University, Mesa, AZ

Master of Science, Exercise & Movement Science, University of Oregon, Eugene, OR

Bachelor of Science, Exercise and Sport Science, Colorado State University, Fort Collins, CO

Sheryona Green-Owusu (Part-Time)

Doctor of Chiropractic, Life University, Marietta, GA

Bachelor of Science, Biology, Life University, Marietta, GA

Melinda Hannaford (Part-Time)

Associate of Science, Medical Assistant, Virginia College, Fort Pierce, FL

Leonard Hardy (Part-Time)

Master of Science, Exercise Science & Health Promotion, California University of Pennsylvania, California, PA

Bachelor of Science, Sport Management, California University of Pennsylvania, California, PA

Kim Haughton (Part-Time)

Bachelor of Science, Nursing, Texas Woman's University, Denton, TX

Bachelor of Science, Bio Science: Premed Professional, Florida Atlantic University, Boca Raton, FL

Associate of Science, Nursing, Broward College, Weston, FL

Omar Haye (Part-Time)

Master of Science, Oriental Medicine, Florida College of Integrative Medicine, Orlando, FL

Bachelor of Science, Environmental Science & Policy, University of South Florida, Tamps, FL

Taylor Hendricks (Part-Time)

Bachelor of Medical Science, Radiological Tech, Emory University, Atlanta, GA

Associate in Applied Science, Radiological Technology, Greenville Technical College, Greenville, SC

Robert Heriveaux (Part-Time)

Master of Business Administration, Health Administration, Eastern University, St. Davids, PA

Juanita Hester (Part-Time)

Master of Science, Nursing, Walden University, Minneapolis, MN

Shirelle Kemp (Part-Time)

Master of Education, Career & Technical Education, Concordia University, Seward, NE

Bachelor of Science, Allied Health, Wingate University, Wingate, NC

Julie Krantz (Part-Time)

Bachelor of Science, Healthcare Management, Rasmussen University, Bloomington, MN

Associate of Science, Pharmacy Technician, Southern Technical College, Tamps, FL

Diploma, Medical Assisting, Southern Technical College, Tamps, FL

Shreya Lui (Part-Time)

Doctor of Medicine, Medical University of Lublin, Lublin, Poland

Bachelor of Psychology, Rutgers University, Newark, NJ

Certified Clinical Medical Assistant, National Healthcareer Association

Lindsey Mannelin (Part-Time)

Master of Education, Health, Chatham University, Pittsburgh, PA

Bachelor of Science, Radiologic Sciences, AdventHealth University, Orlando, FL

Associate of Science, Radiography, Rochester Community College, Rochester, MN

April McCullum (Part-Time)

Doctor of Chiropractic, Sherman College of Chiropractic, Boiling Springs, SC

Bachelor of Science, Social Sciences, Kansas State University, Manhattan, KS

Associate of Arts, Liberal Arts/Pharmacy, Gulf Coast State College, Panama City, FL

Shawn Molnar (Part-Time)

Associate in Science, Applied Management, Everest University, Orlando, FL

Diploma, Medical Assisting, Bryman College, Orange, CA

Michelle Morris (Part-Time)

Associate in Science, Health Information Management, Indian River State College, Fort Pierce, FL

April Mumpfield (Part-Time)

Associate of Science, Healthcare Reimbursement, Virginia College, Birmingham, AL

Formichael Nelson (Part-Time)

Associate in Science, General Education, Bishop State Community College, Mobile, AL
Diploma, Medical Assistant, Fortis College, Mobile, AL

Lida Ortiz Part-Time)

Doctor of Philosophy, Instructional Design and Technology, Keiser University, Fort Lauderdale, FL
Master of Education, Allied Health Teaching and Leadership, Keiser University, Fort Lauderdale, FL
Bachelor of Science, Health Sciences, Keiser University, Fort Lauderdale, FL
Diploma, Medical Assistant, Concorde Career Institute, Miramar, FL

Jessica Pagan (Part-Time)

Doctor of Chiropractic, New York Chiropractic College, Seneca Falls, NY
Bachelor of Science, Athletical Therapy, University of Puerto Rico, Ponce, P.R.

Charlkesha Rahming (Part-Time)

Master of Science, Biomedical Sciences, Liberty University, Lynchburg, VA

Lisa Roberts (Part-Time)

Master of Science, Health Services Management, Argosy University, Phoenix, AZ
Bachelor of Science, Business/Management and Leadership, Capella University, Dallas, TX
Associate of Applied Science, Medical Assistant Tech, Sinclair Community College, Dayton, OH

Stephanie Russell (Part-Time)

Master of Health Administration, University of Pheonix, Phoenix, AZ
Bachelor of Science, Health Adminiistration, University of Pheonix, Phoenix, AZ

Yvonne Salmeron (Part-Time)

Bachelor of Sceince, Health Care Administration, Brookline College, Phoenix, AZ

Dana Sawyer (Part-Time)

Master of Science, Nursing Education, American Sentinel University, Denver, CO
Bachelor of Science, Nursing, American Sentinel University, Denver, CO
Doctor of Nursing Practice, Educational Leadership, American Sentinel University, Denver, CO
Associate of Applied Science, Nursing, Heartland Community College, Normal, IL

Tonya Smith (Part-Time)

Doctor of Nursing Practice, Ohio University, Athens, OH
Master of Science, Nursing, Indiana Wesleyan University, Marion, IN
Bachelor of Science, Nursing, Indiana Wesleyan University, Marion, IN
Associate of Applied Science, Nursing, Clark State Community College, Springfield, OH

Regina Shelton (Part-Time)

Master of Business Administration, Health Care Administration, National American University, Rapid City, SD
Master of Management, National American University, Rapid City, SD
Diploma, Medical Assisting, Everest College, Renton, WA

Isabelle Tardiff (Part-Time)

Doctor of Osteopathic Medicine, Osteopathic Medicine, Nova Southeastern University, Fort Lauderdale, FL
Bachelor of Arts, Chemistry, Florida Atlantic University, Boca Raton, FL

Sean Thompson (Part-Time)

Doctor of Chiropractic, Cleveland Chiropractic College, Los Angeles, CA

Simone Vorters (Part-Time)

Associate Degree, AHT Medical Assistant, Pennsylvania Institute of Technology, Philadelphia, PA
Certificate, SPP Medical Assistant Pennsylvania Institute of Technology, Philadelphia, PA

Zahra Weaver (Part-Time)

Doctorate in Physical Therapy, University of South Florida, Tampa, FL
Master of Health Services Administration, Florida International University, Miami, FL
Bachelor of Science, Physical Therapy, Florida International University, Miami, FL

Tiffany Williams (Part-Time)

Doctor of Chiropractic, Parker University, Dallas, TX
Bachelor of Science, Kinesiology & Exercise Science, Florida State University, Tallahassee, FL

Sonia Wright (Part-Time)

Master of Science in Nursing, Family Nurse Practitioner, Graceland University, Lamoni, IA
Bachelor of Science, Nursing, Washington State University, Pullman, WA
Associate of Arts & Sciences, Nursing, Clark College, Vancouver, WA

GENERAL EDUCATION

Noura Badawi (Part-Time)

Master of Arts, Teaching of English, Teachers College Columbia University, New York, NY
Bachelor of Arts, English Education, Siena College, Loudonville, NY

Trenaye Bailey (Part-Time)

Master of Arts, Communications, University of Alabama at Birmingham, AL
Bachelor of Arts, Business, Faulkner University, Montgomery, AL

Brenda Bennett (Part-Time)

Master of Library Sciences, American Culture, University of Michigan-Flint, Flint, MI
Master of Arts, Applied Communication, University of Michigan-Flint, Flint, MI
Bachelor of Arts, Social Sciences, University of Michigan-Flint, Flint, MI

Nancy Berger (Part-Time)

Master of Arts, English Rhetoric and Composition, University of Central Florida, FL
Bachelor of Science, English Language Arts Education, University of Central Florida, FL

Christopher Bevard (Part-Time)

Master of Arts, English/Writing, Western Illinois University, Macomb, IL
Bachelor of Arts, English, Southeastern Louisiana University, Hammond, LA

Rosie Branciforte (Part-Time)

Doctor of Education, University of Central Florida, Orlando, FL
Master of Science, Reading, University of Bridgeport, Bridgeport, CT

Tawny Brown (Part-Time)

Master of Arts, Sociology, Lincoln University, Jefferson City, MO
Bachelor of Arts, Political Science, Lincoln University, Jefferson City, MO

Shalon Bull (Part-Time)

Master of Science, Food Science and Human Nutrition, University of Florida, Gainesville, FL
Bachelor of Science, Food Science and Human Nutrition, University of Florida, Gainesville, FL

Andrea Constantine (Part-Time)

Master of Arts, Sociology, Arizona State University, Tempe, AZ
Bachelor of Arts, Psychology, Arizona State University, Tempe, AZ

Nicole Crook (Part-Time)

Master of Arts, Sociology, Arizona State University, Tempe, AZ
Master of Arts, Education, Claremont Graduate University, Claremont, CA
Bachelor of Arts, Social Sciences, Washington State University, Pullman, WA
Associate of Arts, General Liberal Arts & sciences, Ventura County Community College, Ventura, CA

Eric Cummings (Part-Time)

Master of Humanities, Humanities English, Tiffin University, Tiffin, OH

Julie Davis (Part-Time)

Doctor of Philosophy, Counseling Psychology, Western Michigan University, Kalamazoo, MI
Master of Arts, Behavioral Science – Psychology, University of Houston, Houston, TX
Bachelor of Arts, English Psychology, Houston Baptist University, Houston, TX
Psychologist's License, State of Michigan

Stephanie Davis (Part-Time)

Master of Arts, Communication, University of South Alabama, Mobile, AL
Bachelor of Arts, Communication / Broadcast Journalism, University of South Alabama, Mobile, AL

Merrie Dekle (Part-Time)

Master of Arts, Communication Arts, Austin Peay State University, Clarksville, TN
Master of Science, General Psychology, Capella University, Minneapolis, MN
Bachelor of Science, Mass Communication, Middle Tennessee State University, Murfreesboro, TN
Bachelor of Science, Psychology, Middle Tennessee State University, Murfreesboro, TN

Christine Douglass (Part-Time)

Master of Arts, Communication, Eastern Michigan University, Ypsilanti, MI
Bachelor of Science, Communications, Eastern Michigan University, Ypsilanti, MI

Connie Duke (Part-Time)

Doctor of Education, Educational Leadership, Nova Southeastern University, Fort Lauderdale, FL
Master of Arts, English Education, Olivet Nazarene University, Kanakee, IL
Bachelor of Arts, Speech, Olivet Nazarene University, Kanakee, IL

Cathleen Dunn (Part-Time)

Doctor of Philosophy, Psychology, University of South Florida, Tampa, FL
Master of Arts, Psychology, University of South Florida, Tampa, FL
Bachelor of Arts, Psychology, University of South Florida, Tampa, FL

Monette Elizalde (Part-Time)

Doctor of Philosophy, Education/Mathematics Education, University of the Incarnate Word, San Antonio, TX
Master of Arts in Teaching, Elementary Education, Trinity University, San Antonio, TX
Bachelor of Arts, Humanities, Trinity University, San Antonio, TX

Gregory Ellis (Part-Time)

Master of Arts, Communication, University of Dayton, Dayton, OH
Bachelor of Science, Communication, Ohio University, Athens, OH

Ashraf Esmail (Part-Time)

Doctor of Philosophy, Sociology/Educational Leadership/ Administration & Reading Comprehension, Union Institute and University, Cincinnati, OH
Master of Arts, Sociology, Georgia State University, Atlanta, GA

Tammy Fogarty (Part-Time)

Master of Science, Dietetics and Nutrition, Florida International University, Miami, FL
Bachelor of Science, Dietetics and Nutrition, Florida International University, Miami, FL
Dietitian/Nutritionists License, State of Florida

Joni Gaynor (Part-Time)

Master of Arts, Psychology, California State University, Fullerton, CA

Bachelor of Arts, Major: Psychology, Minor: Management, University of California, Irvine, CA

Gina Gettings (Part-Time)

Master of Business Administration, University of Phoenix, Phoenix, AZ

Graduate Coursework, University of Central Florida, Orlando, FL

Bachelor of Arts, English Language & Literature, Florida State University, Tallahassee, FL

Andrea Goldstein (Part-Time)

Doctor of Philosophy, Clinical Psychology/Forensic Psychology, Carlos Albizu University, Miami, FL

Master of Science, Psychology, Carlos Albizu University, Miami, FL

Bachelor of Arts, Psychology, Florida Atlantic University, Boca Raton, FL

Certificate, Social Studies Education, Florida Atlantic University, Boca Raton, FL

Carol Guarino (Part-Time)

Master of Science, Nutrition and Dietetics, College at Oneonta State University of New York, Oneonta, NY

Andrew Halverson (Part-Time)

Master of Science, Mathematics, University of Louisiana Lafayette, Lafayette, LA

Bachelor of Science, Mathematics, University of Louisiana Lafayette, Lafayette, LA

Jenna Hayes (Part-Time)

Master of Arts, English, The University of South Dakota, Vermillion, SD

Bachelor of Arts, English & Anthropology, The University of South Dakota, Vermillion, SD

Yvonne Ho (Part-Time)

Master of Arts, English as a Second Language, University of California, Los Angeles, CA

Master of Arts, French, Middlebury College, Middlebury, VT

Charna Iommetti (Part-Time)

Master of Science, Psychology, Grand Canyon University, Phoenix, AZ

Master of Arts, Sociology, Temple University, Philadelphia, PA

Andrea Johnson (Part-Time)

Master of Arts, Family and Consumer Sciences, Appalachian State University, Boone, NC

Bachelor of Science, Human Ecology, The University of Tennessee Knoxville, Knoxville, TN

Ieisha Jones (Part-Time)

Master of Arts, Sociology, St. Johns University, Queens, NY

Bachelor of Arts, Administrative Studies, St. Johns University, Queens, NY

Hailey Kirkpatrick (Part-Time)

Master of Science, Clinical Nutrition / Dietetics, The University of Alabama at Birmingham, Birmingham, AL

Bachelor of Science, Nutrition & Dietetics, Auburn University, Auburn, AL

Certificate, Clinical Nutrition/Dietetics, The University of Alabama at Birmingham, Birmingham, AL

Kalpana Kirtane (Part-Time)

Doctor of Education, Organizational Leadership, Nova University, Fort Lauderdale, FL

Master of Science, Mathematics, University of Central Florida, Orlando, FL

Janene Krieger (Part-Time)

Master of Arts, Sociology, University of Colorado (Colorado Springs), Colorado Springs, CO

Bachelor of Science, Individualized Degree Program, Metropolitan State University of Denver, Denver, CO

Joris Kwakye (Part-Time)

Master of Science, Mathematics, Clark Atlanta University, Atlanta, GA

Lindsey Lee (Part-Time)

Master of Arts in Education, Health Education, University of Alabama at Birmingham, Birmingham, AL
Bachelor of Science, Nutrition and Food Science, Nutrition Diet, Auburn University, Auburn, AL
Registered Dietician, State of Alabama

Shreya Lui (Part-Time)

Doctor of Medicine, Medical University of Lublin, Lublin, Poland
Bachelor of Psychology, Rutgers University, Newark, NJ
Certified Clinical Medical Assistant, National Healthcareer Association

Anita Mamoran (Part-Time)

Master of Science, in Counseling/Psy, Social Services Counseling, Troy University, Troy, AL
Master of Science, Intern Relations/National, Troy University, Troy, AL
Bachelor of Science, Psychology, Troy University, Troy, AL

Catherine Mantle (Part-Time)

Master of Arts, Communication, West Texas A&M University, Canyon, TX

Denise McCaffrey (Part-Time)

Master of Science, Nutrition and Integrative Health, Maryland University of Integrative Health, Laurel, MD
Bachelor of Science, Environmental Studies, San Jose State University, San Jose, CA

Mary McGee (Part-Time)

Master of Education, Curriculum and Instruction, Doane College, Crete, NE
Master of Science, Mathematics, University of Nebraska at Omaha, Omaha, NE
Bachelor of Arts, Mathematics, Doane College, Crete, NE

Amanda Neuman (Part-Time)

Master of Arts, SCDA, Interpersonal and Public Communications, Central Michigan University, Mt. Pleasant, MI
Bachelor of Arts, Psychology, Saginaw Valley State University, University Center, MI

Kelly Nuckolls (Part-Time)

Master of Science, Family and Consumer Sciences, Eastern Illinois University, Charleston, IL

Nicole Pleasant (Part-Time)

Master of Arts, Psychology, The University of Arizona Global Campus, San Diego, CA

Leane Pupo (Part-Time)

Masters in Psychology, American Public University System, Charles Town, WV
Bachelor of Science, Psychology, University of Central Florida, Orlando, FL

Ileana Roiz-Felipe (Part-Time)

Doctorate of Education, Educational Leadership, Argosy University, Sarasota, FL
Master of Science, I/O, Psychology, Carlos Albizu University, Miami, FL
Bachelor of Science, Psychology, Carlos Albizu University, Miami, FL

Ethan Ross (Part-Time)

Master of Fine Arts, Creative Writing, Old Dominion University, Norfolk, VA
Bachelor of Arts, English-Writing, Spring Arbor University, Spring Arbor, MI

Kathryn Sellers (Part-Time)

Master of Science, Psychology, Auburn University at Montgomery, Montgomery, AL
Bachelor of Arts, Psychology, University of Montevallo, Montevallo, AL

Shawn Shavers-Sublett (Part-Time)

Doctor of Education, Curriculum & Instruction, Texas Southern University, Houston, TX
Master of Arts, Sociology, Texas Southern University, Houston, TX
Master of Education, Educational Administration, Grand Canyon University, Phoenix, AZ
Master of Education, Special Education, Grand Canyon University, Phoenix, AZ
Bachelor of Science, Criminal Justice, University of Northern Texas, Denton, TX

Diana Simon (Part-Time)

Master of Science, Nutrition and Food Sciences, Montclair State University, Montclair, NJ
Bachelor of Arts, Psychology, William Peterson University, Wayne, NJ
Certificate, American Dietetic Association, Montclair State University, Montclair, NJ

Patrick Smith (Part-Time)

Doctor of Philosophy, Psychology, Capella University, Minneapolis, MN

Brian Stark (Part-Time)

Doctor of Education, Educational Leadership, College of Saint Mary, Omaha, NE
Master of Arts, Mathematics, Aurora University, Aurora, IL

Brian Steinberg (Part-Time)

Master of Arts in Education, Postsecondary Education: Student Affairs, University of Northern Iowa, Cedar Falls, IA
Bachelor of Science, Earth Science, Central Michigan University, Mount Pleasant, MI
Certificate, Human Services, Capella University, Minneapolis, MN

Michael Storper (Part-Time)

Master of Science, Innovative Teach/Mathematics, Nova Southeastern University, Fort Lauderdale, FL
Bachelor of Science, Math, Nova Southeastern University, Fort Lauderdale, FL

Lauren Tucker (Part-Time)

Master of Arts, Human Services: Marriage and Family, Liberty University, Lynchburg, VA
Bachelor of Science, Psychology, Longwood University, Farmville, VA

Jordan Vosmik (Part-Time)

Doctor of Philosophy, Psychology, Arizona State University, Tempe, AZ
Master of Arts, Psychology, Arizona State University, Tempe, AZ

Joseph Williams (Part-Time)

Master of Divinity, Divinity, Andrews University, Berrien Springs, MI
Master of Arts, Communication, Grand Canyon University, Phoenix, AZ
Master of Science, Sociology, Grand Canyon University, Phoenix, AZ

Kiki Wilson (Part-Time)

Master of Science, Communication, Walden University, Minneapolis, MN

Rebecca Wilson (Part-Time)

Doctor of Psychology, California Southern University, Costa Mesa, CA
Master of Science, Education Community and College Counsel, Longwood University, Farmville, VA
Bachelor of Science, Psychology, Radford University, Radford, VA

Amy Winskie (Part-Time)

Master of Education, Education, Georgia Southern University, Statesboro, GA
Bachelor of Science, Mathematics, The University of North Carolina at Wilmington, Wilmington, NC

OTHER

Benjamin Allaire (Part-Time)

Master of Science, Nursing, Chamberlain University, Addison, IL

Khalid Ayyubov (Part-Time)

Master of Information Systems, University of Phoenix, Phoenix, AZ

Master of Arts, Education/Adult Education and Training, University of Phoenix, Phoenix, AZ

Bachelor of Science, Information Technology, DeVry University, Addison, IL

Michele Distler (Part-Time)

Masters of Business Administration, University of South Florida, Tampa, FL

Master of Science, Nursing, Rasmussen University, Bloomington, MN

Bachelor of Science, Nursing, University of South Florida, Tampa, FL

Jimmie Flores (Part-Time)

Doctor of Management, Organizational Leadership/Information Systems & Technology, University of Phoenix, Phoenix, AZ

Doctor of Philosophy, Human and Organizational Systems, Fielding Graduate University, Santa Barbara, CA

Master of Arts, Human and Organizational Systems, Fielding Graduate University, Santa Barbara, CA

Master of Education, Education/Curriculum Instruction & Assessment, Regis University, Denver, CO

Master of Non-Profit Management, Management, Regis University, Denver, CO

Master of Science, Management, Regis University, Denver, CO

Master of Science, Computer Information Technology, Regis University, Denver, CO

Master of Science, Educational Technology, DeVry University, Chicago, IL

Master of Business Administration, Finance Concentration Marketing Concentration, University of St. Thomas, Houston, TX

Bachelor of Business Administration, Corporate Finance Management, St. Mary's University, San Antonio, TX

James Hargrove (Part-Time)

Master of Health Informatics, Purdue University Global, Chicago, IL

Bachelor of Arts, Management/Info Systems, Eastern University, St. Davids, PA

Tamer Ibrahim (Part-Time)

Master of Computer Science, Computer Engineering, Silicon Valley University, San Jose, CA

Master of Business Administration, Business Administration, California State University, Hayward, CA

Julia Krummen (Part-Time)

Doctor of Philosophy, Information Technology, Capella University, Dallas, TX

Master of Science, Information Sciences, The University of Tennessee Knoxville, Knoxville, TN

Gregory Mach (Part-Time)

Masters of Science, Management Information Systems, Bellevue University, Bellevue, NE

Bachelor of Arts, Organizational Communication, Wright State University, Dayton, OH

Associate of Science, Business Administration, Sinclair Community College, Dayton, OH

Carole Sanders (Part-Time)

Master of Arts, Health Information Management, The College of Saint Scholastica, Duluth, MN

Bachelor of Science, Health Information Administration, Loma Linda University, Loma Linda, CA

Certificate, Health Information Management, The College of Saint Scholastica, Duluth, MN

NURSING

HYBRID

Jennifer Aloni (Part-Time)

Master of Science, Nursing, Wilmington University, New Castle, DE
Bachelor of Science, Nursing, Wilmington University, New Castle, DE
Associate of Applied Science, Nursing, Raritan Valley Community College, Somerville, NJ

Ellen Apple (Full-Time)

Master of Science, Nursing, Tennessee State University, Nashville, TN
Bachelor of Science, Nursing, Aquinas College, Nashville, TN
Associate of Science, Nursing, Aquinas College, Nashville, TN

Loice Collins (Part-Time)

Master of Science, Nursing, Walden University, Minneapolis, MN
Bachelor of Science, Nursing, Old Dominion University, Norfolk, VA
Associate of Applied Science, Nursing, Northeastern Oklahoma A&M College, Miami, OK

Rachel Crittle (Part-Time)

Master of Business Administration & Master of Science in Nursing, Nursing Leadership in Health Care Systems, Grand Canyon University, Phoenix, AZ
Bachelor of Science, Nursing, Nevada State College, Henderson, NV
Associate of Applied Science, Nursing, College of Southern Nevada, Henderson, NV

Marion Kershaw (Part-Time)

Doctor of Nursing Practice, Educational Leadership, Grand Canyon University, Phoenix, AZ
Master of Science, Nursing, Jacksonville University, Jacksonville, FL
Bachelor of Science, Nursing, Jacksonville University, Jacksonville, FL

Analena Lunde (Full-time)

Doctor of Nursing Practice, Walden University, Minneapolis, MN
Master of Science in Nursing, Walden University, Minneapolis, MN
Bachelor of Science in Nursing, Marquette University, Milwaukee, WI

Kathleen Marvel (Full-Time)

Masters in Nursing Administration, Regis University, Denver, CO
Bachelor of Science in Nursing, Boston College, Boston, MA

Shelicia Morton-Ford (PartTime)

Doctor of Nursing Practice, Nursing, Capella University, Dallas, TX
Bachelor of Science, Nursing, The University of Alabama at Birmingham, Birmingham, AL
Associate of Applied Science, Nursing, Shelton State Community College, Tuscaloosa, AL

Colleen Price (Part-Time)

Master of Science, Nursing, Norwich University, Northfield, VT
Bachelor of Science, Nursing, University of Mary Hardin-Baylor, Belton, TX

Tammy Schossler (Part-Time)

Master of Science, Nursing, The University of Texas Health Science Center at Houston, Houston, TX
Bachelor of Science, Nursing, Villa Maria College, Buffalo, NY

Louis Streb (Full-Time)

Master of Science, Nursing, Liberty University, Lynchburg, VA
Bachelor of Science, Nursing, Prairie View A&M University, Prairie View, TX

Mary Tencza (Full-Time)

Doctor of Nursing Practice, Purdue University Global
Master of Science, Nursing, Drexel University, Philadelphia, PA
Bachelor of Science, Nursing, Drexel University, Philadelphia, PA

BLENDED

Tina Arstingstall (Part-Time)

Doctorate of Nursing Practice, Nursing, University of Cincinnati, Cincinnati, OH
Bachelor of Science, Nursing, University of Cincinnati, Cincinnati, OH
Associate of Applied Science, Nursing, Sinclair Community College, Dayton, OH
Certificate, Certified Nurse Educator, University of Cincinnati, Cincinnati, OH

Betty Bogart (Full-Time)

Master of Science, Nursing, University of Phoenix, Phoenix, AZ
Bachelor of Science, Nursing, University of Phoenix, Phoenix, AZ

Rebecca Brunelle (Part-Time)

Master of Science, Nursing, University of Colorado, Denver, CO
Bachelor of Science, Nursing, Oregon Health & Science University, Portland, OR

Adriana Bugg (Part-Time)

Master of Science, Nursing, Capella University, Minneapolis, MN
Bachelor of Science, Nursing, Martin Methodist College, Pulaski, TN

Cheryl Burke (Full-Time)

Master of Science, Nursing, The University of Scranton, Scranton, PA
Bachelor of Science, Nursing, The University of Scranton, Scranton, PA

Diane Gullett (Part-Time)

Master of Science, Nursing, Florida Atlantic University, Boca Raton, FL
Master of Public Health, Public Health & Tropical Medicine, Tulane University, New Orleans, LA
Bachelor of Science, Louisiana State University, New Orleans, LA

Sarah Kamp (Part-Time)

Master of Science, Nursing/Pediatric Nurse, Maryville University, St. Louis, MO
Bachelor of Science, Nursing, Maryville University, St. Louis, MO
Associate of Science, Nursing, Barnes-Jewish College, St. Louis, MO

Lisa Kopteros (Part-Time)

Master of Science, Nursing, Grand Canyon University, Phoenix, AZ
Bachelor of Arts, Humanities, University of Maine at Presque Isle, Presque Isle, ME
Associate in Applied Science, Practical Nursing, Northern Maine Technical College, Presque Isle, ME

Penny Lamascus (Full-Time)

Doctor of Nursing Practice, Vanderbilt University, Nashville, TN
Master of Science, Nursing, Vanderbilt University, Nashville, TN
Bachelor of Science, Nursing, The Ohio State University, Columbus, OH

John Maddux (Full-Time)

Doctor of Chiropractic, Logan College of Chiropractic, Chesterfield, MO
Master of Science, Nursing, Jefferson College of Nursing, Philadelphia, PA
Bachelor of Science, Nursing, Remington College, Lake Mary, FL

Danielle McBride (Full-Time)

Master of Science, Nursing, Regis University, Denver, CO
Bachelor of Science, Nursing, Regis University, Denver, CO
Associate of Applied Science, Nursing, Community College of Denver, Denver, CO

Adelle Minerich (Part-Time)

Master of Science, Nursing, Excelsior College, Albany, NY

Bachelor of Science, Nursing, The University of Toledo, Toledo, OH

Connie Morris (Full-Time)

Master of Science, Nursing, Walden University, Minneapolis, MN

Bachelor of Science, Nursing, Jacksonville University, Jacksonville, FL

Associate of Science, Nursing, Florida State College at Jacksonville, Jacksonville, FL

Kara Novak (Part-Time)

Master of Science, Nursing, Frontier Nursing University, Hyden, KY

Bachelor of Science, Nursing, Chamberlain University, St. Louis, MO

Associate of Applied Science, Nursing, Central Texas College, Killeen, TX

Patience Okoroafor (Full-Time)

Master of Science, Nursing, Walden University, Minneapolis, MN

Bachelor of Science, Nursing, Ashland University, Ashland, OH

Bachelor of Science, Human Resources Management, Franklin University, Columbus, OH

Susan Perankovich (Full-Time)

Master of Science, Nursing, University of South Alabama, Mobile, AL

Bachelor of Science, Nursing, University of South Alabama, Mobile, AL

Associate of Science, Registered Nursing, Pensacola State College, Pensacola, FL

Career Certificate, Practical Nursing, Pensacola State College, Pensacola, FL

Whitney Peterson (Part-Time)

Doctor of Nursing Practice, Nursing, Chamberlain University, Addison, IL

Master of Science, Nursing, Chamberlain University, Addison, IL

Bachelor of Science, Nursing, Chamberlain University, Addison, IL

Associate of Applied Science, Nursing, Morgan Community College, Fort Morgan, CO

Certificate, Practical Nursing, Morgan Community College, Fort Morgan, CO

Certificate, Nurse Aide, Morgan Community College, Fort Morgan, CO

Benhur "Be" Prietos (Part-Time)

Master of Science, Nursing, Husson University, Bangor, ME

Bachelor of Science, Nursing, MidAmerica Nazarene University, Olathe, KS

Associate in Applied Science, Registered Nursing, Barton Community College, Great Bend, KS

Elizabeth Roberts (Part-Time)

Doctor of Nursing Practice, Walden University, Minneapolis, MN

Master of Science, Nursing, University of Phoenix, Phoenix, AZ

Bachelor of Science, Nursing, University of Phoenix, Phoenix, AZ

Associate of Health Science, Nursing, Midlands Technical College, Columbia, SC

Jeanette Roxie Rogers, (Full-Time)

Master of Science, Nursing, Indiana Wesleyan University, Marion, IN

Bachelor of Science, Nursing, Kentucky State University, Frankfurt, KY

Associates in Applied Science, Nursing, Bluegrass Community and Technical College, Lexington, KY

Angela Shoemake (Part-Time)

Master of Science, Nursing, University of Phoenix, Phoenix, AZ

Bachelor of Science, Nursing, East Stroudsburg University, East Stroudsburg, PA

Marie Stephenson (Part-Time)

Master of Science, Nursing, Walsh University, North Canton, OH

Bachelor of Science, Nursing, Kent State University, Kent, OH

Anne Tourney (Full-Time)

Master of Science, Applied Gerontology, Brenau University, Gainesville, GA

Master of Science, Nursing, Regis University, Denver, CO

Bachelor of Science, Nursing, Regis University, Denver, CO

Judene Wint-Martin (Part-Time)

Doctor of Nursing Practice, Nursing, University of South Alabama, Mobile, AL

Master of Science, Pediatric Nurse Practice, Hunter the City University of New York, New York, NY

Bachelor of Science, Nursing, The City College of New York, New York, NY

A background image of two graduates, a man and a woman, wearing black graduation caps and gowns. They are both smiling. The image has a blue tint. The man is in the foreground, slightly to the right, and the woman is behind him to the left.

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A stylized yellow flame icon above the word FORTIS.

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