



YOUR LIFE POWERED BY LEARNING

2021 - 2022 Catalog
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Fortis Institute

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For consumer info visit www.fortis.edu



FORTIS

Your Life. Powered By Learning

TABLE OF CONTENTS

Calendars.....	1
Introduction and Overview	3
Admissions Information	8
Academic Programs.....	13
Academic Policies & Services.....	21
Tuition & Fees	35
Financial Assistance Programs.....	37
Student Policies	45
Grievance Procedures	55
Course Descriptions.....	57
Staff and Faculty.....	69
Index	71

HOLIDAY/BREAK CALENDAR

11.25.2021 11.26.2021	Thanksgiving
12.24.2021 01.02.2022	Winter Break
01.01.2022	New Year's Day
01.17.2022	Martin Luther King Day
02.21.2022	President's Day
05.30.2022	Memorial Day
6.20.2022	Juneteenth
07.04.2022 07.10.2022	Summer Break

09.05.2022	Labor Day
11.24.2022 11.25.2022	Thanksgiving
12.24.2022	Christmas Eve
12.25.2022 01.02.2023	Winter Break

START DATES

Allied Health and Trade Programs	
09.27.2021	06.13.2022
11.08.2021	08.01.2022
12.20.2021	07.12.2022
02.07.2022	10.24.2022
03.21.2022	11.05.2022
05.02.2022	

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

Fortis Institute was established in 2010 as a non-main campus of Berdan Institute in Wayne, New Jersey. Fortis Institute is located at 2572 Brunswick Pike, Suite 100, Lawrenceville, New Jersey 08648.

CONSUMER INFORMATION

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

Fortis Institute reserves the right to make changes within the terms of this Catalog, which may affect any of the information published, and 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 to be regarded as an integral part of this Catalog.

Fortis Institute expects its students to read and understand the information published in this Catalog and any 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 the current graduation requirements of his or her program.

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

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

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

Inquiries concerning the application of these laws and their implementing regulations may be referred to the Campus President, 2572 Brunswick Pike, Suite 100, Lawrenceville, New Jersey 08648.

Please see the Consumer Disclosures tab found on the Institute website for 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 Institute accrediting body and/or by accrediting teams. The purpose of these assessments is to examine and evaluate compliance of the Institute 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 accreditation by an accrediting agency recognized by the U. S. Department of Education.

- Fortis Institute, Lawrenceville, NJ is institutionally accredited as a non-main campus of Fortis Institute in Wayne, NJ by the Accrediting Bureau of Health Education Schools (ABHES), 7777 Leesburg Pike, Suite 314 N., Falls Church, Virginia 22043, (703) 917-9503, www.abhes.org. ABHES is an accrediting agency recognized by the U.S. Department of Education.
- Fortis Institute is licensed by the New Jersey Department of Labor and Workforce Development, 1 John Fitch Plaza, P.O. Box 110, Trenton, NJ 08625-0110, (609) 659-9045, www.lwd.dol.state.nj.us.
- The dental radiography component of the Dental Assisting program is approved by the New Jersey Department of Environmental Protection, Radiologic Technology Board of Examiners, Bureau of X-Ray Compliance, P.O. Box 420, Trenton, NJ 08625-0420, (609) 984-5890, www.nj.gov/dep/rpp.
- Fortis Institute in Lawrenceville, NJ, is authorized to offer its programs for training veterans and their dependents through the New Jersey State Approving Agency. Department of Military & Veterans Affairs, 101 Eggerts Crossing Road, Lawrenceville, NJ 08648, Phone: (609) 530-6849, Fax: (609) 530-7196, <https://www.nj.gov/military/saa/>, <https://www.nj.gov/military/saa/cd.html>.
- In the event of an unannounced school closure, students enrolled at the time of the closure must contact the Department of Labor and Workforce Development's Training Education Evaluation Unit within ninety (90) calendar days of closure. Failure to do so within the ninety (90) days may exclude the student from any available form of assistance. The contact number to call is (609) 292-4287

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

MISSION AND PURPOSES

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

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

- To develop each student's individual and professional growth, including written and interpersonal communication, critical thinking, and problem-solving competencies.
- To develop each student's professional attitude and an awareness of contemporary career practices through exposure to pragmatic course content.
- To promote self-discipline and motivation so that students may enjoy success in their career and in society.
- To attract and retain effective and qualified instructors who are familiar with current medical and/or technical practices, and who motivate and develop students.
- To offer sound certificate 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.

PROGRAM MISSIONS, GOALS, AND STUDENT LEARNING OBJECTIVES

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

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

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

CRITICAL STRENGTHS OF FORTIS INSTITUTE

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

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

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

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

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

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

Director of Education 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 about admissions requirements, enrollment, and copies of consumer information disclosures

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

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

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

PROGRAM AND POLICY CHANGES

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

FACILITIES AND EQUIPMENT

Fortis Institute occupies a 28,700 square foot facility located at 2572 Brunswick Pike, Suite 100, Lawrenceville, New Jersey 08648. The campus is easily accessible from Routes 1, 95, 195, and 295, located between Trenton and the Quaker Bridge Mall. In compliance with the American Disabilities Act, our campus offers facilities that are accessible to students with disabilities including, handicapped parking spaces, wheelchair incline, wide hallways, and wheelchair-accessible lavatories. A learning resource center is available with high-speed internet access, computer stations, web-based resources, health reference books, and periodicals. Medical labs are equipped with microscopes, stethoscopes, blood pressure cuffs, EKG machines, surgical instruments, examination tables, and injection arms/skins. The computer lab includes student computer stations with high-speed internet access and word processing, presentation, spreadsheet, database, and medical billing/coding software applications. The dental program has operator functional clinics, including a sterilization center, dental materials clinic with lab, front office training area, panoramic x-ray machine, intra-oral x-ray heads, and a darkroom. The Heating, Ventilation, Air Conditioning, and Refrigeration program has a dedicated area that includes labs with a boiler, oil furnaces, electric furnaces, gas furnaces, air conditioning units, refrigeration units, and a tool storage area. The lecture rooms have Internet connectivity, media carts, and digital projectors to enhance the lectures with access to specialized medical websites and web-based materials. There is a student lounge with vending machines and microwaves. Administrative offices include student services, career services, financial aid, registrar, admissions, and bookkeeping. There is a faculty workroom and faculty offices for student conferences. Convenient, well-lit parking is available, with the campus also accessible by major bus routes from the Trenton area.

The facility is accessible.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Fortis Institute is an Equal Opportunity Educational institution and does not discriminate in the recruitment and admission of students with respect to race, color, creed, sex, age, handicap, disability, national origin, or any other legally protected characteristic. Applicants, prospective, or current students with disabilities who require academic adjustments and/or auxiliary aids in connection with the admissions process, the admissions test, and/or their program of study, should contact the Campus President. In consultation with the Vice President of Education at Education Affiliates, Inc., the Campus President 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. The student has the right to present further evidence and bring witnesses, if desired, to support his or her position.

NON-DISCRIMINATION STATEMENT

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

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

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

Title IX Coordinator

Attention: Title IX Coordinator
Suzanne Peters Esq., M.Ed.
National Dean of Programmatic Accreditation

Address: 5026D Campbell Blvd.
Baltimore, Maryland 21236

Telephone: 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 Institute receives all required documentation. All records received become the property of Fortis Institute.

GENERAL ADMISSION REQUIREMENTS

1. The student must be a high school graduate or possess the recognized equivalent of a high school certificate. The student must provide documentation of graduation from high school or college in the form of a valid high school certificate or an earned college degree higher than a completed diploma. Acceptable documentation includes a transcript or other documentation which confirms that the student meets or exceeds the academic achievement equivalent to a high school diploma in the USA. All documents from foreign countries must also be translated into English and evaluated to be equivalent or higher than a USA high school certificate by a credential evaluation service, which is a member agency of the National Association of Credential Evaluation Services (NACS), subject to the approval of the Institute.
2. The applicant must be seventeen years of age or older at the time he or she starts his or her program of study.
3. The applicant must complete an applicant information form.
4. The applicant must interview with an admissions representative and/or other administrative staff.
5. Applicants, who otherwise meet the requirements to pursue a selected program of study, will be given the opportunity to take the Wonderlic Scholastic Level Exam (SLE). Applicants to the Institute who do not achieve a passing score are eligible to immediately retake another version of the SLE. (See below for the SLE minimum score requirement for each program of study.) In the event that the applicant fails to achieve a passing score on the second administration of the SLE, the applicant is eligible to take the SLE a third time using another version; however, a minimum of seven days must elapse after the second testing date before the third SLE may be administered. In addition, this administration and subsequent administrations require 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.
6. 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.
7. Applicants must meet all financial obligations.

The SLE minimum entrance requirements by program are as follows:

Diploma Programs

Dental Assisting	11
Electrical and Electronic Systems Technician	12
Heating, Ventilation, Air Conditioning and Refrigeration	11
Medical Assisting	11

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

ADDITIONAL DENTAL ASSISTING GOOD MORAL CHARACTER REQUIREMENT

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

- As a condition of enrollment, applicants to the Dental Assisting program are required to attest that they are of “good moral character” as required by the New Jersey Bureau of Radiological Health and will therefore undergo a criminal background check as an admission requirement of Fortis Institute. In addition, applicants will be asked if they have “ever been convicted of any Federal or state crime(s).” If so, additional documentation may be required, and admission may be denied if the documentation warrants it. A prospective or enrolled student with a felony conviction (in New Jersey or nationwide) may not be admitted or allowed to continue enrollment in the Dental Assisting program if the documentation reveals that he or she is not of “good moral character” as required by the State of New Jersey Bureau of Radiological Health.
- Any monies paid by the prospective or current student will be refunded in case of an unacceptable background check

ADDITIONAL ADMISSIONS REQUIREMENTS FOR HYBRID PROGRAMS

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

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

HYBRID TECHNOLOGY REQUIREMENTS

Minimum Technology Requirements Hardware:

- 2.2 GHz CPU or greater with a minimum of 4 GB RAM
- Broadband Connection: Cable or DSL
- Web Cam
- Speakers may be required (see course requirements)

Software:

- Windows – Operating System: Windows® 8.1, or 10
- Apple Mac – Operating System: Mac OS X
- Chrome – Operating System: Chrome OS
- 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. Popup blockers can cause access issues if not correctly configured. It is important to allow popups from fortis.blackboard.com and fortis.instructure.com.

AVAILABILITY OF GED TESTING

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

READMISSION

A former student who withdrew in good standing may apply 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 Director of Education or specific Program Director will determine which course credit previously earned will be counted toward program completion and the courses which need to be repeated. Prior to approval for readmission, the applicant for readmission must meet with the Financial Aid Director (or his or her designee) and complete all necessary applications and documents to ensure that his or her past and future tuition and fees obligations will be satisfied in a timely manner. Applications are reviewed and approved by a committee comprised of the Institute's Campus President, Director 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 a reasonable probability that he or she can achieve the grades necessary to raise the Cumulative Grade Point Average (CGPA) and can increase his or her credits earned to credits attempted ratio to comply with the Institute SAP policy. If approved for re-admission, the student will re-enter the Institute in a status of Academic Probation. A student may remain in a status of Academic Probation for only one Quarter. A student who fails to meet SAP after the first Quarter will be dismissed. In addition, a student readmitted in a status of Academic Probation for the purpose of regaining SAP status is not eligible for any form of a 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 paying all new tuition and fees from his or her resources until 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 must meet all new requirements. The student should refer to the Institute Catalog, any relevant student handbooks, and course syllabi for program-specific changes and requirements. For example, a student seeking readmission to a nursing program must have current CPR certification and immunizations.

A readmitted student must sign a new enrollment agreement that 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 the Campus President has established payment arrangements. With assistance from the Registrar, the Director of Education will establish a course schedule for program completion.

ORIENTATION

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

The Institute holds orientation before the start of each program start. Institute policies, student responsibilities, and any questions are addressed at the orientation.

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

Students in the Dental Assisting, Medical Assisting, and Medical Billing & Coding, 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 before the term in which they take any externship course. If the TB test result is positive, a chest X-ray test must be completed.

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

HEALTH AND IMMUNIZATION REQUIREMENTS

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

Students enrolled in allied health programs must have at least the first two Heptovax B hepatitis series of vaccinations (of a three-vaccination series) and a negative PPD (Tuberculosis test) prior to starting their Externship/Clinical portion of the training. In the event of a positive PPD, the student is required to complete a chest x-ray to show the absence of active Tuberculosis. After consultation with their physician, students may decline the Heptovax B series of injections with written notification of the declination provided to the Registrar. Declining the Heptovax shots may adversely affect the student's ability to be placed into an Externship 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 Institute should check with the receiving institution directly to determine to what extent, if any, credits can be transferred.

The applicant or student must initiate the request to transfer credit. Requests for transfer credit should be submitted before enrollment, and only under extenuating circumstances may an exception be made with the approval of the Campus President, in which case all necessary documents must be received no later than 14 calendar days after the start date or re-entry date of the student's program.

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

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 generally 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.
- All other courses must have a grade of "C" or higher on the transcript from the awarding institution.
- Learning objectives or competencies of courses submitted for transfer credit must be comparable to the courses at Fortis Institute for transfer credit to be awarded.
- When a warranted need for an exception to the time limit as stipulated in the preceding paragraphs arises, it must be carefully evaluated at the campus level and presented with justification to the Vice President of Education at Education Affiliates for approval.

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

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

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

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

Additional Requirements for Specific Programs

Students will be informed in writing regarding the acceptance or rejection of transfer credit after evaluating 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 calculating the credits earned/credits attempted ratio to determine the rate of progress in satisfactory academic progress. Since the number of credits transferred into a program may shorten the maximum program length to complete 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 Director of Education and the Registrar. The Director of Education will work with students seeking to transfer to a different program to determine if any of the courses or learning from the current or prior program of study is applicable and can be transferred into the proposed new program with credit granted accordingly.

A Veterans Administration (VA) funded student enrolling in any of the Institute programs with prior credit from another school or military education or skills training will be evaluated according to the Transfer Credit Policy for all students. All veterans and other students eligible for VA funding should apply for credit for previously completed training. The Institute will evaluate and grant credit, if appropriate. Training time will be adjusted appropriately, and tuition reduced proportionately if credit is granted for previous training. The VA and the student will be notified.

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

ACADEMIC PROGRAMS
CERTIFICATE PROGRAMS
DENTAL ASSISTING

Length: 1040 Contact Hours; 48 Instructional Weeks	Program Quarter Credits: 60
Total Clock Hours, including Recognized Homework Hours: 1360	
Credential Awarded: Certificate	Mode of Delivery: Residential, Blended & Full Distance Education. Hybrid Courses delivered online are identified below; all other courses are offered in a traditional on-campus (residential) mode of delivery. Online courses are delivered through a consortium agreement with Fortis College in Centerville, Ohio

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.

EXTERNSHIPS

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.

CREDENTIALING EXAMS

Students are required to take the Dental Assisting National Board's (DANB) Infection Control Examination (ICE) upon completion of their DAS116 course and Radiation Health and Safety (RHS) Examination upon completion of DAS135 course.

CAREER OPPORTUNITIES

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

PLAN OF STUDY

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

*** Online Delivery*

Schedule

Morning: 8:00 a – 1:00 p Monday through Thursday except on Make-up Days.

Required externship hours may be scheduled outside of typical class sessions. Externship hours will be available during typical office hours. Hours are subject to change. Externships are not offered in the evening or weekend.

MEDICAL ASSISTING

Length: 780 Contact Hours; 36 Instructional Weeks	Program Quarter Credits: 46
Total Clock Hours, including Recognized Homework Hours: 975	
Credential Awarded: Certificate	Mode of Delivery: Blended & Full Distance Education. Hybrid Courses delivered online are identified below; all other courses are offered in a traditional on-campus (residential) mode of delivery. Online courses are delivered through a consortium agreement with Fortis College in Centerville, Ohio

OBJECTIVE

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

DESCRIPTION

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

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

EXTERNSHIP

An externship course is included in this program to provide students with the opportunity to apply their knowledge and skills to real-life situations 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
MOA110	Medical Office Procedures**	60	4.0
MOA115	Medical Records and Insurance**	60	4.0
MOA120	Electronic Health Records**	60	4.0
MAS190	Externship	180	6.0

****Online Delivery**

Schedule

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

MEDICAL BILLING AND CODING

Length: 1020 Contact Hours; 48 Instructional Weeks	Program Quarter Credits: 62
Total Clock Hours, including Recognized Homework Hours: 1345	
Credential Awarded: Certificate	Mode of Delivery: Residential, Blended & Full Distance Education Hybrid Courses delivered online are identified below; all other courses are offered in a traditional on-campus (residential) mode of delivery. Online courses are delivered through a consortium agreement with Fortis College in Centerville, Ohio

OBJECTIVE

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

DESCRIPTION

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

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

EXTERNSHIP

An externship course is included in this program to provide students with the opportunity to apply their knowledge and skills to real-life situations 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 required to take the National Certified Insurance Coding Specialist (NCICS) exam through National Center for Competency Testing (NCCT).

CAREER OPPORTUNITIES

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

PLAN OF STUDY

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

*** Online Delivery*

Schedule

Morning: 8a – 1p Monday through Thursday except on Make-up Days.

Required externship hours may be scheduled outside of typical class sessions. Externship hours will be available during typical office hours. Hours are subject to change. Externships are not offered in the evening or on weekends.

ELECTRICAL AND ELECTRONIC SYSTEMS TECHNICIAN

Length: 720 Contact Hours; 36 Instructional Weeks	Program Quarter Credits: 48
Total Clock Hours, including Recognized Homework Hours: 960	
Credential Awarded: Certificate	Mode of Delivery: Residential & Full Distance Education

OBJECTIVE

Electronic Systems are an integral part of our fast-paced daily lives in today's digital world. This program encompasses the many facets of working with low-voltage electronic systems in installation, troubleshooting, and repair. Students will be introduced to safety practices, and the various career paths that are available in the low-voltage electronic systems field. The objective of the program is to prepare students to seek entry-level employment in the fields of telecommunication

DESCRIPTION

Students will explore how electronics are applied in the electrical field, while learning about electronic devices commonly found in residential and commercial applications. Through classroom presentations and lab exercises, students will focus on 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. Through both classroom presentations and lab exercises, students learn how to plan, wire, install, connect, test, integrate, and troubleshoot the systems of today's integrated systems and networks. 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 Electronic Systems field.

CAREER OPPORTUNITIES

The graduate can expect to gain entry-level employment in a career including but not limited to: 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, Service Technician.

PLAN OF STUDY

Course Code	Course Title	Clock Hours	Credit Hours
ELC110	Principles of Electricity	60	4.0
ELC115	Low Voltage Principles and Standards	60	4.0
ELC120	Electronics for Electricians	60	4.0

ELC135	Residential Circuitry and Design	60	4.0
ELC140	Residential Construction and Branch Circuits	60	4.0
ELC170	Home Integration	60	4.0
EST120	Electronic Applications	60	4.0
EST125	Data, Voice and Video Cabling	60	4.0
EST145	Monitoring and Surveillance Systems	60	4.0
MAT110	Applied Mathematics	60	4.0
PDC110	Career and Professional Development	60	4.0
SKW101	Introduction to the Skilled Professions	60	4.0

Schedule

Morning: 8a – 1p Monday through Thursday except on Make-up Days.

HEATING, VENTILATION, AIR CONDITIONING, AND REFRIGERATION

Length: 960 Contact Hours; 48 Instructional Weeks	Program Quarter Credits: 64
Total Clock Hours, including Recognized Homework Hours: 1280	
Credential Awarded: Certificate	Mode of Delivery: Residential & Full Distance Education

OBJECTIVE

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

DESCRIPTION

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

CREDENTIALING EXAMS

This program prepares students for the following EPA Recovery, Recycling and Reclaim Certifications: Type I Small Appliance, Type II Split System and Heat Pumps, and Type III Low-pressure and Chillers.

CAREER OPPORTUNITIES

Upon satisfactory completion of the program, students will be able to assume entry-level positions as heating, air conditioning, and refrigeration technicians in both residential and commercial sites. The graduate will be adept at using a variety of tools, including acetylene torches, manifold gages, volt meters,

recovery machines, manometers, air velocity meters, and other tools to diagnose and repair most types of equipment.

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: 8a – 1p Monday through Thursday except on Make-up Days.

ACADEMIC POLICIES

ACADEMIC ACHIEVEMENT/GRADING

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

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

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

*Dental Assisting Students: The minimum grade of 75% is required for successful completion of DAS135 Dental Radiology and DAS150 Capstone and Career Development in the didactic, laboratory, and clinical sessions.

Other letter grades used by the Institute include:

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

Records of a student's progress are maintained by the Institute. 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 and 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 a "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.
- A minimum passing grade of C is required for successful completion of the courses DAS135 and DAS151 Capstone and Development
- Per New Jersey D.E.P: Requirements for 100% successful completion of the courses DAS135 Dental Radiology and DAS151 Capstone & Career Development: The courses DAS135 Dental Radiology and DAS151 Capstone & Career Development must be passed with a grade of 75% or higher in the didactic, laboratory, and clinical sessions.

ACADEMIC HONORS

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

Dean's List

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

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

President's List

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

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

Valedictorian

The valedictorian represents both academic and personal achievement. The valedictorian will be selected from the group of students with a GPA of 3.70 or higher who have earned High or Highest Honors. The Institute 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.

INCOMPLETE GRADE POLICY

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

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

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

COURSE REPEAT POLICY

All courses in which a student fails to earn a passing grade (as defined in the course syllabus) must be repeated and successfully completed to comply with course prerequisite requirements and 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 progress. All final grades are reflected on the official transcript; repeated courses are designated with an asterisk.

Students who need to repeat a course must meet with the Registrar regarding scheduling. It is the student's responsibility 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 subsequently required repeat may interrupt the student's enrollment, delay the student's expected graduation date, negatively impact financial aid eligibility, and/or impact the student's satisfactory academic progress status.

COURSE AUDIT

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

A course audit status is also available when the institution determines 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 a class, the student will not be charged tuition.

The student is expected to participate in all typical learning activities except examinations or quizzes during an audit class. 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 financial aid purposes. A course audit cannot last more than one term (6 weeks). Auditing a class may lengthen the time it takes for a student to complete the program.

COURSE REFRESHER

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

TRANSCRIPT OF GRADES

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

GRADUATION REQUIREMENTS

Upon successfully completing all requirements of their chosen program of study, students will be awarded the certificate 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 Director of Education, Registrar, Financial Aid, and Career Services
- 5) Returned any school property, including books and equipment
- 6) The student has made satisfactory arrangements with the Business Office to meet all financial obligations to the Institute.

LICENSURE, CERTIFICATION, AND REGISTRATION

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

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

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

COUNSELING/ADVISEMENT

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

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

TUTORING

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

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

ACADEMIC APPEALS

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 Director of Education. The appeal must include a

description of the academic decision the student is requesting be reviewed and as much documentation as possible substantiating the reason for the review of the decision.

The Director of Education will convene a meeting of the Academic Review Board, consisting of a program director who was not the instructor for the course if the issue is grade-related. This meeting will be held within seven calendar days of the Director receiving the student's written appeal. The student will be notified in writing via mail and 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 a violation of the attendance policy, the student will remain withdrawn from the school until the appeal is successful.

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

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 a 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. The Registrar maintains attendance records as part of the student's permanent academic record.

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

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

Students are responsible for making up assignments and work missed due to absence at the instructor's discretion. The instructor may assign additional outside make-up work to be completed for each absence.

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

Students may appeal the Institute 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.

MAKE-UP WORK

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

TARDINESS/EARLY DEPARTURE

Students are required to be on time and stay for the entire duration of the class. Students assume the responsibility for making arrangements with individual instructors for 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

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. The student may only return at the beginning of a subsequent term or module. Students enrolled in term-based programs approved for an ALOA will begin their grace period on any Federal Student Loan(s) as of their last date of attendance. Furthermore, the Return to Title IV policy and Tuition Refund policy as listed in the catalog will be applied.

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

- 1) The request and reason(s) for the Leave of Absence must be made by the student in writing on a Leave of Absence Request Form in advance of the ALOA. If unforeseen circumstances inhibit a student from making the ALOA request in advance, the Institute may grant an ALOA on behalf of a student without prior written request as long as the Institute can document the reason for its decision and collect the request from the student at a later date. This would apply in such instances where the student sustained an injury due to an accident, became suddenly ill, or had an immediate family member become suddenly ill that needed immediate care.
- 2) In certain documented, unforeseen and extenuating circumstances, a student who cannot continue attending the course(s) may find it essential to request an A LOA after a term or module has started. The institution is not required to approve this type of LOA request; however, if the institution grants this type of mid-term LOA request, the student will receive a grade of W 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 written approval from the Institute. The Institute cannot extend the leave period originally requested without a written request from the student (or family member if the student is incapacitated) that includes third-party supporting documentation. All ALOA extension paperwork and documentation must be turned into the school prior to the student's initial ALOA return date. In any 12-month period, the cumulative leave period(s) may be no longer than 180 calendar days.

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

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

With the exception of scheduled holidays and breaks, the Institute programs and courses are delivered continuously throughout the year. Programs of study are designed to be delivered in an uninterrupted academic calendar; however, there are a certain set of limited circumstances when an individual student, for academic reasons, needs to interrupt the sequential order of the courses in his or her program of study. The 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 Institute during these brief periods.

Six required steps must be completed before the approval of the SPN enrollment status:

- 1) The student must be currently enrolled and actively attending a program of study that delivers instruction in modules.
- 2) The student 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, an 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 Institute will not charge the tuition, books, or fees for the module of instruction for which the student is not in attendance.

WITHDRAWAL

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

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

Should students be considering withdrawing from a course or the Institute, they should meet with the Director of Education or the Director of Nursing (for students enrolled in nursing courses), or the Campus President to gain an appreciation for what the Institute can do to help them solve their problems and to gain a complete understanding of the decision they are about to make. If a student decides to proceed with the withdrawal, the student must notify 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 the Institute will receive a grade of "W" if they withdraw before or at the time of attending 50% of the scheduled class days for the course. If students withdraw after attending 50% of the scheduled days of the course, they will receive a "WF" grade. The grade will be recorded on their transcript.

Withdrawals as a Result of Failure to Attend

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

EFFECTIVE DATE OF WITHDRAWAL

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

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

Dismissal from the Program and the Institute

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

Student Responsibility

Whenever their schedules change, whenever a course is added, dropped, or when students withdraw from a course, students must meet with the Financial Aid Department in order to understand the impact of the change on their financial aid and financial obligations and must meet with the Registrar 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 led, guided, or supervised by an instructor or performed by students in groups or individually. Such lab activities may occur 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 incorporates both traditional on-campus (residential) and distance learning (online) within a program of study. The mode of delivery for each program is identified on the program page. Students enrolled in hybrid programs will take some of their courses via distance learning (online). Students enrolled in hybrid programs require access to a computer, webcam, internet connectivity, and software that meets the specifications described in the Student Information and Acknowledgement Form provided during enrollment.

CLOCK HOUR OF INSTRUCTION

Clock hours of instruction consist of 50 minutes of instruction in 60 minutes.

CLOCK TO CREDIT HOUR CONVERSION FORMULA

Definition of a Credit Hour

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

One quarter credit hour is defined as:

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

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

Out-of-Class Work

Out-of-class work or homework refers to learning tasks assigned to students to be completed outside of classroom or faculty instruction hours. An essential part of every program of study, out-of-class work enables students to master

course objectives and leads toward achieving the overall program objective. Students are expected to complete approximately two hours of out-of-class work per week for each classroom or faculty instruction hour.

Types of Out-of-Class Work

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

Assignment of Out-of-Class Work

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

MAXIMUM CLASS SIZE

Course Component	Dental Assisting	Allied Health Programs	Trade Programs
Lecture Residential	35:1	32:1	32:1
Lecture Online	20:1	20:1	N/A
Lab Residential	20:1	20:1	20:1
Lab Online	20:1	20:1	N/A
Clinical/Externship Rotation	N/A	N/A	N/A
Computer	30:1	30:1	30:1
Radiology for Dental Assisting	20:1	N/A	N/A

COURSE PROGRAMMING

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

Classes may be scheduled between 7:00 a.m. and 11:00 p.m., Monday through Friday, and 7:00 a.m. and 5:00 p.m. on Saturday. Required externship hours may be scheduled outside of typical class sessions. Externship hours will be available during typical office hours. Hours are subject to change. Externships are not offered in the evening or on weekends.

INSTITUTE CLOSURES

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

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

COURSE ADD/DROP

Students may not drop or add a course, except in certain circumstances. A student enrolled in multiple courses may have the ability to drop a course, but the student must be aware that dropping a course may affect the student's enrollment in multiple ways, including 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, the status of students
 - a. Most programs at this Institute are intended to prepare students for a specific career or profession. Therefore, the externship component of those courses is integral to academic requirements for preparation for the chosen career or profession. The externship closely reflects the student's future working responsibilities. Therefore, a student is required to demonstrate dependability, punctuality, and accountability, which are essential and measurable professional qualities. While at the externship site, the student's status is that of a 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 acknowledgment of the information disclosure.
4. Agreements
 - a. The Institute maintains current agreements with all entities and locations where the student may be assigned for purposes of meeting the externship component of the program requirements. The standard agreement calls out the responsibilities of the site, the responsibilities of the institution, and the student's responsibilities.
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 occur 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 considered where possible. Generally, students are not required to find their sites; rather, they will be assigned to a site with whom the Institute has an existing relationship. Should the student want to introduce a new site to the Institute, the Institute will need to inspect and evaluate the appropriateness of the site and its ability to meet the externship course module's educational objectives and complete an agreement with that site before the student can attend there.
 - b. The student will be assigned to a specific venue and 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 convenient sites 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 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 their study.
 - c. Length of day, the maximum length of day
 - i. In the interests of safety and 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 the 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 violating 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 circumstances such as a family death, jury duty, military duty, or similar.
 - d. Students must not be late or tardy to their site. Lateness will be counted for attendance purposes at externship sites the same way that lateness to class is accounted for under the Institute's attendance policy. A student who is likely to be late must inform the site supervisor as soon as it is safe and feasible to do so.
 - e. If more than 20% of the scheduled externship hours are missed, in accordance with the attendance and grading policy, the student will be considered to have failed the course and will be required to retake it when a suitable site becomes available. There may be a charge involved.
 - f. In addition, in some programs, the student must attend meetings at the Institute to discuss the progress, the experience, the program, and extern site instructors. Attendance will be taken at these meetings, but it will not count towards hours of attendance for the course or module.
 - g. Make-up hours for lateness or absences are difficult to schedule. Make-up hours must be arranged with the site supervisor and externship instructor. Students should understand that make-up hours may not be contiguous to their scheduled end date.
8. Supervision on site
- a. Supervision
 - i. Students will be supervised on-site either by a member of the Institute's staff or a site's staff. The student will be advised of the supervisor's name and contact information when the site assignment is given.
 - ii. If the student's supervisor is a member of the site's staff, a member of the Institute's staff will visit that site at least once when the student is assigned to observe the student firsthand and obtain feedback from the student and the on-site supervisor.
 - b. Sign-off on attendance
 - i. The student's supervisor must sign off on time reported back to the Institute. It is the student's responsibility to get the supervisor's signature on his or her timecard.
9. Safety, confidentiality, professionalism
- a. Students are expected to observe and comply with all site and institutional requirements for safety and preservation of confidentiality. Students are expected to demonstrate professionalism in their interaction with all members of staff and members of the public at the site where they are assigned. Such

professionalism includes the 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. The Institute's policies and code of conduct, including all student responsibilities, are in force at all times. 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 a violation of the Institute policies, and discipline will be administered accordingly, up to and including dismissal from the program.
11. Grading, student performance evaluation
 - a. Academic
 - i. To receive a grade for the course, the site must evaluate the student's performance during the time of assignment to the site.
 - ii. The grade cannot be turned in until all the required hours have been completed.
 - iii. The site will not assign a grade. The Institute externship instructor will assign the grade based on firsthand 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: the student has 14 calendar days to complete the required hours.
12. Program Specific Requirements
 - a. There is an extensive array of program-specific conditions that a student must meet to be eligible to attend education at an externship site and during the education experience itself. State regulators or accreditors often mandate these conditions. The Institute also specifies conditions in order to maintain uniformity of high standards such that the institution's credentials will be valued in the workplace. These may include vaccinations, immunizations, background checks, drug tests, and other kinds of requirements. Students are informed of these requirements at the time of enrollment. Evidence of compliance is typically requested and must be presented when requested. The program director and externship instructor will meet with students to remind them of such requirements.
 - b. In some states and for some programs, the Institute is required to conduct a federal and/or state background check on the student. As part of that background check, the Institute will request records about any prior criminal or drug-related offenses. For some programs, the student's driving record may also be checked. See program-specific requirements.
 - c. There is 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 a mandatory orientation held at the institution at least a week before 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, including new programs, changes to existing programs, facility improvements, and academic policies. Students may contact the Campus President for copies of the Institute Academic Improvement Plan.

FACULTY EVALUATIONS

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

LEARNING RESOURCE ROOM

The Learning Resource Room (LRR) is an area serving a number of academic programs. The Room is located in a defined learning space within the Institute. The Learning Resource Room houses the print collection of reference books, print journals, and media titles. It is the central location for access and distribution of a broad range of databases and web-based resources that are accessible on computers in the LRR or at any location in the Institute. The LRR provides a quiet environment for study or research.

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 liaison between students and employers, serving the students by promoting the Institute to prospective employers. Through career development, including professionalism, motivation, and the maintenance of ethical standards, graduates are empowered with the skills necessary to foster a successful and ongoing career.

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

The Career Services staff aid graduates in finding employment by assisting with resume preparation, helping with the 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 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 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 department's efforts.

Recent graduates who have not yet obtained employment in the field of their program should notify the Institute 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 and observable professional behavior are factors that prospective employers may consider.

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

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

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

TUITION AND FEES

PROGRAM	TUITION	ENROLLMENT FEE	SCRUBS / UNIFORMS	STUDENT KIT	LAPTOP	CERTIFICATION / LICENSURE EXAM	TEXTBOOKS / E-BOOKS	TOTAL COST
CERTIFICATE PROGRAMS								
DENTAL ASSISTING	18,596	100	73	410	320	378	498	20,375
MEDICAL ASSISTING	15,258	100	55	34	320	135	543	16,445
MEDICAL BILLING AND CODING	17,990	100	73	0	320	117	955	19,555
ELECTRICAL AND ELECTRONIC SYSTEMS TECHNICIAN	13,755	100	55	350	0	0	1,332	15,592
HEATING, VENTILATION, AIR CONDITIONING & REFRIGERATION	17,990	100	73	754	0	25	432	19,374

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

REFUND AND CANCELLATION POLICIES

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

TUITION REFUND POLICY

A student wishing to officially withdraw should inform Fortis Institute in writing or verbally at least five calendar days, but no more than thirty calendar days, in advance of withdrawal. A student who returns to Fortis Institute after withdrawing must sign a new Enrollment Agreement and will be subject to the then-current rate for tuition and fees.

A student's last date of attendance as documented by Fortis Institute will be used to calculate any money the student owes and to calculate any refund the student is due. Student refunds are based on the formula below:

Proportion of Quarter Taught Tuition Due for the Quarter

10% or Less	10%
10.01% up to and including 20%	20%
20.01% up to and including 30%	30%
30.01% up to and including 40%	40%
40.01% up to and including 50%	50%
More than 50.1%	100% / No Tuition Refund

If a refund is due, it will be made within 30 days of the withdrawal date.

RIGHT TO CANCEL

An applicant to the Institute may cancel his or her enrollment to the Institute and receive a full refund of monies paid, by mailing a written notice to Fortis Institute, postmarked no later than midnight on the fifth (5th) business day after the date the Applicant's Enrollment Agreement with the Institute was signed by the student and a representative of the Institute. The applicant may use a copy of his or his Enrollment Agreement as a cancellation notice by writing "I hereby cancel" at the bottom of the Enrollment Agreement, adding his or her name, address, and signature, and delivering or mailing it to Fortis Institute, 2572 Brunswick Pike, Lawrenceville, NJ 08648. If the applicant for admissions 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 a \$100 Enrollment Fee.

CANCELLATION/REJECTION POLICY

Fortis Institute will refund all monies paid by an applicant who is rejected for enrollment by the Institute or enrolls in a program that Fortis Institute cancels, or cancels within five 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 are required, this amount it WILL NOT be charged to the student.

An additional \$100.00 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.

There is no graduation fee.

FINANCIAL ASSISTANCE PROGRAMS

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

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

FEDERAL PELL GRANT

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

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)

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

FEDERAL DIRECT LOAN PROGRAM (FDLP)

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

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

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

FEDERAL WORK-STUDY PROGRAM (FWSP)

The Federal Work-Study Program (FWSP) program provides employment for students who demonstrate financial need and who must earn a part of their educational expenses. The program encourages community service work and

work related to a student's program of study. FWSP employment is arranged with public or private non-profit agencies off-campus, and the work performed must be in the public interest. FWSP employment opportunities are also available on campus in a variety of student services positions. Eligibility for participation in the FWSP is determined by the Institute Financial Aid Office, based on the student's financial need and academic progress. Questions regarding the FWSP should be directed to the Institute Financial Aid Office.

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

VETERANS' BENEFITS

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

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

- Vocational Rehabilitation

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

- Workforce Investment Act

Workforce Investment Act is designed to assist students who have been affected by the downturn in the economy to re-enter the workforce in a career where they can excel and benefit the employer at the same time. This is a state-funded program with regional offices in most parishes that award funding for that specific parish. The funding is awarded based on need, availability, and several other factors. Students must meet with a counselor at the One-Stop Career Center in their area before entering an education program.

VERIFICATION

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

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

RETURN OF TITLE IV FUNDS POLICY

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

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

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

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

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

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

Return of Unearned FSA Funds

The Institute must return the lesser of the following:

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

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

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

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

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

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

SCHOLARSHIP PROGRAM

As an educational institution, we recognize the importance of providing services to the local community. This scholarship program intends to recognize the importance of the community and give back to the community in the form of an educational opportunity.

Agencies providing funding for educational services may seek partial scholarship tuition support by having individual participants apply to Fortis Institute, 2572 Brunswick Pike, Suite 100, Lawrenceville, NJ 08648.

Effective July 1, 2016, 25 Scholarships will be awarded annually up to \$1,000 and may only be used to supplement tuition costs for the programs offered at Fortis Institute. The Lawrenceville Campus may award a maximum of four institutional scholarships per term throughout the school year.

Applicants must:

- Have chosen to participate in one of the programs currently offered by the institution offering the scholarship.
- Submit all required materials before the start of their program of interest.
- Pass a Standardized Admissions - Test to be administered at a time and date selected by the institution. The applicant must be present for the test on the date at the time prescribed, or the applicant will forfeit the application process. Applicants must pass the Admissions Test on the first attempt. There are no re-tests.
- Write an essay, minimum of 100 words, illustrating their need for training at Fortis Institute.
- Must be at least 18 years of age
- Must meet all institutional and programmatic admissions criteria associated with their program of choice.
- Some programs require drug screens and background checks. The applicant must agree to comply with all admissions criteria.

Final Selections will be determined by the Scholarship Committee based upon their review of the applications materials submitted. Applications reviewed by the Scholarship Committee will be judged on the strength of the letter of recommendation, reason given for pursuing advanced career training, and the likelihood to enhance professional development

Scholarship is a non-cash award that can only be applied to the program of enrollment at the Fortis Institute-Lawrenceville Campus.

ADDITIONAL INFORMATION REGARDING FINANCIAL ASSISTANCE PROGRAMS

For additional information on the following topics, students should consult the Institute *Consumer Information Guide*, which is available online:

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

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

SATISFACTORY ACADEMIC PROGRESS

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

SAP Evaluation Periods

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

Maximum Time Frame

The maximum time frame in which a student may complete his or her program of study is the period 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 will be counted as credits attempted and credits completed. A student's SAP standing will be calculated based on the student's entire enrollment history in a specific program of study, except as noted below. (See Credit Completion requirements at each Evaluation Level in the charts below.)

Qualitative Requirement – Cumulative Grade Point Average (CGPA)

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

Academic/Financial Aid Warning

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

Aid Committee (“Committee”). A student whose enrollment is terminated because he or she failed to achieve SAP and who does not successfully appeal such termination may apply for re-admission.

SAP Tables

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

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

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

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

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

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

SAP Appeals & Financial Aid Probation

Students who fail to meet satisfactory academic progress requirements after an Academic/Financial Aid Warning period are permitted to appeal the termination of their federal financial aid eligibility and termination from the Institute if the student can demonstrate in his or her written appeal that mitigating circumstances were the contributing factors to the student’s failure to achieve satisfactory academic progress. Mitigating circumstances would include the death of a relative of the student, injury, disability, or illness of the student, or other special circumstances. A SAP appeal must be filed within 30 days of receiving notice of failing 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, Director of Education, and Financial Aid Director, or their designees.

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

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

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

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

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

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

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

Transfer and Readmitted Students/Students Changing Majors

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

If a student is re-admitted into the Institute, changes the program of study, or seeks to earn an additional credential, the credits that apply 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 following the Institute's academic policy. Credits from both course attempts will be counted in total credits attempted and in minimum cumulative credits completed at the Institute, but only the highest grade earned will be included in the calculation of minimum cumulative GPA. Credits from both course attempts will also count towards the Maximum Time Frame for Completion. Students may receive financial aid for each repeated course, provided that a student may not repeat a passed course more than once.

Remedial Courses

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

Termination

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

STUDENT POLICIES

STUDENT RIGHTS

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

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

BEHAVIOR AND STUDENT ACCOUNTABILITY

Student Responsibilities and Standards of Professional Conduct

The following are student responsibilities:

- Attend classes regularly.
- Make the most out of his or her educational experience.
- Maintain satisfactory grades.
- Know and observe the Institute 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.

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

Standards of Student Professional Conduct – Academic Integrity

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

- Cheating
- Plagiarism - Submission of the work of another person for credit, or failure to properly cite references for any work which is not original to the student; copying the work of others, allowing another student to copy from the student
- Unauthorized use of notes or materials in exams, including talking to other students
- Forging or altering assignments
- Un-permitted collaboration, giving or receiving aid on a take-home exam, or other academic assignments 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 professionally, respectfully and complement 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 Institute
- Theft of the Institute's property; theft, damage, forgery, alteration, misuse, or mutilation of the Institute's documents, records, identification, educational materials, or property
- Interfering with the right of others to an education; violation of safety and security rules, bringing animals or children into class
- Hazing, on or off Institute property (Also see Anti-Hazing policy)
- Discourteous, disruptive, or disrespectful to fellow students, faculty, and staff on or off-campus
- Physical or verbal abuse of any person or engaging in conduct, which threatens or endangers the health or safety of others
- Unauthorized entry or use of facilities
- Intentional or unauthorized interference with a right of access to Institute facilities or freedom of movement or speech of any person on the premises
- Unlawful possession, use, or distribution of illicit drugs and alcohol on campus or during any student activities. If a student appears to be under the influence of drugs or alcohol in a clinical, class, or laboratory experience, that student will be removed from the learning experience. A student thought to be under the influence of drugs or alcohol will be mandated to have a Rapid Drug Screen and/or a Breath Alcohol level performed within 45 minutes of being removed from the learning experience; these tests will be at the Institute's expense.
- Use or possession of firearms, ammunition, or other dangerous weapons or substances prohibited by law
- Disorderly, lewd, indecent, obscene, or sexually harassing conduct or expression
- Violation of federal, state, or local ordinances including, but not limited to, those covering alcoholic beverages, narcotics, gambling, sex offenses, or arson, of which violation occurs on Institute property or at an Institute function (Please refer to the Drug-Free Policy established by the Institute for further information.)
- Unauthorized solicitation of students, staff, or faculty on-campus or online for any product or service
- Misuse of electronic equipment, copiers, faxes, e-mail accounts, or internet services, including viewing any material or sending any obscene message, harassing, or threatening to any individual
- Aiding, abetting, encouraging, or participating in a riot

- Failure to comply with the verbal or written directions of any Institute official acting within the scope of his or her authority or resisting a security officer performing his or her duty
- Aiding and abetting or inciting others to commit any act of misconduct
- Violating the dress code policy. (Please refer to the Dress Code Policy established by the Institute for further information.)

ANTI-HAZING POLICY

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

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

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

COPYRIGHT PROTECTION POLICY

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

Additional information is included in the Institute *Consumer Information Guide*, available online <http://www.fortis.edu/>

VIDEO-RECORDING OR AUDIO-RECORDING POLICY

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

INTERNET USAGE

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

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

The equipment, services, and technology provided via the Internet are the property of the Institute. As such, the Institute reserves the right to monitor Internet traffic and retrieve and read any data composed, sent, or received through its online connections and stored in its computer systems. Data 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 based on 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 its rights, or has not secured authorization for its use, it should not be put on the Internet. Likewise, copyrighted and/or trademarked information should not be downloaded from the Internet to the school's networks or devices without

obtaining prior permission in writing or having possession of a legal bill of sale or license from the owner to use such material.

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

- Sending, printing, or posting discriminatory, harassing, or threatening messages or images
- Stealing, using, or disclosing someone else's code or password without authorization
- Copying, pirating or downloading software and electronic files without permission
- Violating copyright law
- Failing to observe licensing agreements
- Engaging in unauthorized transactions that may incur a cost to the organization or initiate unwanted Internet services and transmission
- Sending or posting messages or material that could damage the organization's image or reputation; including the use of the Institute name, titles, and positions in any publication that may be perceived as offensive
- Participating in the viewing or exchange of pornography or obscene materials
- Sending or posting messages that defame or slander other individuals
- Posting on behalf of the Institute, without explicit permission from the Campus President of the Institute.
- Posting or discussing confidential patient/client information related to externship and clinical experiences, or any information or photographs concerning patients/clients or their families.
- Posting work-related pictures of Institute employees, students, or anyone associated with the Institute without that person's permission.
- Attempting to break into the computer system of another organization or person
- Performing operations against another organization's computers or networks intended to identify security vulnerabilities or disrupt service
- Refusing to cooperate with a 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 designed to be disseminated through social interaction on the Internet, created using highly accessible and scalable publishing techniques, and published in blogs, social networking sites, online chat rooms and forums, video sites, and other platforms and venues. The Institute values the use of social media, such as Facebook, LinkedIn, Twitter, YouTube, texting, blogs, and online discussion groups (among many other forms), to promote positive social interaction. However, the Institute also recognizes the potential danger for misuse, inappropriate behavior, and abuse. Therefore, students presently enrolled at the school must know that they are liable and responsible for anything they post to social media sites.

- Students are prohibited from posting confidential or proprietary information about the school, its students, faculty, or staff members on a social media site.
- Students are prohibited from sharing, disseminating, or transmitting electronic information that reveals any private or confidential information they may have learned about others (including patients) during their tenure at the school or externship sites. Applicable federal and state requirements, such as FERPA and HIPAA, are to be followed at all times.
- When participating in any form of social media, students are encouraged not to misrepresent themselves and to make postings that are both meaningful and respectful without any kind of slanderous or offensive language that may be aimed at any member or group of the Institute community.
- Using any social media sites to harass, intimidate or bully a fellow student, faculty, member of the Institute, and/or affiliate is strictly prohibited and will not be tolerated. (See Policy on Cyberbullying.)

- Students must be mindful of all copyright and intellectual property rights when posting on social media sites, especially those reserved by the school.
- The use of the school logo, image, or iconography on personal social media sites to endorse a particular political party or candidate or to promote a product, cause, or event is strictly prohibited.
- Students are expected to obey the Terms of Service of any social media site.

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

CYBERBULLYING

The Institute is committed to providing a safe, positive, productive, and nurturing educational environment for its students. The Institute encourages the promotion of positive interpersonal relations among members of the school community. The use of any electronic communication device or venue to harass, intimidate or bully a student, faculty, or staff member, whether by other students, faculty, staff, or third parties, is strictly prohibited and will not be tolerated. This prohibition includes any act that substantially interferes or presents a perception of interference with a student's educational experience, opportunities, or performance. Any threats, verbal and/or psychological abuse, electronically transmitted or posted, or actions that cause or threaten to cause bodily harm or personal degradation will not be tolerated. Students who violate the policy against cyberbullying may face disciplinary actions, up to and including dismissal from school. Students, faculty, staff, and other parties, who feel like they have been a victim of cyberbullying, should contact the Director of Education or his/her designee immediately.

DRESS CODE

Each program of study at Fortis Institute has a dress code. Students must comply with the Institute's dress code while attending classes, including any externship or clinical course. Compliance with the Institute's dress code is essential for preparing students for employment in their professions. In addition, potential employers are frequently at the Institute; therefore, each student must 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.
- Mustaches and beards must be trimmed to an appropriate length. Only complementary 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 the program.
- Religious head covers must be the solid color of the student's particular uniform or white.

Fortis Institute students are expected to wear their Fortis Institute picture identification badge while on campus or 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 a warm-up jacket. T-shirts, sweatpants, jeans, or jean-like materials are unacceptable (please see specific program for further details).
- Tops may be worn tucked inside or outside of the uniform pants.
- Appropriate undergarments must be worn and should not be visible through the uniforms.
- A full-length uniform slip must be worn under a skirted uniform. All dresses and skirts must be hemmed and cover the legs to the knees when seated (operator).
- 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 the program curriculum. Example: interview(s), professional development, and select field trips.

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

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

DRUG AND ALCOHOL POLICY

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

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

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

Additional information is included in the Institute *Consumer Information Guide*, available online <http://www.fortis.edu/>

NON-SMOKING/NON-TOBACCO POLICY

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

DISCIPLINARY ACTION

Any student who observes a violation of Institute policies on Anti-Hazing, Drugs, 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 a warning, lower grades, class failure, or placement on probation to suspension and/or immediate dismissal.

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

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

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

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

TERMINATION OR EXPULSION POLICY

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

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

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

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

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

Students dismissed for conduct violations will not be readmitted.

STUDENT APPEAL PROCESS

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

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

CRIME AWARENESS AND CAMPUS SECURITY ACT

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

- The Campus Security Statistics Report is distributed to all enrolled students and employees and is available upon request to prospective students. Students receive a direct URL/link to the Campus Crime Statistics Report before enrollment via the Student Acknowledgement Form. It should be noted that this report is updated annually and distributed via email by October 1 of each year.
- Information on Crime Statistics is also available on the National Center for Education Statistic's College Navigator website. The National Center for Education Statistics (NCES) is the primary federal entity for collecting and analyzing data related to education in the U.S. and other nations. NCES is located within the U.S. Department of Education and the Institute of Education Sciences.

Appendix A of the Consumer Information Guide

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

contains Institute-specific links for the College Navigator website. As it appears on the College Navigator website, information 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, don't hesitate to get in touch with an Admission's Representative.

TITLE IX AND VIOLENCE AGAINST WOMEN ACT (VAWA)

Fortis Institute is committed to maintaining a healthy and safe learning environment that promotes responsibility and respect in matters of sexual conduct. Since Title IX/VAWA offenses are a violation of trust and respect, they are prohibited and will not be tolerated. This policy applies to academic, educational, co-curricular, and off-campus conduct. Title IX/VAWA offenses include sexual harassment, rape, sexual assault, domestic violence, dating violence, and stalking. Fortis Institute will support and assist victims of sexual violence by directing them to community resources for medical care, counseling, and local law enforcement. Fortis Institute will investigate student complaints, and a student who has committed a Title IX offense will be subject to the school's Disciplinary Action Policy which could result in dismissal from school. The Disciplinary Action Policy can be found on page 50, and the Termination or Expulsion Policy can be found on page 51 of this Catalog. Fortis Institute will provide students with educational materials on Title IX/VAWA to promote prevention and awareness. Ongoing prevention and awareness campaigns will occur during the year.

If a student is a victim of a Title IX/VAWA offense, the student is urged to seek immediate medical assistance as necessary and to report the incident to the police. Written notification in the form of the Victim's Bill of Rights will be provided concerning his or her rights and options. Prompt collection of physical evidence is essential should a person later decide to pursue criminal prosecution and/or a civil action. A student who is a victim of sexual violence involving a student at Fortis Institute 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 Institute. Should a victim of sexual violence request confidentiality, Fortis Institute will honor the request to the extent possible and allowed by law. Fortis Institute will not disclose the name of the victim of sexual violence unless required by law or with permission of the victim.

Title IX Coordinator

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

PERSONAL PROPERTY

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

VISITOR POLICY

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

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

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

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

- Parents of a student who is a dependent for tax purposes
- School officials with legitimate educational interest
- Other schools to which a student is transferring
- Specified officials for the purposes of audit or evaluation
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the Institute 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 student's consent unless the student specifically requests that the information not be released. The Institute requires students to present such a request in writing. Written consent is required before education records may be disclosed to third parties, with the exception of the accrediting commissions and government agencies so authorized by law.

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

PROFESSIONAL LIABILITY AND STUDENT ACCIDENT INSURANCE

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

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

Student Professional Liability Insurance does not cover medical bills that a student may incur if the student gets hurt while performing tasks that are a part of the program curriculum. The Institute maintains Student Accident Insurance,

which provides limited insurance for students' accidental injuries 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 school-sponsored. The Institute recommends all students maintain personal health care insurance. Personal healthcare insurance provides primary coverage of medical bills in the case of an accidental injury while participating in Institute-sponsored activities.

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

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

HIPAA REQUIREMENT

All those in healthcare must comply with the federal regulations of The Administration Simplification Subtitle of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). This Act requires that individually identifiable patient information be disclosed on a need-to-know basis only. Care must be taken to minimize incidental disclosures and must disclose only minimal amounts of information necessary to accomplish the task. However, the minimum disclosure standard 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. The patient's consent covers this for treatment.

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

Clinical agencies are also mandated to follow HIPAA regulations. Therefore, students will be required to meet all of the clinical agency's requirements as part of the clinical affiliation.

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

STUDENT ACTIVITIES

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

FIELD TRIPS

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

HOUSING ASSISTANCE

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

SIGNIFICANT MEDICAL CONDITIONS

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

Note: Please refer to the program handbook for policy information regarding declared pregnant students in the Dental Radiology portion of the Dental Assisting program.

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. Please see the academic appeals process if the appeal is about an academic decision such as a grade.

A student has the right to appeal all matters concerning

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

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

Certain decisions may not be appealed. If a student is terminated for failing to meet standards of Satisfactory Academic Progress (SAP), including exceeding the maximum timeframe to complete the program, he or she is not entitled to appeal unless there is documented proof of mitigating circumstance such as a medical or disability condition that impacted his or her ability to study or participate in the program. The specific requirements for SAP appeals process are contained in the Institute 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 discuss the dispute with the person involved. A student with a grievance or complaint needs to raise their concerns as soon as possible to ensure 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 Director of Education
2. If the dispute cannot be resolved through addressing the Director of Education, the second step is to appeal in writing to the Campus President. The written complaint must be submitted within seven calendar days of the incident or notification of termination. The appeal document should include a description of the disputed items, the date or dates when the issue arose, why the student is appealing the decision, and the steps the student has taken to resolve the dispute to date. When submitting an appeal, the student should include as much factual evidence as possible, such as evidence of extenuating circumstances.

The Campus President will oversee the gathering of additional data about the issue or incident as necessary. Then the Campus President will convene the Campus Appeals Committee which will consist of the 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 acknowledgment of receipt required.

3. If the dispute has not been resolved or the student is still unsatisfied with the response in Step 2, the student may take the 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 investigation of the issue and 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 acknowledgment of receipt required.

4. If the dispute has not been resolved or 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 investigation of the issue and 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 acknowledgment 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 Institute'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 is:

New Jersey Department of Labor and Workforce Development John Fitch Plaza
Labor Building, 10th Floor Trenton, NJ 08625
(609) 659-9045.
www.nj.gov/labor/

New Jersey Department of Environmental Protection Radiologic Technology Board of Examiners, Bureau of X-Ray Compliance
P.O. Box 420
Trenton, NJ 08625-0420
(609) 984-5890
[/www.nj.gov/dep/](http://www.nj.gov/dep/)

The title and address of the institutional accrediting commission is:

Accrediting Bureau of Health Education Schools (ABHES)
7777 Leesburg Pike, Suite 314
N. Falls Church, VA 22043
(703) 917-9503
www.abhes.org

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

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

COURSE DESCRIPTIONS

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
DAS.....	Dental Assisting
ELC.....	Electrical Trades
EST.....	Electrical Systems Technician
HVR.....	Heating, Ventilation, Air Conditioning and Refrigeration
MAS.....	Medical Assisting
MAT.....	Mathematics
MBC.....	Medical Billing and Coding
MOA.....	Medical Office Administration
PDC.....	Professional Development
SKW.....	Skilled Workforce Professions

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

AHP101 INTRODUCTION TO HEALTH PROFESSIONS

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

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

Prerequisite(s): None

AHP105 MEDICAL TERMINOLOGY

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

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

Prerequisite(s): None

AHP106 MEDICAL ANATOMY AND PHYSIOLOGY

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

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

Prerequisite(s): None

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 and the science of dentistry. The course includes the roles and functions of the dental team, and laws affecting ethics and the practice of dentistry. Students will gain a working vocabulary that includes terminology related to oral, dental, and head and neck anatomy, and histology. Students will be introduced to nutrition and the effects it has on oral and overall health.

Prerequisite: 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 infection prevention and control practices, the chain of infection, standard and transmission-based precautions, barriers and use of personal protective equipment (PPE), and strategies for preventing the spread of infectious disease to healthcare workers and patients. Also presented is an introduction and comprehension of regulatory agency guidelines.

Prerequisite: None

DAS120 Dental Procedures and Techniques

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

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

Prerequisite: DAS110

DAS125 Dental Materials and Lab Techniques

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

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

Prerequisite: 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: 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 foundations of radiography, radiation safety, infection control and quality assurance involving dental radiography, exposure and processing techniques of diagnostic dental films. Radiographic instruction includes intraoral x-ray, panoramic x-rays, and an overview of digital x-ray systems. Using a radiographic simulator, students will develop a portfolio of radiographs they have taken to

demonstrate competence in exposing, processing and mounting intra and extra oral radiographs on a variety of patient types.

Prerequisite: 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 dental practice management software where the students 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. Career development techniques along with the importance of professional oral and written communication in the dental office are also examined.

Prerequisite: 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: 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: DAS135

DAS190 Externship I

6.0 Credits

160 Clock Hours (150 Externship/10 Lecture Hours)

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

Students will be required to meet at the campus a total of 10 hours, 1-1/2 hours a week to review the extern experience and competency checklist.

Prerequisite: All Coursework

DAS195 Externship II

6.0 Credits

160 Clock Hours (150 Externship/10 Lecture Hours)

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

Students will be required to meet at the campus a total of 10 hours, 1-1/2 hours a week to review the extern experience and competency checklist.

Prerequisite: All Coursework

ELC110 Principles of Electricity

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

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

Prerequisite: None

ELC115 Low Voltage Principles and Standards

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

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

Prerequisite: ELC110

ELC120 Electronics for Electricians

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

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

Prerequisite: ELC110

ELC135 Residential Circuitry and Design

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

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

Prerequisite: ELC110

ELC 140 Residential Construction and Branch Circuits

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

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

Prerequisite: ELC110

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: ELC

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: 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: 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: ELC110

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: 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: 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: 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: 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: 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: 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: 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: HVR125

HVR145 Industrial Refrigeration

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 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: 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: 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: 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: 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: 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: 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: HVR105, HVR125 Total

HVR180 EPA Certification Preparation

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

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

Prerequisite: 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: 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: MAS110

MAS120 Human Diseases and Pharmacology

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course will introduce the students to the common diseases that affect the body systems. A review of body systems along with the causes, signs, symptoms, and treatments of the diseases will be discussed. Students will learn

about the medications used as treatments. An emphasis on drug action, classification, patient education, and common side effects of these medications will be provided.

Prerequisite: None

MAS125 Invasive Clinical Procedures

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

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

Prerequisite: 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: MAS110

MAS190 Externship

6.0 Credits

180 Clock Hours

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

Prerequisite: All coursework

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: None

MBC110 Procedural and Diagnostic Coding

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course expands the basic diagnostic and procedural coding fundamentals already introduced. Students will use the ICD-10-CM, CPT 4, and HCPCS Level II coding manuals to apply principles of diagnosis and procedural coding. Students learn diagnosis coding systems with detailed instruction on how to code and properly apply the guidelines ICD-10-CM. It also provides in-depth coverage of procedural coding systems with detailed instruction on CPT 4

coding for anesthesia, evaluation and management services, surgical procedures, pathology, laboratory, radiology, and medicine. HCPCS Level II coding for procedures, services, and supplies is also taught.

Prerequisite: None

MBC115 Hospital, Surgical, and Medical Coding

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

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

Prerequisite: None

MBC120 Physician Coding

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course provides the student with practical applications of diagnostic and procedural coding systems for physician billing. Students will expand their knowledge of coding by abstracting the appropriate information from documentation in a variety of outpatient healthcare settings provided by physician's and mid-level providers to accurately assign diagnoses and procedure codes to be used on the CMS-1500 insurance claim form and for electronic submissions

Prerequisite: MBC110

MBC125 Reimbursement Methods and Procedures

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

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

Prerequisite: MOA115

MBC130 Capstone and Career Development

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

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

Prerequisite: MBC110

MBC190 Externship

6.0Credits

180 Clock Hours

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

Prerequisite: All coursework

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: 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: None

MOA120 Electronic Health Records

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

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

Prerequisite: None

MOA125 Medical Insurance and Billing

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

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

Prerequisite: MOA115

MOA130 Bookkeeping in the Medical Office

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

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

Prerequisite: MOA115

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: none

SKW101 Introduction to the Skilled Professions

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

In this course students will receive an overview of the trades' professions, and learn the basics of safety, equipment 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

ADDENDUM for COVID

STAFF AND FACULTY

ADMINISTRATIVE STAFF

Campus President Deanna Green
Registrar / Office Manager Kyle Ritter (FT)

ADMISSIONS

Director of Admissions Jerain Baines (FT)
Senior Admissions Representative Sandy Wilson (FT)
Admissions Representative Shari Pratt (FT)
Admissions Representative Ashanieyah McClinton (FT)

CAREER SERVICES

Director of Career Services Cheryl Rivers (FT)

FINANCIAL AID

Director of Financial Aid Michael Olechowski (FT)
Financial Aid Officer Naomi Chancy (FT)

ACADEMIC LEADERSHIP

DIRECTOR OF EDUCATION

Deanna Green

Bachelor of Arts, Business Management, Florida Institute of Technology, Melbourne, FL

Allied Health Program Director

Jerain Simmons, CCMA, A.B.A. (FT)

Associates of Business, Colorado Technical University, Colorado Springs, CO

Certified Clinical Medical Assistant, NHA, Leawood, KS

CPR Instructor

Allied Health Lead Instructor

David Galiardo, LPN (FT)

Diploma in Practical Nurse, Lincoln Technical Institute, Edison, NJ

Certified Billing and Coding Specialist, NHA, Leawood, KS

CPR Certified

Trades Director

Samuel Pangaldj (FT)

Public Service Electric & Gas Training Program, Newark, NJEPA Certified Universal Environmental Training Group Inc., Columbus, MD

Titeflex Gas Piping Public Service Electric and Gas Company, Lawrence, NJ

Faculty

Allied Health Instructor

Jaixa Lopez, RMA (FT)

Diploma, Medical Assistant, Lincoln Technical Institute, Edison, NJ

CPR Instructor

Dental Assisting Instructor

Jacqueline Anzalone (FT)

Certificate, Camden County Technical, Sicklerville, NJ

Certified Dental Assistant, Registered Dental Assistant, Radiologic Technician

Dental Assisting Instructor

Dr. Ethan Glickman, DDS (PT)

Doctor of Dental Surgery, State University of New York, Buffalo, NY

Electrical and Electronics Systems Technician

Charles J. Burckhard

Bachelor of Business Administration, New York University, Manhattan, NY

Independent Electrical Contractors, NJATP, 2008

International Association of Electrical Inspectors, Board of Directors, 2013-2016

Riaz B Hat

Master of Science in Computer Science, University of Nebraska, Omaha, NE

Bachelor of Science, Electrical Engineering, Regional Engineering College, NJ

Heating, Ventilation, Air-Conditioning, and Refrigeration

Paul Campbell (FT)

Bachelor of Arts, Human Resources Administration, Saint Leo College, Norfolk, VA

Robert Cary, Jr. (PT)

Diploma, HVACR Technician, Fortis Institute, Lawrenceville, NJ

EPA Certified, Esco Institute Universal, Trenton, NJ

NFPA 70e Electrical Safety Burlington Electrical Testing Inc., Croydon, PA

Edward Colon (PT)

Diploma, HVACR Technician, Fortis Institute, Lawrenceville, NJ

EPA Universal, Trenton, NJ

Gene Haus (PT)

US Air Force Training in HVACR

Bachelor of General Science, Fairleigh Dickinson University, Teaneck, NJ

EPA Certification Universal Pennico Tech, Blackwood, NJ

RSES HVAC Training Authority, Arlington Heights, IL

INDEX

ACADEMIC POLICIES & SERVICES	21-34
Academic Achievement/Grading	21
Academic Appeals	24
Academic Honors.....	22
Academic Improvement Plans	32
Academic Leave of Absence (ALOA)	26
Attendance	25
Brief Periods of Non-Enrollment or Standard Period of Non-Enrollment (SPN).....	26
Career Services.....	33
Clinicals, Internships, and Externships	30
Clock Hour of Instruction.....	28
Clock to Credit Hour Conversion Formula.....	28
Counseling/Advisement	24
Course Add/Drop.....	29
Course Audit	23
Course Programming	29
Course Refresher	23
Course Repeat Policy.....	23
Educational Delivery Systems.....	28
Faculty Evaluations	33
Graduation Requirements.....	23
Incomplete Grade Policy	22
Institute Closures.....	29
Learning Resource Center.....	33
Licensure, Certification, and Registration	24
Make-Up Work.....	25
Maximum Class Size.....	29
Tardiness/Early Departure	25
Transcript of Grades.....	23
Tutoring	24
Withdrawal.....	27
ACADEMIC PROGRAMS	13-20
Dental Assisting	13
Medical Assisting.....	15
Medical Billing and Coding	16
Electrical and Electronic Systems Technicians	18
Heating, Ventilation, Air Conditioning, and Refrigeration.....	19

ADMISSIONS INFORMATION	8-12
Additional Requirements for the Dental Assisting Program.....	9
Additional Requirements for Hybrid Programs	9
Admissions Requirements and Procedures.....	4
Availability of GED Testing	7
General Admissions Requirements	8
Health and Immunization Requirements.....	11
Hybrid Technology Requirements.....	9
Orientation.....	10
Readmission	10
Transfer of Credit	11
COURSE DESCRIPTIONS	57-68
FINANCIAL ASSISTANCE PROGRAMS	37-44
Additional Information Regarding Financial Assistance Programs	41
Federal Direct Loan Program (FDLP)	37
Federal Direct Parent Loan for Undergraduate Students (PLUS) Loan Program.....	37
Federal Pell Grant.....	37
Federal Supplemental Educational Opportunity Grant (FSEOG).....	37
Federal Work-Study Program (FWSP).....	37
Return of Title IV Funds Policy.....	39
Satisfactory Academic Progress	41
School, Private, State, and Local Financial Resources.....	38
Verification.....	39
Veteran’s Benefits.....	38
GRIEVANCE PROCEDURE	55
HOLIDAY/BREAK CALENDAR	1
INDEX	70-72
INTRODUCTION & OVERVIEW	3-7
Accommodations for Students with Disabilities.....	6
Accreditation, Licenses, and Approvals.....	3
Consumer Information	3
Critical Strengths of Fortis Institute	5
Facilities and Equipment	6
History and Ownership	2
Mission and Purposes	4
Non-Discrimination Statement.....	6
Program and Policy Changes	6
Programs Missions, Goals, and Student Learning Objectives	4
STAFF & FACULTY	69-70
START DATES.....	2
STUDENT POLICIES	45-54
Anti-Hazing Policy.....	47

Behavior and Student Accountability	45
Copyright Protection Policy.....	47
Crime Awareness and Campus Security Act.....	51
Cyberbullying	49
Disciplinary Action.....	50
Dress Code	49
Drug and Alcohol Policy.....	50
Family Educational Rights and Privacy Act (FERPA).....	53
Field Trips.....	54
HIPAA Requirement.....	54
Housing Assistance.....	54
Internet Usage.....	47
Non-Smoking/Non-Tobacco Policy	50
Personal Property	52
Professional Liability & Student Accident Insurance	53
Significant Medical Conditions.....	54
Social Media.....	48
Student Activities	54
Student Appeal Process	51
Student Rights.....	45
Termination or Expulsion Policy.....	51
Title IX and Violence Against Women Act (VAWA).....	52
Video recording or Audio-Recording Policy.....	47
Visitor Policy	52
TABLE OF CONTENTS	1
TUITION AND FEES	35
Cancellation/Rejection Policy.....	36
Other Charges	36
Refund and Cancellation Policies.....	35
Right to Cancel.....	36
Tuition Refund Policy	35

Fortis Institute

CATALOG ADDENDUM

Addendum to catalog: 2021 – 2022 Catalog 11/11/2021, Volume 1 Version 1

Effective date: 11/11/2021

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

This is effective July 1, 2021 until further notice.

This addendum replaces all prior published COVID-19 addenda.

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

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

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

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

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

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

All incomplete work must be completed and submitted for grading no later than 30 calendar days from the last day of the completed academic term. If there are circumstances that delay the student's submission of the required work

within the 30 day period a further extension may be permitted based on the student's situation. The student is responsible to notify the Program Director or Academic Dean of specific circumstances and the plan to complete the required coursework by day 25 of the 30 day period. The Program Director or Academic Dean will review requests for extension of an Incomplete and provide a decision within 4 business days..

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

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

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

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

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

- 1) The student's request and reason(s) for the Leave of Absence must be submitted on an Academic Leave of Absence Request Form in advance of the ALOA. Due to COVID-19, it is recognized that unexpected circumstances may occur which prevent a student from making the ALOA request in advance, the Institute may choose to grant an ALOA on behalf of a student without having received prior written request as long as the Institute has received appropriate documentation to support the decision and the student provides the required information at a later date. This would apply in such instances where the student became suddenly ill, or had an immediate family member become suddenly ill that was in need of immediate care, or other COVID-19 related reasons.
- 2) During a documented qualifying emergency, a student who cannot continue attending the course(s), may find it essential to request an 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 Institute. The Institute cannot extend the period of leave originally requested without a written request from the student (or family member if the student is incapacitated) that includes third-party supporting documentation. All ALOA extension paperwork and documentation must be submitted to the Institute prior to the student's initial ALOA return date. In any 12month period, the cumulative leave period(s) may be no longer than 180 calendar days.

The applicant for an ALOA will be notified by the Registrar or the Campus President if his or her application for an Academic Leave of Absence has been approved or denied. If the leave is approved, the student will also be notified of

the scheduled return date and any other conditions required of the student. All students that are approved for an ALOA must meet with the Financial Aid Department prior to returning to school.

WITHDRAWAL - STUDENTS IMPACTED BY THE COVID-19 PANDEMIC

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

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

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

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

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

Other letter grades used by the Institute include:

Grade	Description	Affects Credits Attempted	Affects GPA
AU	Audit	No	No
I	Incomplete	No	No
L	Leave of Absence	No	No
W	Withdrawn	Yes	No
WF	Withdrawn 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 Institute temporarily moved all educational instruction to online delivery. A tablet was made

available to order through Fortis Institute 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 Institute

CATALOG ADDENDUM

Addendum to catalog: 2021 – 2022 Catalog 11/11/2021, Volume 1 Version 2

Effective date: 3/30/2022

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

STAFF AND FACULTY, PAGE 69

ADMINISTRATIVE STAFF

Campus President	Deanna Green
Director of Education/Registrar	Kyle Ritter (FT)

ADMISSIONS

Director of Admissions	Janai Baines (FT)
Admissions Representative	Shari Pratt (FT)
Admissions Representative	Ashanieyah McClinton (FT)
Admissions Representative	Shawnda Warren-Miles (FT)

CAREER SERVICES

Director of Career Services	Rachel Torres (FT)
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FINANCIAL AID

Director of Financial Aid	Michael Olechowski (FT)
Financial Aid Officer	Naomi Chancy (FT)

ACADEMIC LEADERSHIP

DIRECTOR OF EDUCATION

Kyle Ritter

Bachelor of Arts, Communication Fairleigh Dickinson University, Florham- Madison, NJ

Allied Health Program Director

Jerain Simmons, CCMA, A.B.A. (FT)

Associates of Business, Colorado Technical University, Colorado Springs, CO

Certified Clinical Medical Assistant, NHA, Leawood, KS

CPR Instructor

HVAC & EEST Program Director

Samuel Pangaldj (FT)

Public Service Electric & Gas Training Program, Newark, NJEPA Certified Universal Environmental Training Group Inc., Columbus, MD
Titeflex Gas Piping Public Service Electric and Gas Company, Lawrence, NJ

Dental Program Director

Annette Salvo (FT)

Bachelor of Arts Degree in Communication, Thomas Edison State College
Associates Degree in Applied Sciences-Dental Assisting, Camden County College, Blackwood, NJ
Diploma in Dental Assisting, Burlington County Institute of Technology, Westampton, NJ
Certified Dental Assistant, Registered Dental Assistant, New Jersey Limited Scope X-Ray License, and CPR Certified

Faculty

Dental Assisting Instructor/Hybrid Coordinator

Donielle Fitch (FT)

Associate in Applied Science, University of Medicine and Dentistry of New Jersey
BS, University of Medicine and Dentistry of New Jersey

AnnMarie Amari (FT)

CBCS, NHA Leawood, KS

Allied Health Instructor

Jaixa Lopez, RMA (FT)

Diploma, Medical Assistant, Lincoln Technical Institute, Edison, NJ
CPR Instructor

Riaz B Hat (PT)

Master of Science in Computer Science, University of Nebraska, Omaha, NE

Heating, Ventilation, Air-Conditioning, and Refrigeration

Paul Campbell (FT)

Bachelor of Arts, Human Resources Administration, Saint Leo College, Norfolk, VA

Robert Cary, Jr. (PT)

Diploma, HVACR Technician, Fortis Institute, Lawrenceville, NJ
EPA Certified, Esco Institute Universal, Trenton, NJ
NFPA 70e Electrical Safety Burlington Electrical Testing Inc., Croydon, PA

Gene Haus (PT)

US Air Force Training in HVACR
EPA Certification Universal Pennco Tech, Blackwood, NJ

Fortis Institute

CATALOG ADDENDUM

Addendum to catalog: 2021-2022, November 11, 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 34

The following information applies to all students who enroll for start dates April 01, 2022 and later

PROGRAM	TUITION	ADMIN & TECH FEE	SCRUBS / UNIFORMS	STUDENT KIT	CERTIFICATION EXAM	LAPTOP	TEXTBOOKS/E-BOOKS	TOTAL COST
CERTIFICATE PROGRAMS								
DENTAL ASSISTING	18,968	203	72	410	375	320	397/101	\$20,846
ELECTRICAL and ELECTRONIC SYSTEMS TECHNICIAN	14,031	100	54	350	0	0	1,332	\$15,867
HEATING, VENTILATION, AIR CONDITIONING AND REFRIGERATION	18,350	100	72	754	25	320	432	\$20,053
MEDICAL ASSISTING	15,564	178	54	34	132	320	442/101	16,825
MEDICAL BILLING AND CODING	18,350	203	72	0	114	320	854/101	\$20,014

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 34-35

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

Fortis Institute

CATALOG ADDENDUM

Addendum to catalog: 2021-2022, November 11, 2021, Volume 1, Version 4

Effective date: 6/14/2022

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

GENERAL ADMISSION REQUIREMENTS, PAGES 8-9

1. The student must be a high school graduate or possess the recognized equivalent of a high school certificate. The student must provide documentation of graduation from high school or college in the form of a valid high school certificate or an earned college degree higher than a completed diploma. Acceptable documentation includes a transcript or other documentation which confirms that the student meets or exceeds the academic achievement equivalent to a high school diploma in the USA. All documents from foreign countries must also be translated into English and evaluated to be equivalent or higher than a USA high school certificate by a credential evaluation service, which is a member agency of the National Association of Credential Evaluation Services (NACS), subject to the approval of the Institute.
2. The applicant must be seventeen years of age or older at the time he or she starts his or her program of study.
3. The applicant must complete an applicant information form.
4. The applicant must interview with an admissions representative and/or other administrative staff.
5. Applicants, who otherwise meet the requirements to pursue a selected program of study, will be given the opportunity to take the Wonderlic Scholastic Level Exam (SLE). Applicants to the Institute who do not achieve a passing score are eligible to immediately retake another version of the SLE. (See below for the SLE minimum score requirement for each program of study.) In the event that the applicant fails to achieve a passing score on the second administration of the SLE, the applicant is eligible to take the SLE a third time using another version; however, a minimum of seven days must elapse after the second testing date before the third SLE may be administered. In addition, this administration and subsequent administrations require 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.
6. 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.
7. Applicants must meet all financial obligations. The SLE minimum entrance requirements by program are as follows: Diploma Programs

Dental Assisting 11

Electrical and Electronic Systems Technician 12

Heating, Ventilation, Air Conditioning and Refrigeration 11

Medical Assisting 111

Medical Billing and Coding 13

Note: If 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 complete all tuition payment requirements.
9. Accepted applicants must agree to and sign the Fortis Institute Enrollment Agreement.

TUITION AND FEES, PAGE 34

The following information applies to all students who enroll for start dates July 01, 2022 and later

PROGRAM	TUITION	ADMIN & TECH FEE	SCRUBS / UNIFORMS	STUDENT KIT	CERTIFICATION EXAM	LAPTOP	TEXTBOOKS/E-BOOKS	TOTAL COST
CERTIFICATE PROGRAMS								
DENTAL ASSISTING	19,444	203	84	455	540	385	395/82	\$21,588
ELECTRICAL and ELECTRONIC SYSTEMS TECHNICIAN	14,874	100	63	385	0	0	1,212	\$16,634
HEATING, VENTILATION, AIR CONDITIONING AND REFRIGERATION	19,452	100	84	754	25	385	432	\$21,232
MEDICAL ASSISTING	15,954	178	63	38	132	385	391/82	17,223
MEDICAL BILLING AND CODING	18,808	203	84	0	114	385	786/82	\$20,462

The Enrollment Agreement obligates the student and the Institute by the Academic Quarter for the program of instruction selected by the student. Students' financial obligations will be calculated in accordance with the refund policy in the contract and this Institute catalog. The content and schedule for the programs and academic terms are described in this catalog. All 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.

OTHER CHARGES-PAGE 35

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 are required, this amount it WILL NOT be charged to the student. A student must see the Registrar's Office and Financial Aid to discuss any program changes. There is no graduation fee.

RIGHT TO CANCEL-PAGE 35

An applicant to the Institute may cancel his or her enrollment to the Institute and receive a full refund of monies paid, by mailing a written notice to Fortis Institute, postmarked no later than midnight on the fifth (5th) business day after the date the Applicant's Enrollment Agreement with the Institute was signed by the student and a representative of the Institute. The applicant may use a copy of his or his Enrollment Agreement as a cancellation notice by writing "I hereby cancel" at the bottom of the Enrollment Agreement, adding his or her name, address, and signature, and delivering or mailing it to Fortis Institute, 2572 Brunswick Pike, Lawrenceville, NJ 08648. If the applicant for admissions 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.

Fortis Institute

CATALOG ADDENDUM

Addendum to catalog: 2021-2022 Catalog 11/11/2021, Volume 1, Version 5

Effective date: 9/21/2022

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

INTRODUCTION AND OVERVIEW, PAGE 3

ACCREDITATION, LICENSES, AND APPROVALS

Institutional and program assessments are conducted periodically by qualified examiners and members of the Institute accrediting body and/or by accrediting teams. The purpose of these assessments is to examine and evaluate compliance of the Institute 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 accreditation by an accrediting agency recognized by the U. S. Department of Education.
- Fortis Institute, Lawrenceville, NJ is institutionally accredited as a non-main campus of Fortis Institute in Wayne, NJ by the Accrediting Bureau of Health Education Schools (ABHES), 6116 Executive Blvd., Suite 730, North Bethesda, MD 20852, 301-291-7550, www.abhes.org. ABHES is an accrediting agency recognized by the U.S. Department of Education.
- Fortis Institute is licensed by the New Jersey Department of Labor and Workforce Development, 1 John Fitch Plaza, P.O. Box 110, Trenton, NJ 08625-0110, (609) 659-9045, www.lwd.dol.state.nj.us.
- The dental radiography component of the Dental Assisting program is approved by the New Jersey Department of Environmental Protection, Radiologic Technology Board of Examiners, Bureau of X-Ray Compliance, P.O. Box 420, Trenton, NJ 08625-0420, (609) 984-5890, www.nj.gov/dep/rpp.
- Fortis Institute in Lawrenceville, NJ, is authorized to offer its programs for training veterans and their dependents through the New Jersey State Approving Agency. Department of Military & Veterans Affairs, 101 Eggerts Crossing Road, Lawrenceville, NJ 08648, Phone: (609) 530-6849, Fax: (609) 530-7196, <https://www.nj.gov/military/saa/>, <https://www.nj.gov/military/saa/cd.html>.
- In the event of an unannounced school closure, students enrolled at the time of the closure must contact the Department of Labor and Workforce Development's Training Education Evaluation Unit within ninety (90) calendar days of closure. Failure to do so within the ninety (90) days may exclude the student from any available form of assistance. The contact number to call is (609) 292-4287

Institute accreditation, approvals, and membership certificates are displayed in the lobby. Students may receive a copy of the Institute 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.

GRIEVANCE PROCEDURE, PAGE 54

The title and address of the institutional accrediting commission is:

Accrediting Bureau of Health Education Schools (ABHES)

6116 Executive Blvd., Suite 730

North Bethesda, MD 20852

301-291-7550

www.abhes.org



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