2017 - 2018 Catalog
Volume 1, Version 7 - Effective Date 9/20/2017

FORTIS College - Phoenix
555 North 18th Street, Suite 110
Phoenix, AZ 85006
Phone: 602-254-3099 / Fax: 602-254-3183
For consumer info visit www.fortis.edu
HISTORY AND OWNERSHIP

Fortis College – Phoenix 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. Education Affiliates’ schools and colleges are located in 17 states: Alabama, Arizona, Colorado, Florida, Georgia, Indiana, Louisiana, Maryland, New Jersey, New York, Ohio, Pennsylvania, South Carolina, Tennessee, Texas, Utah, and Virginia. Duncan Anderson is the President/Chief Executive Officer, and Stephen Budosh is the Chief Financial Officer of Education Affiliates, Inc.

Fortis College - Phoenix was established in 2008 as a branch campus of RETS College in Centerville, Ohio. In April 2010, RETS College changed its name to Fortis College. Fortis College - Phoenix is located at 555 North 18th Street, Phoenix, Arizona 85006.

Fortis College in Centerville, Ohio originally called RETS Tech Center, was founded in 1953 as an affiliate of RETS Electronic Schools with its headquarters in Detroit, Michigan. The Fortis College, Centerville, Ohio main campus is located at 555 East Alex Bell Road, Centerville, Ohio 45459.

CONSUMER INFORMATION

This Catalog is published in order to inform students and others of Fortis College – Phoenix's academic programs, policies, calendar, tuition, fees, administration, and faculty. This Catalog is published for informational purposes only. The information provided is current and accurate as of the date of publication.

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

Fortis College – Phoenix affirms a policy of equal employment opportunity, equal educational opportunity, nondiscrimination in the provision of educational services to the public, and administering all educational programs and related supporting services and benefits in a manner that does not discriminate because of a student's race, color, creed or religion, sex or sexual orientation, national origin, age, physical or mental disadvantage, or other factors, which cannot be lawfully the basis for an employment decision.
Fortis College – Phoenix 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, 555 N. 18th Street, Suite 110, Phoenix, AZ 85006

ACCREDITATION, LICENSES, AND APPROVALS

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

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

- Fortis College - Phoenix is licensed by the Arizona State Board for Private Postsecondary Education, 1400 West Washington Street, Room 260, Phoenix, Arizona 85007, phone: 602-542-5709.
- The Practical Nursing program is approved by the Arizona State Board of Nursing, 4747 North 7th Street, Suite 200, Phoenix, Arizona 85014, phone: 602-771-7800.
- The Dental Hygiene program is accredited by The Commission on Dental Accreditation. The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation, 211 East Chicago Avenue, Chicago, Illinois 60611, phone: 312-440-4653. www.ada.org/100.aspx.

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

MISSION AND PURPOSES

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

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

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

NURSING PROGRAM’S MISSION AND GOALS

It is the mission of Fortis College Practical/Vocational Nursing Program to serve the needs of society by offering excellent nursing programs that exemplify the highest standards and educational outcomes. All of the nursing programs are based on Orem’s conceptual framework, and use the supporting concepts of critical thinking, nursing process, therapeutic interventions, therapeutic communication, management, and leadership to help students develop and expand their nursing roles. These programs also emphasize the values of caring and advocacy, professional accountability, standards of practice, and ethical-legal principles. Both faculty and students reflect these attributes when serving the needs of society in their respective roles.

PHILOSOPHY OF NURSING

The Nursing Department embraces the mission and philosophy of Education Affiliates, Inc. and incorporates them within the
philosophy, student learning outcomes, and curricula of its nursing programs. Nursing is both an art and an applied science, delivered through human relationships, scientific knowledge, and an awareness of the patient, of self, and of others. Nursing takes place in the moment when one individual connects with another. The nurse, together with the patient, creates an environment of health promotion and healing. It is within this caring relationship that healing takes place, making human caring the central focus of the practice of nursing. Nurses, through caring relationships focused on the patient, work collaboratively with professional and non-professional colleagues and support systems to plan and manage care in a cost-effective environment. In the role of patient advocate, nurses use discernment and judgment to create a balance between promoting independence and supporting dependence. Nurses apply critical thinking skills within the nursing process to make nursing decisions based on patient needs. The caring relationship bridges the gap between a high tech environment and the patient's needs for safety and physical and psychosocial integrity. Foundational to nursing practice are ethical principles that hold the nurse responsible and accountable for providing expert care based on nursing standards and ethics.

Nurses care for individuals, families, groups, and communities through relationships with the recipient of care, other health care providers, organizations and support services. These relationships exist to promote physical and psychosocial integrity, wellness, and healing. The uniqueness of each patient evolves from his or her cultural, developmental, spiritual, intellectual, social, and economic life experiences. Patients have the right to direct their own health care. By focusing on caring rather than curing, the nurse-patient relationship allows the patient to be informed and to take responsibility for his or her own wellness and health. Health is state of unity and harmony within the mind, body, and spirit. It is dynamic and unique to each individual and allows for health within illness. Nursing is concerned with promoting and restoring health as well as preventing illness.

The environment provides the context for the interpersonal relationship between the nurse and the patient. A healing environment is one that promotes care, respect, and value for everyone involved. Nursing recognizes the evolving needs of the practice environment whether at home, in the community, in a residential care setting, or in an acute care setting. Technological and cultural norms also enable relationships to occur over the phone or the internet. The complexity of the environment creates a need for collaboration among the nurse, the patient, the health care team, and supportive services.

The environment that leads to integrity, health, wellness, and satisfaction for patients is the same environment that promotes learning, outcome achievement, personal and professional integrity and satisfaction for students. The process involved in acquiring knowledge and assuming new roles is a shared experience. The Nursing Department strives to develop and nurture a culture of learning, professionalism, mutual respect, and creative problem-solving. In this environment, faculty members serve as role models for a caring nursing practice. Education, both formal and informal, provides opportunities for students to develop intellectually, personally, and socially.

Each student comes to us as a unique individual with various life experiences and resources. These experiences form a foundation for new learning causing a gradual and consistent change in behavior. The adult learner is an active participant in setting and achieving learning goals within a predetermined structure and maintains primary responsibility and accountability for learning with expert guidance and feedback from faculty members. As role models, faculty members demonstrate effective, problem-solving, encourage the students to reason through complex clinical situations, and support creative approaches based on evidence and reason.

Practical Nursing graduates are prepared to meet client needs through collaboration as a member of the health team under the direction of a registered nurse. The focus of care for the practical/vocational nurse is on adults and older adults. The Associate Degree in Nursing graduates are prepared to provide direct client care to individuals within the context of family and community relationships in accordance with their level of preparation. Although the primary focus is on meeting identified health care needs of the adult, the graduate is prepared to promote health in clients throughout the life span in a variety of settings. Graduates with a Bachelor of Science in Nursing degree are prepared to practice comprehensive nursing care including health promotion, illness prevention, health maintenance, and restoration, rehabilitation, and health teaching to individuals, families, aggregates, and communities in a variety of practice settings. Because individual students are unique and learning is a life-long endeavor, the Nursing Department offers programs with multiple entry and exit points that meet state specific board of nursing requirements for registered nursing education. All students are encouraged to embrace a life-time of learning and to set personal and professional goals.

DENTAL HYGIENE PROGRAM'S VISION AND MISSION STATEMENTS

Vision Statement
Improving access to oral health care in the community

Mission Statement
To provide increased access to preventive and therapeutic oral health care in the community, the dental hygiene graduate provides access to early interventions and quality preventive and therapeutic oral healthcare.

CRITICAL STRENGTHS OF FORTIS COLLEGE - PHOENIX

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

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

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

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

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

- **Campus President:** policies pertaining to grievances, disability accommodations, non-discrimination, and privacy of student records; information that pertains to College accreditation and licensure, the campus academic improvement plan, and disciplinary actions and appeals.
- **Program Directors:** descriptions of academic programs, faculty information, data on student enrollment and graduation, academic policies and procedures, and credit transfer
- **Director of Admissions:** policies pertaining to admissions requirements, enrollment, and copies of consumer information disclosures
- **Business Office Manager:** tuition charges, payments, adjustments, and refunds
- **Director of Financial Aid:** descriptions of financial aid programs, rights and responsibilities of financial aid recipients, means and frequency of payments of financial aid recipients, means and frequency of payments of financial aid awards, student loan repayment, and employment provided as financial aid
- **Director of Career Services:** information pertaining to placement rates and employment opportunities for graduates

**PROGRAM AND POLICY CHANGES**

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

**FACILITIES AND EQUIPMENT**

Fortis College - Phoenix occupies a 21,450 square foot facility located at 555 North 18th Street, Suite 110, Phoenix, Arizona 85006. A learning resource center is available with internet access, computer stations, web-based resources, health reference books, and periodicals. Medical labs are equipped with medical exam tables, computers, microscopes, stethoscopes, blood pressure cuffs, EKG machines and other medical training equipment as applicable. Computer labs include student computer stations with internet access and word processing, presentation, spreadsheet, database, and medical billing/coding software applications. Lecture rooms have internet connectivity, media cabinets, and digital projectors. There is a student lounge with vending machines and microwaves. Library resources and library information services are available to students and faculty. Fortis College - Phoenix also uses the offices and laboratories of local physicians, clinics, healthcare facilities and hospitals to provide on-the-job experiences for students. Administrative offices include academics, student and career services, financial aid, registrar, admissions, and business offices. There is a faculty workroom and faculty offices. Clinical and externship sites are in area doctor’s offices, hospitals, and other professional medical facilities.

**ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

Fortis College - Phoenix is an Equal Opportunity Educational institution and does not discriminate in the recruitment and admission of students with respect to race, color, creed, sex, age, handicap, disability, national origin, or any other legally protected characteristic. Applicants, prospective, or current students with disabilities who require academic adjustments and/or auxiliary aids in connection with the admissions process, the admissions test and/or their program of study, should contact the Campus President. The Campus President, in consultation with the Vice President of Education at Education Affiliates, Inc., will work with the applicant and/or prospective student to identify reasonable accommodations/adjustments necessary to enable him or her to fully participate in the admissions and educational processes. Questions about this process may be directed to Eric Goodman, Ph.D., Vice President of Education, at egoodman@edaff.com or 720-509-8176 (voice) / 410-633-1844 (fax).

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

**NON-DISCRIMINATION STATEMENT**

Fortis College - Phoenix does not discriminate on the basis of gender, sexual orientation, age, physical disability, race, creed or religion in its admission to College or treatment in its programs, activities, advertising, training, placement, or employment. The Campus President is the coordinator of Title IX, the Education Amendments Act of 1972, which prohibits discrimination on the basis of sex in any education program or activity receiving federal financial assistance. All inquiries or complaints under the sex discrimination provision of Title IX should be directed to the Campus President, Jason Pohlman, at 555 North 18th Street, Suite 110, Phoenix, AZ 85006, Phone: 602-254-3099, or by email jpohlman@edaff.com. The College’s Consumer Information Guide contains more detailed information about the College’s Title IX
grievance procedures. The Consumer Information Guide is available online at: http://www.fortisedu.info/.

The Campus President must act equitably and promptly to resolve complaints and should provide a response within seven working days.
ADMISSIONS REQUIREMENTS AND PROCEDURES

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

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

GENERAL ADMISSION REQUIREMENTS

1. The applicant must be a high school graduate or possess the recognized equivalent of a high school diploma. The applicant must provide documentation of graduation from high school or college in the form of a valid high school diploma or higher earned degree, transcript, or other acceptable documentation which confirms that the applicant meets or exceeds the academic achievement equivalent to a standard high school diploma earned in the USA as defined by the State where the diploma was earned. All documents from foreign countries must also be translated into English and evaluated to be equivalent or higher than a USA high school diploma by a credential evaluation service.

2. The applicant must be seventeen years of age or older at the time he or she starts his or her program of study. The applicant for a nursing program must be eighteen years of age or older to be accepted into the program.

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 College who do not achieve a passing score are eligible to immediately retake another version of the SLE. (See below for the SLE minimum score requirement for each program of study.) In the event that the applicant fails to achieve a passing score on the second administration of the SLE, the applicant is eligible to take the SLE a third time using another version; however, a minimum of seven days must elapse after the second testing date before the third SLE may be administered. In addition, this administration and subsequent administrations requires approval by the Campus President. A fourth and final administration of another version of the SLE is permitted only after a minimum of 180 days have elapsed since the date of the third test administration. Applicants who choose to take the entrance test for the fourth and final time are strongly encouraged to pursue remediation in reading and math prior to testing for the fourth and final time to assist in strengthening their critical thinking skills.

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.

The SLE minimum entrance requirements by program are as follows:

<table>
<thead>
<tr>
<th>Diploma Programs</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dental Assisting</td>
<td></td>
</tr>
<tr>
<td>Medical Assisting</td>
<td></td>
</tr>
<tr>
<td>Practical Nursing</td>
<td></td>
</tr>
<tr>
<td>Associate Degree Programs</td>
<td>16</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td></td>
</tr>
</tbody>
</table>

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

7. Applicants must pay the enrollment fee and complete all tuition payment requirements.

8. Accepted applicants must agree to and sign the Fortis College - Phoenix Enrollment Agreement.

ADDITIONAL ADMISSIONS REQUIREMENTS FOR HYBRID PROGRAMS

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

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

ADDITIONAL ADMISSIONS REQUIREMENTS FOR THE DENTAL HYGIENE AND PRACTICAL NURSING PROGRAMS

Dental Hygiene

In addition to the General Admissions Requirements, the following are additional admissions requirements for the Dental Hygiene (DH) program.
1. **Ranking for Student Admission into the Dental Hygiene Program**

   Students will be ranked for admission into the Dental Hygiene program using the following criteria: (1) high school grade point average (GPA), GED, or College Transcripts GPA, (2) interview with the Dental Hygiene Program Chair, (3) student essay, (4) a minimum score of 16 on the SLE, (5) a minimum composite score of 75% on the Admission Assessment Exam (A2), (6) work experience in an allied health field or military service.

2. **Wonderlic Scholastic Level Exam (SLE) Policy**

   At the conclusion of the interview with an admissions representative, the applicant for an Associate Degree in Dental Hygiene will be given the opportunity to take the Wonderlic Scholastic Level Entrance Test Evaluation (SLE). A minimum of one week is required before an applicant may retake the Wonderlic SLE exam. Under no circumstances will an applicant applying to the Associate Degree in Dental Hygiene program be permitted to take the Wonderlic Scholastic Level Entrance Test Evaluation more than twice in a 12 month period.

3. **HESI Assessment Exam Policy**

   After successfully achieving a Wonderlic SLE score of 16 or higher the applicant will be given the opportunity to take the Evolve Reach Health Practitioner Admission Assessment Exam (A2). The applicant will be informed to select a date and time (maximum time for A2 Exam: 4 hrs) when he or she will not have external time pressures for arrival or departure, be well rested, and not be accompanied by children or other persons who need supervision. The proctored examination must be monitored at a computer terminal in a quiet area by a staff person who does not report within the admission department. The student may not bring paper, books, cell phone, other electronics, etc. into the testing environment. Calculators are to be provided by the school, distributed prior to the exam and collected at the end of the exam.

   These applicants must achieve a composite score of 75% or higher on the (1) English Language section of the A2 exam, and (2) Math section. The English Language Composite Score is comprised of reading, grammar, and vocabulary exams. Math consists of only one exam, and therefore the applicant must achieve a 75% on the Math exam. Applicants can take this assessment no more than two (2) times in a twelve-month period unless the applicant was previously enrolled in a Fortis College Dental Hygiene program. If the applicant is unsuccessful after his or her first attempt, he or she is encouraged to attend a tutoring session at least one week before taking the A2 a second time.

4. **Immunization Policy**

   Fortis College - Phoenix requires that students obtain their immunizations once admitted into the program and remain current while in the program. For student enrolled in the Dental Hygiene program, immunizations are to be completed prior to the beginning of clinic (one year after the start). Immunization requirements are based on recommendations of the Centers for Disease Control and Prevention (CDC). Immunization recommendations for health-care workers and facility requirements are:

   - A. Hepatitis B Vaccine:
   - B. Tuberculosis: TB tests (PPD)
   - C. Measles, Mumps, and Rubella (MMR):
   - D. Varicella (Chicken Pox):
   - E. Influenza
   - F. Tetanus, diphtheria and pertussis (Tdap):

   Exceptions to the immunization policy, which is based upon CDC recommendations and clinical agency, will be determined by the student’s primary physician documentation and in consultation with the clinical agency or settings.

5. **Cleared Background Check**

   The applicant must submit to and pass a criminal background check and be cleared per Fortis College - Phoenix policy as well as appropriate Arizona State Board of Dentistry rules and regulations. Students must maintain a clear criminal background while enrolled in the dental hygiene program. Students must report to the Director of Dental Hygiene in writing, any change in their criminal background or current status within 24 hours of occurrence (includes new citations and/or charges regardless of the pending or final adjudication). Students who fail to report any new citation or charge may be dismissed from the dental hygiene program.

6. **Negative Drug Screen**

   The applicant must submit to and pass a drug screen. Inconclusive test results, to include a dilute and/or insufficient sample, will require the applicant to be retested within 24 hours at his/her expense at a College designated collection center. A second inconclusive test result, to include a dilute and/or insufficient sample will be considered a positive drug screen. Students will not be granted admission to the dental hygiene program with a positive, insufficient, dilute, or inconclusive test result. Random drug and alcohol testing may be done throughout the program. Failure to comply or the inability to provide a sample within one hour of the requested random drug/alcohol test may result in program dismissal. A dilute or insufficient sample result on a random drug screen will be considered a positive result. The student may be dropped from the program as per the Dental Hygiene Substance Abuse and Drug Screening policy.

7. **Physical Clearance Form**
A Physical Clearance Form, signed by (Physician’s Assistant, Physician, Nurse Practitioner) at the applicant’s expense, must be turned in to the Registrar prior to the start of the program.

If previous academic records indicate that the school’s education and training would not benefit the applicant, the school reserves the right to advise the applicant not to enroll.

**Practical Nursing**

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

1. **HESI Assessment Exam Policy**

   After successfully achieving a SLE score of 16 or higher the applicant will be given the opportunity to take the HESI Admission Assessment Exam (A2-PN). The applicant will be informed to select a date and time (maximum time for A2-PN Exam is 4 hrs.) when he/she will not have external time pressures for arrival or departure, will be well rested, and not to be accompanied by children or other persons who need supervision. A staff person who does not report within the admission department must monitor the proctored examination at a computer terminal in a quiet area. The student may not bring paper, books, cell phone, other electronics, etc. into the testing environment. Calculators are to be provided by the school, distributed prior to the exam and collected at the end of the exam. These applicants must achieve a score of 70% or higher on (1) English Language Composite Score of the A2-PN exam, and (2) Math Composite Score. The English Language Composite Score comprised of reading, grammar, vocabulary exams. Math consists of only one exam, and therefore the applicant must achieve a 70% on the Math exam. Students can take this assessment no more than two times in a twelve month period. Prior to taking the A2-PN, students will be provided an opportunity to purchase the study guide to prepare for the assessment. Students are strongly discouraged from taking the assessment without completing the review study guide. If the applicant is unsuccessful after his/her first attempt, he/she is encouraged to complete the HESI online remediation for at least one week before being allowed to take the A2-PN the second time. Such enrollment will allow the applicant, upon successful completion of the course, one more opportunity to take the A2-PN. Applicants can take this A2-PN assessment no more than two times in a 12-month period unless the applicant was previously enrolled in Fortis College nursing program. Applicants must take the A2-PN exam at the campus they are requesting admission. For applicants who have previously taken the A2-PN exam within the last 12 months and produce an A2-PN transcript, the fee to retake the A2-PN exam will be waived. Applicants who have taken the A2 RN and score between 70 and 74 may be admitted to the LPN without having to take the A2 PN. Applicants that have official documentation of having completed the HESI A2 at another accredited academic institution within 12 months from expected enrollment at Fortis College – Phoenix and achieved a score that meets or exceeds that required by Fortis College – Phoenix will considered for admission and not be required to repeat the HESI A2.

2. **Negative Drug Screen**

   Applicants must submit to and pass a drug-screening test and results must be in the applicant's admission file before starting the program. Inconclusive test results (such as dilute sample and insufficient sample) will require the applicant to be retested at his/her expense.

3. **Cleared Background Check**

   Applicants must submit to and pass a criminal background check prior to starting the program. Results must be in the applicant’s admission file before starting the program. The applicant should note that a history of criminal convictions may prevent the student from attending or completing the clinical requirements of the program or may prevent his or her nursing licensure by a state Board of Nursing. If there are any questions regarding this process, the applicant should make an appointment with the Director of Nursing.

4. **Valid Identification**

   The applicant must provide a valid form of identification with a picture, name and address. A valid and current driver’s license, United States Passport, or Permanent Resident Card are acceptable forms of identification.

5. **CPR Card**

   The applicant must submit a copy of his or her current (American Heart Association BLS Healthcare Provider Course) CPR card. This current CPR card must not expire prior to the last day of the program. CPR certification and renewal will be at the applicant's expense.

6. **Program Waiver**

   The applicant must submit a signed Allied Health and Nursing Program waiver. Please note that some clinical sites may require that students have health insurance. The College does not provide health insurance.

7. **Immunization Policy**

   All required immunizations are to be completed within the first week of the first term that the student starts a nursing program. Hepatitis B immunization is administered in a series. Students must complete the initial dose of the hepatitis B immunization by the first week of the first academic term in a nursing program. The entire series must be completed as outlined in the
Nursing Programs Health and Clinical Requirements. Failure to submit all requirements may result in dismissal from the program.

When all the above noted nursing program requirements have been completed and submitted, the completed application file will be submitted to the Nursing Programs Admissions Committee for consideration. After the Nursing Programs Admissions Committee meets and makes its determinations, letters of acceptance or denial are mailed to the applicants.

**Availability of GED Testing**

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

**Readmission**

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

A former student seeking readmission in 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 Program Director will determine which course credit previously earned will be counted toward program completion and the courses which need to be repeated. Prior to approval for readmission, the applicant for readmission must meet with the Financial Aid Director (or his or her designee) and complete all necessary applications and documents to ensure that his or her past and future tuition and fees obligations will be satisfied in a timely manner. Applications are reviewed and approved by a committee comprised of the College’s Campus President, Program Director, 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 College’s SAP policy. If approved for re-admission, the student will re-enter the College in a status of Academic Probation. A student may remain in a status of Academic Probation for only one quarter. A student who fails to meet SAP after the first quarter will be dismissed. In addition, a student readmitted in a status of Academic Probation for the purpose of regaining SAP status is not eligible for any form of federal grant, loan, or work study funding until he or she corrects the condition that caused the loss of SAP standing (See SAP policy for specific requirements). If a readmitted student does not qualify for financial aid, he or she is responsible for the payment of all new tuition and fees from his or her own resources until such time as the student may prequalify for student financial assistance.

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

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

**Orientation**

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

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

**Health and Immunization Requirements for the Dental Assisting & Medical Assisting Programs**

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

If there are any questions regarding these requirements, students should make an appointment to speak with the Program Director.
DENTAL HYGIENE AND PRACTICAL NURSING PROGRAM HEALTH AND CLINICAL REQUIREMENTS

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

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

1. Cleared Background Check

The applicant must submit to and pass a criminal background check and be cleared per Fortis College - Phoenix policy as well as Arizona State Board of Nursing or Arizona Board of Dentistry rules and regulations. Students must maintain a clear criminal background while enrolled in the nursing or dental hygiene program. Students must report to the Director of Nursing or Dental Hygiene Director in writing, any change in their criminal background or current status within 24 hours of occurrence (includes new citations and/or charges regardless of the pending or final adjudication). Students who fail to report any new citation or charge may be dismissed from the nursing or dental hygiene program.

2. Negative Drug Screen

The applicant must submit to and pass a drug screen. Inconclusive test results, to include a dilute and/or insufficient sample, will require the applicant to be retested within 24 hours at his/her expense at a College designated collection center. A second inconclusive test result, to include a dilute and/or insufficient sample will be considered a positive drug screen. Students will not be granted admission to the nursing or dental hygiene program with a positive, insufficient, dilute, or inconclusive test result. Random drug and alcohol testing may be done throughout the program. Failure to comply or the inability to provide a sample within one hour of the requested random drug/alcohol test may result in program dismissal. A dilute or insufficient sample result on a random drug screen will be considered a positive result. The student may be dropped from the program as per the Nursing or Dental Hygiene Substance Abuse and Drug Screening policy.

3. Current BLS CPR Card

Basic Life Support (BLS) for Healthcare Providers certification by the American Heart Association must remain current while the student is enrolled in the nursing or dental hygiene program. The College must maintain a current signed copy of the student’s CPR card within the student file. Students are required to have their CPR card on them at all times during class, laboratory, and clinical activities. If the CPR card expires during the nursing or dental hygiene program, the student may not participate in any clinical activities and may be dropped from the program. Missed clinical experiences will be considered an unexcused absence.

4. Current Health Care Declaration and Essential Skills and Functional Abilities for Nursing Students Forms (Nursing students only)

Students must sign and submit a current Health Care Declaration and the Essential Skills and Functional Abilities Forms. It is essential that nursing students be able to perform a number of physical and cognitive activities in the classroom, clinical, and learning laboratory components of the program. Students must immediately report any changes in their essential skills or functional abilities, to include any physical or mental health status changes, to the director of the nursing program. Students may not attend clinical experiences while under any medication or medical treatment which may alter their perception and/or ability to provide safe patient care.

It is the ultimate responsibility of the director of the nursing program to make the final decision as to the student’s ability to participate in clinical activities. Failure to report a change in medical or mental health conditions as described above may result in the student being dropped from the nursing program. Students are required to report changes and/or additions in medication, new prescriptions, or changes in medical or mental health status to the Director of Nursing immediately (within 24 hours) and prior to participating in any clinical, laboratory, or simulation experience.

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

5. Immunizations

Immunization requirements are generally based on the current recommendations of the Centers for Disease Control (CDC) for health-care workers and the Advisory Committee on Immunization Practices (ACIP). Clinical agencies may have additional health clearance and immunization requirements beyond the current recommendations outlined by the CDC or College policy. The College has identified a standard immunization policy, but reserves the right to require additional healthcare clearance assessment, documentation, immunization, and serology testing at any point throughout the enrollment of the nursing or dental hygiene program.

In addition, immunizations and health requirements may change without notice and students may be required to provide verifiable documentation of their ability to meet new requirements. Failure to meet this requirement may result in failure to progress in the nursing or dental hygiene program. Students may be responsible for the cost of any additional requirements.

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

<table>
<thead>
<tr>
<th>Vaccination/Serological Evidence</th>
<th>Requirements in Brief</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hepatitis B</td>
<td>Serologic proof of immunity is required.</td>
</tr>
<tr>
<td></td>
<td>Three dose series (dose #1 now, #2 in 1 month, #3 approximately 5 months after #2).</td>
</tr>
<tr>
<td></td>
<td>Obtain serologic testing 2 months after dose #3.</td>
</tr>
<tr>
<td>MMR</td>
<td>Serologic evidence of immunity or laboratory confirmation of disease is required.</td>
</tr>
<tr>
<td></td>
<td>If no evidence of immunity or equivocal serology results are reported, two doses of MMR at least 28 days apart are required.</td>
</tr>
<tr>
<td>Varicella</td>
<td>Serologic proof of immunity or laboratory confirmation of disease required.</td>
</tr>
<tr>
<td></td>
<td>If no evidence of immunity or equivocal serology results are reported, two doses of Varicella vaccine at least 28 days apart are required.</td>
</tr>
<tr>
<td>Tetanus, Diphtheria, Pertussis</td>
<td>One-time dose of Tdap is required.</td>
</tr>
<tr>
<td></td>
<td>Td boosters every 10 years thereafter.</td>
</tr>
<tr>
<td>Influenza</td>
<td>Required annually.</td>
</tr>
<tr>
<td>Tuberculin Skin Test (TST)</td>
<td>For students with no history of previous annual tuberculin skin testing, an initial two-step is required.</td>
</tr>
<tr>
<td></td>
<td>For those students with previous annual and current testing who provide evidence by documentation, only a one-step is required. Testing must be within the past 90 days.</td>
</tr>
<tr>
<td></td>
<td>For students with a positive tuberculin skin test, a current chest x-ray (within the past two years) or serological evidence of no active disease must be provided.</td>
</tr>
</tbody>
</table>

6. Serological Evidence of Immunity

**Hepatitis B Vaccine**

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

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

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

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

**Measles, Mumps, and Rubella (MMR)**

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

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

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

**Varicella (Chicken Pox)**

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

**Tetanus, Diphtheria, Pertussis (Td/Tdap)**

Students must provide documented proof of immunity in accordance with current CDC recommendations/guidelines (one-time dose for non-responders or those who have not completed the series, three dose series and final serologic testing indicating immunity must be provided).
Students must provide proof of vaccination for tetanus, diphtheria and pertussis within the past 10 years. If no documentation is presented, vaccination is required. Evidence of one time Pertussis vaccination is required. A one-time dose of Tdap is required for all students who have not received Tdap previously. A Td booster should be documented every 10 years thereafter. Students are required to provide documentation to the College and maintain compliance with the immunization and health clearance policy.

Seasonal Influenza

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

Tuberculosis/Tuberculin Skin Test (TST)

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

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

Initial Two-Step TB Skin Test:

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

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

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

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

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

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

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

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

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

7. Additional Immunizations

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

8. Student Health Requirements

It is essential that nursing and dental hygiene students be able to perform a number of physical and cognitive activities in the classroom, clinical and learning laboratory portions of the program.
Students are not to enter any clinical facility with contagious conditions or injuries. A student must consult with the clinical instructor if an illness, medical condition, or injury is present prior to entering the clinical facility. The College or clinical agency reserves the right to request a medical release from a health care provider if an identified condition, illness, and/or injury may cause a potential safety risk to the student, patient, or others. Additional health care clearance documentation may be required. Any additional requirements will be at the student’s expense.

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

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

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

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

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

9. Additional Immunization Information for Nursing Student

Proof of Immunizations are mandatory for every nursing student and will be verified as complete prior to the student being permitted to enter any clinical site (whether for the assigned course activities or for orientation at the clinical site prior to the course start). Admissions staff will provide all new nursing students with information regarding the immunization requirements for participating in the education program. All students are required to sign the acknowledgement of information regarding immunization requirements. Students will be provided information about the local resources for obtaining the immunizations if they have not had the required immunizations or do not have acceptable immunization documentation. Where the campus has an affiliation with a healthcare center the expectation is the student will use the center. Students may choose to obtain the immunizations from another healthcare provider, however immunization documentation has to include specific information about the type of healthcare provider and the immunization/s administered and/or verified. Failure to provide the required documentation no later than 10 business days prior to the start of 1st clinical session will result in suspension from the clinical portion of the program. No student will be permitted to enter a clinical site without having satisfied the requirement for immunization documentation. Students unable to participate in scheduled clinical sessions will be recorded as absent and may potentially risk failure of the entire course.

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

TRANSFER OF CREDIT

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

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

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

In order to be considered, the institution where the credit was previously earned must be accredited by an agency recognized by the United States Department of Education or the Council for Higher Education Accreditation (CHEA). 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, then that postsecondary institution must have equivalent accreditation standing with the central accrediting body in its country of residence.

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

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

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

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

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

Dental Hygiene students must complete at least 75% of all courses required to award the degree at the campus that is granting the degree. Therefore, students enrolled in the dental hygiene program may receive transfer credit for no more than 25% of the courses in the program.

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

**Additional Requirements for Specific Programs**

- Nursing courses completed at another postsecondary institution are not eligible for transfer credit (i.e., a course with an “NUR” or “PNR” prefix). The only exceptions are nursing courses completed at Fortis-affiliated nursing programs. Acceptance of these nursing credits is subject to approval by the Director of Nursing. Evidence of skill competency may be required.

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

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

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

Fortis College - Phoenix 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).

**FIRST DAY OF CLASS**

**ACADEMIC CALENDAR FOR DENTAL ASSISTING & MEDICAL ASSISTING PROGRAMS**

**JUNE 2017 TERM**
06.05.2017-07.23.2017

**JULY 2017 TERM**
07.24.2017-09.04.2017

**SEPTEMBER 2017 TERM**
09.05.2017-10.15.2017

**OCTOBER 2017 TERM**

**NOVEMBER 2017 TERM**
11.27.2017-01.14.2018

**JANUARY 2018 TERM**
01.16.2018-02.25.2018

**FEBRUARY 2018 TERM**
02.26.2018-04.08.2018

**APRIL 2018 TERM**
04.09.2018-05.20.2018

**MAY 2018 TERM**
05.21.2018-07.01.2018

**JULY 2018 TERM**
07.09.2018-08.19.2018
AUGUST 2018 TERM
08.20.2018-09.30.2018

OCTOBER 2018 TERM
10.01.2018-11.11.2018

NOVEMBER 2018 TERM
11.12.2018-12.23.2018

ACADEMIC CALENDAR FOR PRACTICAL NURSING &
DENTAL HYGIENE PROGRAMS

JULY 2017 QUARTER
07.10.2017-10.01.2017

OCTOBER 2017 QUARTER
10.02.2017-12.24.2017

JANUARY 2018 QUARTER
01.08.2018-04.01.2018

APRIL 2018 QUARTER
04.09.2018-07.01.2018

JULY 2018 QUARTER
07.09.2018-09.30.2018

OCTOBER 2018 QUARTER
10.01.2018-12.23.2018

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.
DIPLOMA PROGRAMS

DENTAL ASSISTING

Length: 1040 Clock Hours; 48 Instructional Weeks
Program Quarter Credits: 60
Credential Awarded: Diploma
Mode of Delivery: Residential

OBJECTIVE

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

DESCRIPTION

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

EXTERNSHIP

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

CREDENTIALING EXAMS

The Dental Assisting curriculum has been designed to prepare graduates with the requisite knowledge and skills in sitting for the three-part Certified Dental Assistant (CDA) exam administered by the Dental Assisting National Board (DANB). Graduates of this program are eligible to take the Dental Assisting National Board’s (DANB) Radiation Health and Safety (RHS) exam, and the Infection Control Examination (ICE); once they have worked 3500 hours as a dental assistant, graduates of the program are eligible to take the General Chairside Assisting (GC) portion.

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.

MEDICAL ASSISTING

Length: 780 Clock Hours; 36 Instructional Weeks
Program Quarter Credits: 46
Credential Awarded: Diploma
Mode of Delivery: Residential

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, EKGs, 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**

The Medical Assisting curriculum has been designed to support graduates in sitting for the Registered Medical Assistant (RMA) offered by the American Medical Technologist (AMT) and for students in their final quarter, sitting for the Certified Clinical Medical Assistant (CCMA) and/or Certified Medical Administrative Assistant (CMAA) offered through National Healthcareer Association (NHA).

**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**

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>CLOCK HOURS</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHP101</td>
<td>Introduction to Health Professions</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>AHP105</td>
<td>Medical Terminology</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>AHP106</td>
<td>Medical Anatomy and Physiology</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>MAS110</td>
<td>Clinical Procedures and Techniques</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>MAS115</td>
<td>Laboratory Procedures and Techniques</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>MAS125</td>
<td>Invasive Clinical Procedures</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>MAS135</td>
<td>Certification Review and Career</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>MOA110</td>
<td>Medical Office Procedures</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>MOA115</td>
<td>Medical Records and Insurance</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>MOA120</td>
<td>Electronic Health Records</td>
<td>60</td>
<td>4</td>
</tr>
</tbody>
</table>

**STUDENT LEARNING OUTCOMES**

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

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

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

**PLAN OF STUDY**

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>CLOCK HOURS</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHP215</td>
<td>Anatomy and Physiology</td>
<td>80</td>
<td>6</td>
</tr>
<tr>
<td>CMP105</td>
<td>Introduction to Informatics**</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>PNR104</td>
<td>Basic Skills, Quality &amp; Safety in Nursing Practice</td>
<td>80</td>
<td>6</td>
</tr>
<tr>
<td>PNR105</td>
<td>Pharmacology</td>
<td>50</td>
<td>5</td>
</tr>
<tr>
<td>PNR106</td>
<td>Foundations of Nursing</td>
<td>110</td>
<td>6</td>
</tr>
<tr>
<td>PNR108</td>
<td>Gerontological Nursing</td>
<td>80</td>
<td>5</td>
</tr>
<tr>
<td>PNR200</td>
<td>Mental Health Nursing</td>
<td>80</td>
<td>5</td>
</tr>
<tr>
<td>PNR201</td>
<td>Medical-Surgical Nursing I</td>
<td>160</td>
<td>8</td>
</tr>
<tr>
<td>PNR203</td>
<td>Maternal-Newborn Nursing</td>
<td>90</td>
<td>5</td>
</tr>
<tr>
<td>PNR204</td>
<td>Pediatric Nursing</td>
<td>90</td>
<td>5</td>
</tr>
<tr>
<td>PNR205</td>
<td>Concepts of Leadership and Collaboration**</td>
<td>30</td>
<td>3</td>
</tr>
<tr>
<td>PNR206</td>
<td>Medical-Surgical Nursing II</td>
<td>160</td>
<td>8</td>
</tr>
</tbody>
</table>

**PRACTICAL NURSING**

Length: 1310 Clock Hours / 60 Instructional Weeks
Program Quarter Credits: 82
Credential Awarded: Diploma
Mode of Delivery: Hybrid. Courses delivered on-line are identified below; all other courses are offered in a traditional on-campus (residential) mode of delivery. Online courses are delivered through a consortium agreement with Fortis College in Centerville, Ohio.

Clinical times may start as early as 5:30 am and end as late as 11:00 pm and may require an occasional Saturday.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PNR207</td>
<td>Transition to PN Practice – Capstone</td>
<td>190</td>
<td>9</td>
</tr>
<tr>
<td>PNR208</td>
<td>Concepts of Community-Based Nursing**</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>PSY278</td>
<td>Human Growth and Development**</td>
<td>40</td>
<td>4</td>
</tr>
<tr>
<td>SCI115</td>
<td>Fundamentals of Human Nutrition**</td>
<td>30</td>
<td>3</td>
</tr>
</tbody>
</table>

**Online delivery**
ASSOCIATE DEGREE PROGRAMS

DENTAL HYGIENE

Length: 2784 Clock Hours / 132 Instructional Weeks
155 Quarter Credit Hours
Credential Awarded: Associate of Science Degree
Mode of Delivery: Residential

The Dental Hygiene program prepares the individual to pursue a career as a dental hygienist. A dental hygienist is a licensed oral health professional who provides educational, preventative, and clinical therapeutic services to the public. A thorough educational background in general education courses, basic science courses, dental and dental hygiene sciences prepares the student for supervised pre-clinical and clinical practice and entry into the field.

According to the US Bureau of Labor Statistics, employment of dental hygienists is projected to grow 19 percent from 2014 to 2024, much faster than the average for all occupations. Ongoing research linking oral health to general health will continue to spur demand for preventive dental services, which are provided by dental hygienists. Employment in the field is expected to remain excellent, a result of the increasing demand for dental care. Possible entry level employment opportunities include a variety of clinical settings, educational institutions, and public health settings. Graduates of this nationally accredited program are eligible to take the National Board Dental Hygiene Examination (NBDHE), offered by the American Dental Association (ADA). Passing the NBDHE allows the graduate to take regional and state licensing exams to become a Registered Dental Hygienist (RDH).

PLAN OF STUDY

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>CLOCK HOURS</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHP116</td>
<td>Human Anatomy &amp; Physiology I</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>AHP117</td>
<td>Human Anatomy &amp; Physiology II</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>AHP205</td>
<td>Ethics and Jurisprudence</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>COM101</td>
<td>Communication</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>DAS114</td>
<td>Radiology I</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>DAS116</td>
<td>Computer Applications and Billing</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>DHG100</td>
<td>Nutrition</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>DHG104</td>
<td>Introduction to Dental Hygiene - Lab I</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>DHG105</td>
<td>Introduction to Dental Hygiene - Lab II</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>DHG110</td>
<td>Anatomy, Histology, and Embryology of Facial Structures I</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>DHG111</td>
<td>Anatomy, Histology, and Embryology of Facial Structures II</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>DHG112</td>
<td>Process of Care I</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>DHG191</td>
<td>Dental Hygiene Clinic I</td>
<td>60</td>
<td>2</td>
</tr>
<tr>
<td>DHG192</td>
<td>Dental Hygiene Clinic II</td>
<td>60</td>
<td>2</td>
</tr>
<tr>
<td>DHG193</td>
<td>Dental Hygiene Clinic III</td>
<td>60</td>
<td>2</td>
</tr>
<tr>
<td>DHG194</td>
<td>Dental Hygiene Clinic IV</td>
<td>60</td>
<td>2</td>
</tr>
<tr>
<td>DHG200</td>
<td>Dental Materials</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>DHG212</td>
<td>Process of Care II</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>DHG220</td>
<td>Periodontology I</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>DHG225</td>
<td>Periodontology II</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>DHG230</td>
<td>Health Promotion and Instructional Methods</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>DHG240</td>
<td>General Oral Pathology</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>DHG250</td>
<td>Pharmacology and Pain Control</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>DHG255</td>
<td>Community Oral Health</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>DHG260</td>
<td>Process of Care III</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>DHG265</td>
<td>Dental Radiology</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>DHG291</td>
<td>Dental Hygiene Clinic V</td>
<td>60</td>
<td>2</td>
</tr>
<tr>
<td>DHG292</td>
<td>Dental Hygiene Clinic VI</td>
<td>60</td>
<td>2</td>
</tr>
<tr>
<td>DHG293</td>
<td>Advanced Dental Hygiene Clinic I</td>
<td>90</td>
<td>3</td>
</tr>
<tr>
<td>DHG294</td>
<td>Advanced Dental Hygiene Clinic II</td>
<td>90</td>
<td>3</td>
</tr>
<tr>
<td>DHG295</td>
<td>Advanced Dental Hygiene Clinic III</td>
<td>90</td>
<td>3</td>
</tr>
<tr>
<td>DHG296</td>
<td>Advanced Dental Hygiene Clinic IV</td>
<td>90</td>
<td>3</td>
</tr>
<tr>
<td>DHG297</td>
<td>Advanced Dental Hygiene Clinic V</td>
<td>90</td>
<td>3</td>
</tr>
<tr>
<td>DHG298</td>
<td>Advanced Dental Hygiene Clinic VI</td>
<td>90</td>
<td>3</td>
</tr>
<tr>
<td>ENG101</td>
<td>English Composition</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>ENG201</td>
<td>English Composition II</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>MAT101</td>
<td>College Math</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>PDC100</td>
<td>College Success</td>
<td>24</td>
<td>1</td>
</tr>
<tr>
<td>PDC200</td>
<td>Career Development</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>PSY101</td>
<td>Introduction to Psychology</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>SCI118</td>
<td>Chemistry</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>SCI119</td>
<td>Microbiology</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>SCI120</td>
<td>Biochemistry</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>SOC101</td>
<td>Sociology</td>
<td>60</td>
<td>4</td>
</tr>
</tbody>
</table>
**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:

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

Other letter grades used by the College include:

- I: Incomplete
- L: Leave of Absence
- W: Withdrawn
- WF: Withdrawn Failing
- TR: Transfer Credit

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

- Anatomy and Physiology
- Microbiology
- Nutrition
- General Biology

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

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

Often in order for graduating students to be eligible to sit for state licensing or national examinations, in some programs or in some courses within programs, the designated minimum passing grade may be higher. Students who earn a grade lower than the specified minimum passing grade for that course will have to retake that course. Please refer to the program and course syllabus for specific details.

Records of a student’s progress are maintained by the College. Course grades are issued to students at the end of each grading period. Students may check on their cumulative academic progress by logging into the student portal. When no portal is available, students may get a copy from the Registrar. A student receives a copy of a final grade transcript when all graduation requirements have been completed.

The cumulative grade point average (CGPA) is computed by multiplying the number of credits in each course by the grade points achieved in each and then dividing by the number of credit hours for all courses attempted. If a student repeats a failed course, the grade used in the CGPA calculation will be the highest grade earned in that course.

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

For the purposes of satisfactory academic progress and CGPA calculation:

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

**DENTAL HYGIENE OSCE EXAMINATION**

All dental hygiene students are required to pass an Objective Structured Clinical Examination (OSCE) at the completion of DHG194, Dental Hygiene Clinic IV, which is the completion of the 100 level clinical courses. The OSCE has two purposes. First, it is designed to assess a student’s mastery of the clinical competencies required in the first tier of clinical courses. Second, it is designed to assess a student’s readiness to advance to DHG291, Dental Hygiene Clinic V, which is the first of the 200 level clinical courses. The OSCE is a comprehensive clinical assessment of critical and foundational knowledge consisting of a predetermined number of clinical “stations” where a student is tasked to answer a question(s) relevant to the display at each station in a set amount of time.

As such, the OSCE is an assessment to ensure that a student has achieved the appropriate learning outcomes prior to advancing to the next phase of his or her clinical education. The score on the OSCE is not part of the grade calculation for DHG194. The OSCE is pass or fail and a minimum score of 78% is required to pass the
examination. A student must pass the OSCE to advance in the Dental Hygiene program. A student who fails the OSCE may request one retest. A student who is unable to pass the OSCE on the second attempt will be dismissed from the dental hygiene program.

Dental Hygiene Mock Board Examination
All Dental Hygiene students are required to pass a clinical mock board examination by the completion of DHG298, Advanced Dental Hygiene Clinic VI, which is the final clinical course of the program. The mock board examination has two purposes. First, it is designed to assess a student's mastery of the clinical competencies necessary to pass the Western Regional Examination Board (WREB) examination. Second, it is designed to identify students who are prepared to graduate and who possess the knowledge and skills necessary to begin the practice of Dental Hygiene. The mock board examination is a timed clinical examination simulating the actual board examination, all testing parameters required by the WREB examination are also employed by the Fortis College - Phoenix Dental Hygiene program.

The score on the mock board examination is not part of the grade calculation for DHG298. It is pass or fail and a minimum score of 78% is required to pass the examination. A student who fails the mock board may request a retest. A student who is unable to pass the mock board on the second attempt must undergo 20 hours of remediation prior to retaking the mock board for a third and final time. A student who is unable to pass the mock board on the third attempt will be dismissed from the Dental Hygiene program.

Academic Honors
Fortis College - Phoenix recognizes students who have achieved a better than average scholastic record.

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

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

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

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

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

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

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

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

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

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

Nursing students: All incomplete coursework must be completed and submitted for grading within one calendar week from the last day of the completed academic term. Any coursework not completed in this timeframe will be given a grade of 0 (zero) and the course grade will be determined in accordance with the criteria published in the course syllabus. In no case may a nursing student progress to the next term with a grade of "Incomplete." Only one
exception may be made for the unique situation that may occur in
the courses PNR207 “Transition to PN/VN Practice – Capstone.”
When a student has achieved the required performance level in all
other graded components of the course but has failed to achieve the
required passing score for the comprehensive competency exam
after two attempts within the quarter, the student may submit a
completed Incomplete Grade Request Form to the course instructor.
The course instructor will cosign the form with the student and
submit it to the Director of Nursing for review and approval. When
approved, the student will be required to complete focused
competency development activities in the quarter immediately
following and prepare to retake the comprehensive competency
exam. The student may retake the exam a maximum of two times.
The student will be responsible for any fees associated with the
testing. The fees must be paid prior to taking the assessment. When
the student achieves the required score on the exam, the final grade
will be assessed accordingly and submitted to the Registrar to
replace the “I” grade. If the student fails to achieve the required
score after the second attempt, the “I” grade will be turned into an
“F” grade for the course. Depending upon his or her overall
academic progress in the program, the student may then be
dismissed from the program or may retake the course (if he or she
is eligible to do so). A student who retakes the capstone course
under this circumstance will not be eligible for another grade of
Incomplete due to failure to achieve the required passing score on
the comprehensive competency exam.

NURSING COMPETENCY REINFORCEMENT
WORKSHOP AND COMPREHENSIVE COMPETENCY
EXAM

All students in the Practical Nursing program are required to
complete a program competency reinforcement workshop that is
included in the capstone course. If a student fails to attend the
scheduled workshop (or any part of it), he or she will be required to
complete another competency reinforcement workshop at his or her
own expense. Documentation of attendance must be provided to
the Director of Nursing after completion of the workshop.

Each student in a Practical Nursing program is also required to pass
a comprehensive competency exam with a specific score (indicated
on the course syllabus). This examination is administered in the
capstone course that is taken in the final term of the program.

Those students who do not achieve the required score on their first
attempt at the comprehensive competency exam will be required to
complete nursing competency development activities prior to taking
the exam a second time. When a student has achieved the required
performance level in all other graded components of the course but
has failed to achieve the required passing score for the
comprehensive competency exam after two attempts within the
quarter, the student may be eligible to apply for an Incomplete
grade as outlined in the Incomplete Grade policy. Depending upon
his or her overall academic progress in the program, a student who
fails the capstone course may be dismissed from the program or
may retake the course (if he or she is eligible to do so). Failure of
the capstone course due to not achieving the required score on the
comprehensive competency exam only does not count in the two-
course failure limit for nursing students.

COURSE REPEAT POLICY

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

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

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

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

Additional Provisions Dental Hygiene Students:

If a student fails or withdraws from a course(s), the student may be
withdrawn from the College. Readmission to the Dental Hygiene
program is not guaranteed and is dependent on course availability
as well as satisfactory academic progress. A student who has been
out of the Dental Hygiene program for 12 months or more may not
be readmitted to the program

Additional Provisions for Nursing Students:

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

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

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

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

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

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

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

The course repeat limitation does not apply to the capstone course if the student has failed only due to not achieving the required score on the comprehensive competency exam.

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

**COURSE AUDIT**

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

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

During an audit class, the student is expected to participate in all typical learning activities except examinations or quizzes. Audit courses do not count toward credit attempted or credit earned; neither do they count as part of a student’s full or part-time schedule for purposes of financial aid. A course audit cannot last more than one term (6 weeks) or one quarter (12 weeks). Auditing a class may lengthen the time it takes for a student to complete the program.

**COURSE REFRESHER**

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

**TRANSCRIPT OF GRADES**

Students will be provided one official transcript of their grades upon completion of their program of study. Each additional transcript will cost $5.00. All requests for student transcripts must be made in writing to the Registrar’s Office.

**GRADUATION REQUIREMENTS**

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

To be eligible for graduation, students must have

- Accumulated, with passing grades, the required number of credit hours within the student’s program of study
- Achieved a Cumulative Grade Point Average (CGPA) of at least 2.0
- Completed the program within 1.5 times the program’s length as published in the Standards of Academic Progress policy in this catalog
- Verified satisfactory completion of all program criteria for graduation with the Program Director, Registrar, Financial Aid, and Career Services
- Returned any school property, including books and equipment
- Must currently be in good financial standing

**LICENSURE, CERTIFICATION, AND REGISTRATION**

Graduation does not guarantee eligibility to sit for licensure, certification, or registry exams. As part of the licensure, certification, and registration application process, arrest and court records of final adjudication for any offense other than a minor traffic violation may be submitted to credentialing agency for review. Applicants who have been convicted of a felony and whose civil rights have not been restored may be considered to be incomplete by the College until documentation of restoration of civil rights is received. Students should consult with the credentialing agency for more specific information.

**STUDENT HANDBOOKS**

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

**COUNSELING/ADVISEMENT**

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

The College does not offer counseling services. Students requesting guidance, encouragement, or assistance in their chosen career fields are encouraged to discuss any problem with an instructor or a member of the College’s management team as needed. Students who encounter problems that interfere with their ability to succeed in their program are also encouraged to seek help. While the College 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 list.

TUTORING

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

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. 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 Program Director. The appeal must include a description of the academic decision the student is requesting be reviewed and as much documentation as possible substantiating the reason for review of the decision.

The Campus President will convene a meeting of the Academic Review Board, consisting of the one program director who was not the instructor for the course if the issue is grade related. 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 violation of the attendance policy, the student will remain withdrawn from the school until the appeal is successful.

If a nursing student is appealing termination due to a second failure to successfully complete a nursing and/or a required science course, the student’s letter of appeal must explain and document, to the satisfaction of the Academic Review Board (in this case consisting of the campus nursing admissions committee, Director of Nursing, Regional Dean of Nursing, and Corporate Vice President of Nursing) that had it not been for significant extenuating circumstances, the student would have passed one or both of the failed courses. Qualifying significant extenuating circumstances are very rare and are typically limited to temporary yet severe illness or injury, hospitalization, military duty, death of a family member, and incidents related to natural disasters. Upon unanimous agreement of the Academic Review Board, the student will be granted Contingent Reinstatement. To satisfy the contingency and gain approval for re-entry, the student must explain and document in writing, to the unanimous satisfaction of the Academic Review Board (consisting of the previously mentioned individuals) that circumstances have substantially changed such that the previously identified contributing factors will no longer affect the student’s academic performance. The student will remain withdrawn from the school until the appeal is successful and the contingency is satisfied.

See SAP Appeals & Financial Aid Probation of the Satisfactory Academic Progress section of this catalog for more information if the student is appealing termination due to failure to maintain satisfactory academic progress.

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

ATTENDANCE

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

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

Students with chronic absenteeism in excess of 20% of the scheduled hours for a course may receive a failing or reduced grade for the course.
A student attending the College/Institute will be withdrawn from any course he or she does not attend within a 14 day calendar period (excluding school holidays and breaks). The student will be withdrawn from his or her program immediately if he or she does not attend any course(s) within a 14 calendar day period (excluding school holidays and breaks). All students must complete 100% of the scheduled clinical or externship hours within the assigned grading period.

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

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

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

### Additional Nursing Program Attendance Policies

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

A nursing student who accumulates two (2) absences in any one lecture, lab, or clinical during a quarter will be placed on attendance probation for the duration of the quarter. During the probationary period, the student cannot miss any class, lab or clinical time. Students who miss class, lab or clinical time during the probationary period will be dropped from the course and receive a failing grade. These students are permitted to register and re-enter the following quarter (space permitting). Re-admission policies will apply.

A student who accumulates two (2) absences in any one quarter after being readmitted from attendance suspension may be permanently dismissed from the program.

Some programs of study may have specific attendance policies. Students should refer to those Program Handbooks for more details.

### Make-Up Work

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

### Tardiness/Early Departure

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

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

With the exception of scheduled holiday breaks, the College’s programs and courses are delivered continuously throughout the year. Programs of study are designed to be delivered in an uninterrupted academic calendar; however, there are a certain set of limited circumstances when an individual student, for academic reasons, needs to interrupt the sequential order of the courses (modules) in her/his program study and not take any classes in one module. The College has an enrollment status provision, Standard Period of Non-Enrollment (SPN) which would allow a student to request and be approved to retain his/her status as a otherwise active and enrolled in the College during these brief periods which may never exceed forty-five (45) days.

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

- The student must be currently enrolled and actively attending in a program of study that delivers instruction in modules.
- In order to qualify for the SPN enrollment status, the student must otherwise be in good academic and financial standing with the Institute and sign a Student Status Change Request Form (SSCR) wherein the student affirms that he/she will attend the next module which shall be a period of time of non-attendance of no longer than a maximum of 45 calendar days.
- The Campus President must approve the SPN request.
- The Financial Aid Director must also approve the SPN request.
- Any approved SPN means that the College will not charge the tuition, books or fees for the module and instruction which will not be delivered during the SPN.

### Leave of Absence

Students who need to interrupt their program of study because of a medical condition for a Family Medical Leave Act (FMLA) circumstance, active military service, jury duty obligation, or other severe or unanticipated personal circumstance may make an application for a Leave of Absence. Students experiencing these types of circumstances should meet with the Program Director or the Campus President to discuss the need to temporarily interrupt their education and take a Leave of Absence (LOA).

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

- The request and reason(s) for the Leave of Absence must be made by the student in writing on a Leave Request Form.
- The applicant for a LOA must be able to resume his or her training at the same point where the training was interrupted.
The applicant for the LOA 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.

The leave period requested should be no more than 90 days. If the student requests an extension of the original leave period requested, the student must apply for an extension and document the need. The request for extension will follow the same approval process as the original request, which requires the written approval from the College. The College cannot extend the period of leave originally requested without a written request from the student (or family member if the student is incapacitated) that includes third-party supporting documentation. In any 12-month period, the cumulative leave period(s) may be no more than 180 days.

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

For students enrolled in a credit hour program, an LOA should be requested prior to the first scheduled class day of a term or module. However, in certain documented, unforeseen and extenuating circumstances, a student who cannot continue attending the course(s), may find it essential to request an 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 in-term LOA request, the student will receive a grade of “L” for each course attempted in the term. The “L” grade will not have any effect on the completion rate or CGPA calculation related to SAP or the student’s progression through the program. If the institution grants this type of in-term LOA, all tuition charges associated with the courses in the term or module started but not completed will be removed. Tuition payments from all sources associated with the courses in the term or module started but not completed will be refunded to the source of the payment. The only exception to this procedure to remove charges for a term started but not completed would be books, uniforms, laptop computer or similar charges where the item charged was provided and used by the student, and not returned or not eligible return for credit.

A student, who is granted an LOA in a credit hour program, may only return in at the beginning of a term or module.

WITHDRAWAL

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

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

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

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

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

A “WF” grade is regarded the same as an “F” grade in determining whether or not the student can remain enrolled in the program.

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

Withdrawals as a Result of Failure to Attend

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

**Effective Date of Withdrawal**

If students provide notification of withdrawal, the effective date of the withdrawal will be the date on the written notification or the date it was received if there is no date on the notification.

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

**Dismissal from the Program and the College**

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

**Student Responsibility**

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

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

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

**Educational Delivery Systems**

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

Lecture classes are delivered by qualified instructors in a traditional residential classroom with appropriate learning resources such as textbooks and/or multimedia materials through internet access and computer projection devices.

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

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

Select programs are delivered in a hybrid format, which is the incorporation of both traditional on-campus (residential) and distance learning (online) within a program of study. The mode of delivery for each program is identified on the 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.

Online faculty members are fully present in the online courses they facilitated. They log in to their courses typically 5 out of 7 days each week, participate in discussion boards, provide grades and feedback on assignments each week, and hold weekly virtual office hours. Additionally, students can contact their online faculty by email, phone, or through Blackboard Instant Messenger to receive help with anything related to their online class. The instructor will typically respond within 24 hours.

**CLOCK HOUR OF INSTRUCTION**

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

**CLOCK TO CREDIT HOUR CONVERSION FORMULA**

**Definition of a Credit Hour**

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

One quarter credit hour is defined as:

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

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

**Out-of-Class Work**

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

**Types of Out-of-Class Work**

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

**Assignment of Out-of-Class Work**

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

**Maximum Class Size**

Dental Assisting  
32:1 Lecture  
30:1 Computer  
16:1 Clinical/Lab  
6:1 Radiology

Medical Assisting  
32:1 Lecture  
30:1 Computer  
20:1 Clinical/Lab

Nursing Programs  
24:1 Lecture  
8:1 Clinical  
12:1 Lab

Dental Hygiene Program  
30:1 Lecture  
10:1 Lab (excluding radiology lab)  
5:1 Clinic (including radiology lab)

**Course Programming**

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

Classes may be scheduled between 6:00 a.m. and 11:00 p.m., Monday through Friday; and 7:00 a.m. and 9:00 p.m. on Saturday.

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

**College Closures**

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

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

**Course Add/Drop**

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

**Clinicals, Internships, and Externships**

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

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

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

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

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

6. Scheduling
   a. A student must be scheduled to begin externship within 14 calendar days of the end of the student’s didactic training (excluding holidays and regularly scheduled breaks). If a student does not begin externship training as scheduled, the student is considered to be absent. If a student does not begin externship training within 10 scheduled externship days of the scheduled start dates, he or she must be terminated (dropped) from the program.
   b. Hours of externships availability
   
   i. For most programs, students are expected to make themselves available for externship duties between the hours of 8:00 pm to 6:00 pm Mondays through Fridays or normal business hours for the site. For most programs, the level of supervision required is not available on nights and weekends so students enrolled in night and weekend classes must plan accordingly. Night and weekend students sign a disclosure that they were made aware of this at the time of enrollment.
   ii. Students will be advised if their program requires an exception to this weekday, daytime scheduling of externship hours during the enrollment process and during their study.
   c. Length of day, maximum length of day
      i. In the interests of safety and of effectiveness of the learning experience, a student will normally be expected to be on site at the externship location for between four and eight hours per day, five days a week or according to the site’s schedule of business hours.

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

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

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

10. Dress code, behavior, conduct, and rights and responsibilities
    a. At all times the College's policies and code of conduct including all student responsibilities are in force. These policies include the dress code policy, the drugs and alcohol policy, visitor policy, the anti-smoking policy, video and audio recording policy, and termination/expulsion policy.
    b. In addition, each site will advise the student during his or her site orientation of site-specific policies that the student is also required to observe. Violations of the site's policies are considered to be a violation of the College's policies and discipline will be administered accordingly, up to and including dismissal from the program.

11. Grading, student performance evaluation
    a. Academic
       i. In order to receive a grade for the course, the site must turn in an evaluation of the student's performance during the time of assignment to the site.

ii. The grade cannot be turned in until all the required hours have been completed.

iii. The site will not assign a grade. The College's externship instructor will assign the grade based on first hand observation and input from the site.

iv. The student is required to fill out a survey evaluating the extern site and experience.

b. If the student has not performed sufficient hours to complete the externship by the scheduled end date, the student's grade for the module will automatically be turned to “Incomplete” and the student will be notified. The Incomplete grade policy will then be invoked: that is, the student has 14 calendar days within which to complete the required hours.

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

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

**ACADEMIC IMPROVEMENT PLANS**

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

**Faculty Evaluations**

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

**Learning Resource Center**

**Mission Statement**

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

**Objectives**

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

**Definition**

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

**Career Services**

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

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

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

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

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

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

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

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

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

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

While placement assistance will be provided, the College cannot promise or guarantee employment or a specific salary.
The Enrollment Agreement obligates the student and the College by the academic Quarter for the program of instruction selected by the student. Students’ financial obligations will be calculated in accordance with the refund policy in the contract and this College catalog. The content and schedule for the programs and academic terms are described in this catalog. With the exception of the enrollment fee, which is a one-time charge, all other tuition and fees are charged each quarter. A returned payment fee of $25.00 may be charged for each returned check or rejected payment.

REFUND AND CANCELLATION POLICIES

If an applicant/student cancels, withdraws, or is dismissed by the College for any reason, refunds will be made according to the College’s Refund Policy. If a refund is due the student, it will be paid within 30 days of the date that the student either officially withdraws or the College determines that the student has withdrawn. All refunds will be calculated using the student’s last day of class attendance. If a student withdraws without written or verbal notice after classes have started, termination shall be effective on the student’s last date of attendance as determined by the institution.

Upon receipt of the refund, the student agrees that its receipt constitutes a full and complete release of Fortis College – Phoenix from any and all liabilities. All governmental and agency refunds will be made within the required time limits of the funding agency.

TUITION REFUND POLICY

A student wishing to officially withdraw should inform Fortis College - Phoenix in writing at least five calendar days, but no more than thirty calendar days, in advance of withdrawal. A student who returns to Fortis College - Phoenix after withdrawing must sign a new Enrollment Agreement and will be subject to the then-current price of tuition. A student’s last date of attendance as documented by Fortis college - Phoenix 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.

<table>
<thead>
<tr>
<th>Proportion of Quarter Taught</th>
<th>Tuition Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>10% or Less</td>
<td>90%</td>
</tr>
<tr>
<td>10.01% up to and including 20%</td>
<td>80%</td>
</tr>
</tbody>
</table>

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

RIGHT TO CANCEL

An applicant to the College may cancel his or her enrollment to the College and receive a full refund of monies paid. Written notice of cancellation is encouraged, and should be mailed to Fortis College, postmarked no later than midnight on the third (3rd) calendar day after the date the applicant’s Enrollment Agreement with the College was signed. The applicant may use a copy of his or her Enrollment Agreement as a cancellation notice by writing “I hereby cancel” at the bottom of the Enrollment Agreement, adding his or her name, address, and signature, and delivering or mailing it to Fortis College, 555 North 18th Street, Suite 110, Phoenix, Arizona 85006, Attention: Campus President. If the applicant for admissions cancels his or her enrollment as noted above more than three 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 $100.00 Enrollment Fee, to be paid within 30 days.

CANCELLATION/REJECTION POLICY

Fortis College - Phoenix will refund all monies paid by an applicant who is rejected for enrollment by the College, or enrolls in a program that Fortis College - Phoenix cancels, or cancels within three 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.

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.
**FINANCIAL ASSISTANCE PROGRAMS**

Fortis College - Phoenix 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 apply for these programs. Most forms of financial assistance are available for each July 1 – June 30 award period. Every student considering application for financial aid should request a copy of the current guide, Funding Your Education, published by the U.S. Department of Education. This important document may be obtained from the College’s Financial Aid Office or online at http://studentaid.ed.gov/students and will assist persons in understanding eligibility requirements, the application process, deadlines, and the various forms of grants and loans available. In addition, the College’s Consumer Information Guide contains more detailed information about financial assistance programs. The Consumer Information Guide is available online at http://www.fortis.edu/info/.

**FEDERAL PELL GRANT**

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

**FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)**

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

**FEDERAL DIRECT LOAN PROGRAM (FDLP)**

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

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

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

**FEDERAL WORK-STUDY PROGRAM (FWSP)**

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

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

**VETERANS’ BENEFITS**

Fortis College - Phoenix 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. Students receiving any form of VA funding are subject to the funding eligibility requirements of the College’s Satisfactory Academic Progress policy.

**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.

- Navajo Department of Workforce Development, PO Box 1889, Window Rock, AZ 86515, (928) 871-7707
- Salt River Pima Educational Services, 10005 E. Osborn Road, Scottsdale, AZ 85256, (480) 362-2500
- Arizona Workforce Connection, 3406 N. 51st Avenue, Phoenix, AZ 85031, (623) 247-3304
- Phoenix Workforce Connection, 9801 N. 7th St, Phoenix, AZ 85020-1701, (602) 861-0208
- White Mountain Apache Tribe, PO BOX 250, Whitewater, AZ 85941, (928) 338-5800
- Arizona Trade Adjustment Assistance, DES Employment Administration, P.O. Box 6123 – Site Code 734A, Phoenix, AZ 85007, (602) 542-6347
- Arizona Workforce Connection (REPAC Consortium), 5515 S. Apache Ave., Suite 200, Globe, AZ 85501, (928) 425-7631
- Gila River Student Services, PO Box 97, Sacaton, AZ 85147, (520) 562-3316

**VERIFICATION**

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

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

**RETURN OF TITLE IV FUNDS POLICY**

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

**Credit Hour Programs:**

<table>
<thead>
<tr>
<th>No. of Days Completed in the Payment Period through Withdraw Date</th>
<th>Total Number of Days in the Payment Period</th>
</tr>
</thead>
</table>

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

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

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

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

**Return of Unearned FSA Funds**

The College must return the lesser of the following:

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

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

- Any FSA loan funds in accordance with the terms of the loan;
- Any remaining unearned FSA grant (Not to exceed 50% of the grant as an overpayment of the grant; the College currently
If a student earned more aid than was disbursed, the College may owe the student a Post-Withdrawal Disbursement (PWD) which must be paid as soon as possible, but no later than 180 days from the date the school determined the student withdrew (for loans) or no later than 45 days from the date the school determined the student withdrew (for grants). The school is required to notify the student in writing within 30 days of the date it determined that the student withdrew that he/she is eligible for a PWD of Title IV loan funds; however, if the student (or parent in the case of a PLUS loan) is eligible to receive a PWD of loan funds, the student or parent borrower must first confirm in writing whether he/she accepts/declines all or some of the loan funds offered as a PWD. A PWD of Federal grant funds does not require student acceptance or approval and the grant funds may be applied directly to the student’s account in order to satisfy tuition and fees, or to the student. The College will seek the student’s authorization to use a PWD for all other educationally-related charges in addition to tuition and fees. All Direct Loan refunds will be made by EFT to the U.S. Department of Education and COD disbursement records will be updated when refunds are made. The student is notified by letter from the College of all Direct Loan refunds made on their behalf, including the amount, date, and loan type.

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

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

**ADDITIONAL INFORMATION REGARDING FINANCIAL ASSISTANCE PROGRAMS**

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

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

**SATISFACTORY ACADEMIC PROGRESS**

The College’s Satisfactory Academic Progress (SAP) standards measure each student’s quantitative (credit completion) and qualitative (cumulative grade point average) progress toward the completion of the student’s program of study. The SAP standards are used primarily to determine a student’s eligibility to receive federal financial aid under Title IV of the Higher Education Act; however, the SAP standards are applied to all students and represent a minimum standard of academic achievement required by the College for continued enrollment. In addition, students receiving Veteran funding as provided under Chapters 30- GI Bill, 31, 32, 33- Post 911, 35, 1606, 1607 or the Veterans Retraining Assistance Program (VRAP) are also subject to the funding eligibility requirements of the College’s Satisfactory Academic Progress policy.

**SAP Evaluation Periods**

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

**Maximum Time Frame**

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

**Quantitative Requirement Credit Completion**

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

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

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

**Academic/Financial Aid Warning**

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

SAP Tables

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

Programs of Study of One Academic Year

<table>
<thead>
<tr>
<th>Evaluation Levels</th>
<th>Cumulative Credits Attempted (including transfer credits)</th>
<th>Minimum Percentage of Cumulative Credits Completed (including transfer credits)</th>
<th>Minimum CGPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 to 16</td>
<td>50%</td>
<td>1.75</td>
</tr>
<tr>
<td>2</td>
<td>16.5 to 32</td>
<td>67%</td>
<td>2.00</td>
</tr>
<tr>
<td>3</td>
<td>32.5 &amp; Higher</td>
<td>67%</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Programs of Study of More than One Academic Year

<table>
<thead>
<tr>
<th>Evaluation Levels</th>
<th>Cumulative Credits Attempted (including transfer credits)</th>
<th>Minimum Percentage of Cumulative Credits Completed (including transfer credits)</th>
<th>Minimum CGPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 to 16</td>
<td>50%</td>
<td>1.75</td>
</tr>
<tr>
<td>2</td>
<td>16.5 to 32</td>
<td>50%</td>
<td>2.00</td>
</tr>
<tr>
<td>3</td>
<td>32.5 to 48</td>
<td>67%</td>
<td>2.00</td>
</tr>
<tr>
<td>4</td>
<td>48.5 &amp; Higher</td>
<td>67%</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Nursing and Dental Hygiene Programs

<table>
<thead>
<tr>
<th>Evaluation Levels</th>
<th>Cumulative Credits Attempted (including transfer credits)</th>
<th>Minimum Percentage of Cumulative Credits Completed (including transfer credits)</th>
<th>Minimum CGPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 to 16</td>
<td>50%</td>
<td>1.75</td>
</tr>
<tr>
<td>2</td>
<td>16.5 to 48</td>
<td>50%</td>
<td>2.00</td>
</tr>
<tr>
<td>3</td>
<td>48.5 to 64</td>
<td>67%</td>
<td>2.00</td>
</tr>
<tr>
<td>4</td>
<td>64.5 &amp; Higher</td>
<td>67%</td>
<td>2.00</td>
</tr>
</tbody>
</table>

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

SAP Appeals & Financial Aid Probation

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

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

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

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

Cancellation of Aid

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

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

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

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

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

Transfer and Readmitted Students/Students Changing Majors

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

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

Students receiving federal financial aid may repeat a course in accordance with the College's academic policy. Credits from both course attempts will 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.

Termination

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

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

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

BEHAVIOR AND STUDENT ACCOUNTABILITY

STUDENT POLICIES

Student Responsibilities and Standards of Professional Conduct

The following are student responsibilities:

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

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

Standards of Student Professional Conduct – Academic Integrity

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

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

Standards of Student Professional Conduct – General Conduct

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

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

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

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

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

**Copyright Protection Policy**

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

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

**Video-Recording or Audio-Recording Policy**

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

**Internet Usage**

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

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

The equipment, services, and technology provided via the Internet are the property of the College. As such, the College reserves the right to monitor Internet traffic, and retrieve and read any data composed, sent, or received through its online connections and stored in its computer systems. Data that is composed, transmitted, accessed, or received via the Internet must not contain content that could be considered discriminatory, offensive, obscene, threatening, harassing, intimidating, or disruptive to any employee or other person. Examples of unacceptable content may include, but are not limited to, sexual comments or images, racial slurs, gender-specific comments, or any other comments or images that could reasonably offend someone on the basis of race, age, sex, religious or political
The College is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The College encourages the promotion of positive interpersonal relationships and relationships that are not based on sexual attraction.

The College recognizes the potential danger for misuse, inappropriate behavior, and abuse. Therefore, students presently enrolled at the school must know that they are liable and responsible for anything they post to social media sites.

Students are prohibited from posting confidential or proprietary information about the school, its students, faculty or staff members on a social media site.

Students are prohibited from sharing, disseminating or transmitting electronic information that reveals any private or confidential information they may have learned about others (including patients) during their tenure at the school or externship sites. Applicable federal and state requirements, such as FERPA and HIPAA, are to be followed at all time.

The use of any social media sites to harass, intimidate or bully a fellow student, faculty, member of the college and/or affiliate candidate or to promote a product, cause, or event is strictly prohibited and will not be tolerated. (See Policy on Cyberbullying.)

When participating in any form of social media, students are encouraged not to misrepresent themselves, and to make postings that are both meaningful and respectful without any kind of slanderous or offensive language that may be aimed at any member or group of the college community.

The use of any social media sites to harass, intimidate or bully a fellow student, faculty, member of the college and/or affiliate is strictly prohibited and will not be tolerated. (See Policy on Cyberbullying.)

When posting on social media sites, students must be mindful of all copyright and intellectual property rights, especially those reserved by the school.

The use of the school logo, image, or iconography on personal social media sites to endorse a particular political party or candidate or to promote a product, cause, or event is strictly prohibited.

Students are expected to obey the Terms of Service of any social media site.

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

**SOCIAL MEDIA**

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

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

- Jeopardizing the security of the organization's electronic communications systems
- Sending or posting messages that disparage another organization's products or services or the passing of personal views as representing those of the organization
- Sending anonymous e-mail messages
- Engaging in any other inappropriate or illegal activities

**CYBERBULLYING**

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

DRESS CODE

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

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

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

Personal Hygiene

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

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

Students dressed inappropriately or who do not follow the dress code may be prohibited from attending classes. Those who disregard the dress code will be warned. If the problem persists, the student may be dismissed from Fortis College - Phoenix. Questions should be addressed to the specific program director.

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 earnings. Hoops larger than a nickel or dangling earrings are a hazard and are not permitted in any lab.
- No facial piercing, tongue rings, or ear stretchers are to be worn while attending classes.
- Scarves, hats, or baggy fitting clothing.
- Tattoos must be covered while attending classes, labs, or the clinical/externship portion of program.
- Religious head covers must be the solid color of the student's particular uniform or white.

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

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

The following standards apply to allied health programs:

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

Students who violate the dress code policy may be prohibited from attending school or campus-related activities. Those who disregard the dress code will be warned. If the problem persists, students may be dismissed from Fortis College - Phoenix.

**DRUG AND ALCOHOL POLICY**

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

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

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

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

**NON-SMOKING/NON-TOBACCO POLICY**

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

**DISCIPLINARY ACTION**

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

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

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

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

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

**TERMINATION OR EXPULSION POLICY**

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

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

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

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

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

Students dismissed for conduct violations will not be readmitted.

**STUDENT APPEAL PROCESS**

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

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

**CRIME AWARENESS AND CAMPUS SECURITY ACT**

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

- The Campus Security Report is distributed directly in paper format to all enrolled students and employees, and is available upon request to prospective students. It should be noted that this report is updated annually and distributed by October 1 of each year.
- Information on Crime Statistics is also available on the National Center for Education Statistics' College Navigator website. The National Center for Education Statistics (NCES) is the primary federal entity for collecting and analyzing data related to education in the U.S. and other nations. NCES is located within the U.S. Department of Education and the Institute of Education Sciences.
Appendix A of the Consumer Information Guide
http://www.fortisedu.info/ contains college-specific links for the
College Navigator website. Information as it appears on the College
Navigator website is based on Integrated Postsecondary Education
Data System (IPEDS) data that are deemed final and closed, based
on prior year statistical submissions.
For more up-to-date information, please contact an Admission’s
Representative.

**TITLE IX AND VIOLENCE AGAINST WOMEN ACT (VAWA), PAGE XX**

Fortis College - Phoenix is committed to maintaining a healthy and
safe learning environment that promotes responsibility and respect
in matters of sexual conduct. Since Title IX/VAWA offenses are a
violation of trust and respect they are prohibited and will not be
tolerated. This policy applies to academic, educational, co-
curricular, and off-campus conduct. Title IX/VAWA offenses include:
sexual harassment, rape and sexual assault, domestic violence, dating violence and stalking. Fortis College - Phoenix will
support and assist victims of sexual violence by directing them to
community resources for medical care, counseling and to local law
enforcement. Fortis College - Phoenix will investigate student
complaints, and a student who has committed a Title IX offense will
be subject to the school’s Disciplinary Action Policy which could
result in dismissal from school. The Disciplinary Action Policy can
be found at 42. Fortis College - Phoenix will provide students with
educational materials on Title IX/VAWA to promote prevention and
awareness. Ongoing prevention and awareness campaigns will
occur during the year.

If a student is a victim of a Title IX/VAWA offense, the student is
urged to seek immediate medical assistance as necessary, and to
report the incident to the police. A written notification in the form of
Victim’s Bill of Rights will be provided concerning his or her rights
and options. Prompt collection of physical evidence is essential
should a person later decide to pursue criminal prosecution and/or a
civil action. A student who is a victim of sexual violence involving a
student at Fortis College - Phoenix or an employee is urged to make
a complaint to the Deputy Title IX Coordinator, Lori Riedel. Victim
support and community resources are available even if the victim
does not report to the police or make a complaint. If a student has
knowledge of an incident of sexual violence involving a fellow
student, he/she should report the facts to the Deputy Title IX
Coordinator or the local police. Retaliation against an individual
who reports a crime; brings a complaint; pursues legal action;
participates in an investigation; or, is a witness in any proceeding is
prohibited and will not be tolerated by Fortis College - Phoenix. Should a victim of sexual violence request confidentiality,
Fortis College - Phoenix will honor the request to the extent possible
and allowed by law. Fortis College - Phoenix will not disclose the
name of the victim of sexual violence unless required by law or with
permission of the victim.

**PERSONAL PROPERTY**

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

**VISITOR POLICY**

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

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

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

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

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

- Parents of a student who is a dependent for tax purposes
- School officials with legitimate educational interest
- Other schools to which a student is transferring
- Specified officials for the purposes of audit or evaluation
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the
  College’s accrediting organizations
- To comply with a judicial order or lawfully issued subpoena

-43-
- 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, telephone number, birth date, program undertaken, honors and awards, and dates of attendance. This directory information may be disclosed without the consent of the student unless the student specifically requests that the information not be released. The College requires students to present such a request in writing at the time of enrollment. 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.

**PROFESSIONAL LIABILITY AND STUDENT ACCIDENT INSURANCE**

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

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

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

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

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

**HIPAA REQUIREMENT**

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

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

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

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

**STUDENT ACTIVITIES**

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

**FIELD TRIPS**

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

**HOUSING ASSISTANCE**

Although the College does not maintain dormitory facilities, students who are relocating and must arrange their own housing may request additional assistance.

**PREGNANCY**

Pregnancies should be promptly reported to the respective Program Director to prevent danger to the student's health. To continue in the program, the student's physician must provide written approval specifically citing that there are no restrictions on activity or weight lifting. Following each prenatal visit, any new restrictions must be reported immediately to the student's Program Director and instructor.
GRIEVANCE PROCEDURE

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

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

3. If the dispute has not been resolved or if the student is still unsatisfied with the response in Step 2, the student may take a third step and file the appeal to the Regional Vice President of Education Affiliates. This appeal must also be in writing and must be received in the corporate office (5026-D Campbell Boulevard, Baltimore, Maryland 21238) within seven calendar days of being notified of the Campus Appeals Committee’s decision. The Regional Vice President will conduct his or her own investigation of the issue and will respond to the student within seven calendar days of receiving the escalated complaint. All decisions will be provided in writing and delivered to the student in person if the student is on campus or to the student’s mailing address of record with acknowledgement of receipt required.

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

5. If the dispute remains unresolved after evaluation by the VP of Education of Education Affiliates, the student should address his or her concerns by directing them to the State Licensing Authority, the College’s accrediting body, and/or the appropriate programmatic accrediting/approving agency. 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:

Arizona State Board for Private Postsecondary Education
1400 W. Washington Street, Room 260
Phoenix, AZ 85007
602. 542.5709 / http://azppse.state.az.us
The title and address of the institutional accrediting commission is:

Accrediting Commission of Career Schools and Colleges
Executive Director
2101 Wilson Blvd., Suite 302
Arlington, VA 22201
703.247.4212 / www.accsc.org

Accrediting Commission of Career Schools and Colleges student complaint procedure:

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

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

Arizona State Board of Nursing
4747 North 7th Street, Suite 200
Phoenix, Arizona 85014
602.771.7800 / https://www.azbn.gov/

Commission on Dental Accreditation
American Dental Association
211 East Chicago Avenue
Chicago, IL 60611

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.

ARBITRATION

Pursuant to a student’s Enrollment Agreement, any disputes, claims, or controversies between a student and Fortis College - Phoenix no matter how described, pleaded or styled, arising out of or relating to his or her Enrollment Agreement, their recruitment, enrollment, or attendance at Fortis College - Phoenix, the education provided by Fortis College - Phoenix, Fortis College - Phoenix’s billing, financial aid, disbursement of funds, career service assistance, or any other claim relating in any manner to the student’s relationship with Fortis College - Phoenix that is not resolved in accordance with the Grievance Procedures for student complaints published in this catalog, shall be resolved by binding arbitration under the Federal Arbitration Act. A student should refer to his or her Enrollment Agreement for further information. If a student cannot find his or her Enrollment Agreement, he or she should ask the Campus President for a copy.
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
CMP .............................................Computer
COM ............................................. Communications
DAS ............................................. Dental Assisting
DHG ............................................. Dental Hygiene
ENG ............................................. English
MAS ............................................. Medical Assisting
MAT ............................................. Mathematics
MOA ............................................. Medical Office Administration
PDC ............................................. Professional Development
PNR ............................................. Practical Nursing
PSY ............................................. Psychology
SCI .............................................. Science
SOC ............................................. Sociology

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

AHP101 Introduction to Health Professions
4.0 Quarter 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 Quarter Credits
60 Clock Hours (20 Lecture /40 Lab Hours)
This course will introduce students to the terminology associated with medical language. To function effectively in health profession students must understand the structure of medical language, including prefixes, suffixes, root words and medical abbreviations. Through virtual laboratory assignments, terminology relative to the body systems is presented to help the student understand medical terminology. In addition to studying the medical terminology, the course briefly covers disease processes and treatment modalities such as psychiatry, oncology, radiology and nuclear medicine. This introductory course provides a basis for a more in-depth study of human anatomy and physiology.
Prerequisite(s): None

AHP106 Medical Anatomy and Physiology
4.0 Quarter Credits
60 Clock Hours (20 Lecture /40 Lab Hours)
Students are introduced to anatomical structures and physiological function of the human body. This course defines the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, respiratory, digestive, urinary and reproductive systems. Virtual practical laboratory experiences included in the course provide an understanding of basic anatomy and physiology which is the foundation for a career in health professions.
Prerequisite(s): None

AHP116 Human Anatomy & Physiology I
4.0 Quarter Credits
60 Clock Hours (40 Lecture Hours/20 Lab Hours)
This course presents an introduction to the structure and function of the human body, including basic cellular principles, the skin, skeletal tissues, joints, and the muscular system. Also included, is the nervous system cells, central and peripheral nervous systems, sense organs, and endocrine system. Medical terminology associated with the systems covered in this course is also included. Virtual laboratory experiences are included in the course.
Prerequisite(s): None

AHP117 Human Anatomy & Physiology II
4.0 Quarter Credits
60 Clock Hours (40 Lecture Hours/ 20 Lab Hours)
This course presents an introduction to the structure and function of the human body, including transportation of blood and its many vital functions, including how it links the body's internal and external environments. This course also includes instruction in the following systems: Cardiovascular, lymphatic and Immunities, digestive and nutrition, respiratory, urinary and reproductive. Also covered is the importance of maintaining homeostasis in the body by balancing water and electrolytes. Medical terminology associated with the systems covered in this course is also included. Virtual laboratory experiences are included in the course.
Prerequisite: AHP116

AHP205 Ethics and Jurisprudence
4.0 Quarter Credits
60 Clock Hours (60 Lecture Hours)
This course prepares the allied health student to manage the moral, legal and administrative challenges encountered in clinical and non-clinical settings. Principles and standards of practice are presented as well as ethical issues and challenges associated with a professional health care career. The ethical values presented provide a basis for an appropriate decision-making model.
Prerequisite(s): None

AHP215 Anatomy and Physiology
6.0 Credits
80 Clock Hours (40 Lecture Hours/40 Lab Hours)
In this course students will learn about the structure and function of the human body. Students will develop knowledge about the levels of organization, cells and tissues. This course also includes instruction in the following systems: digestive, musculoskeletal,
respiratory, cardiovascular, reproductive, urinary, endocrine, gastrointestinal, integumentary, lymphatic, sensory, and nervous systems.

**Prerequisite(s):** None

**DMP105 Introduction to Informatics**
2.0 Credits
20 Clock Hours (20 Lecture Hours)
The course will offer a broad coverage of the health informatics. Topics include an introduction to the health informatics field and its major applications. The course also covers the scope, methods and evaluation of healthcare information systems and the principles of the electronic health record. Reference is also made to the diagnostic systems that support decision making in healthcare. Finally, the course provides an overview of the principles and applications of telemedicine in healthcare and the healthcare informatics associated ethical and legal topics.

**Prerequisite(s):** None

**DAS110 Fundamentals of Dental Assisting**
4.0 Quarter Credits
60 Clock Hours (20 Lecture /40 Lab Hours)
This course presents the foundational principles of the dental assisting profession, the science of dentistry, and an introduction to dental communications. The course includes the roles and functions of the dental team, and laws affecting ethics and the practice of dentistry. Students will gain a working vocabulary that includes terminology related to oral, dental, and head and neck anatomy. Students will be introduced to dental office communication and business operating systems.

**Prerequisite(s):** None

**DAS114 Radiology I**
4.0 Quarter Credits
60 Clock Hours (30 Lecture Hours/30Lab Hours)
This course provides lecture and laboratory-based instruction on the exposure and processing techniques of diagnostic dental films. Students will also learn the basic principles of radiation physics and the concepts of radiation safety in the dental office. Radiographic instruction includes intraoral x-ray, panoramic x-rays, x-ray model in the x-ray lab, students will practice film placement, exposure, processing and mounting dental films.

**Prerequisite(s):** None

**DAS115 Preventive Dentistry and Nutrition**
4.0 Quarter 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, including regulatory agency guidelines. Also presented is the foundation of oral disease prevention including patient education guidelines in oral self-care practices and nutrition.

**Prerequisite(s):** None

**DAS116 Computer Applications and Billing**
4.0 Quarter Credits
60 Clock Hours (20 Lecture Hours/40 Lab Hours)
The text and workbook activities prepare students for administrative tasks in a dental office. Students are provided with an overview of dental insurance billing procedures and are introduced to DENTRIX advanced dental patient accounting software. Class activities involve working through patient simulation exercises. While progressing through DENTRIX’s menus and windows, students learn to input patient information, schedule appointments, and handle billing. Students also produce various lists and reports, and learn to process both electronic and paper insurance claims. The rules and function of the Health Insurance Portability and Accountability Act of 1996, Administrative Simplification, as it applies to the dental healthcare system is reviewed. The Principles of Ethics and Code of Professional Conduct are examined.

**Prerequisite(s):** None

**DAS120 Dental Procedures and Techniques**
4.0 Quarter Credits
60 Clock Hours (20 Lecture /40 Lab Hours)
This course presents the foundation of chair side dental assisting in the delivery of dental care to include dental instrument identification and use, and moisture and pain control methods. Patient information and assessment skills detailed are patient information and assessment, an understanding of oral diagnosis and treatment planning process, the needs of the special needs and the medically compromised patient, principles of pharmacology, assisting in a medical emergency, patient assessment and oral pathology.

**Prerequisite:** DAS110

**DAS125 Dental Materials and Lab Techniques**
4.0 Quarter Credits
60 Clock Hours (20 Lecture /40 Lab Hours)
This course presents the fundamentals of materials used in restorative dentistry including laboratory techniques and procedures. The properties of dental materials are covered such as restorative and esthetic materials, liners, bases, and bonding materials, cements, and impression materials. Labs will cover applications and uses of dental materials.

**Prerequisite:** DAS110

**DAS130 Dental Restorative Procedures**
4.0 Quarter 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 Quarter Credits
60 Clock Hours (20 Lecture /40 Lab Hours)
This course provides lecture and laboratory-based instruction on the exposure and processing techniques of diagnostic dental films. Students will also learn the basic principles of radiation physics and the concepts of radiation safety in the dental office. Radiographic instruction includes intraoral x-ray, panoramic x-rays, and an overview of digital x-ray systems. Using a radiographic simulator, students will develop a portfolio of radiographs they have taken to
DAS140 Dental Office Procedures and Billing
4.0 Quarter Credits
60 Clock Hours (20 Lecture /40 Lab Hours)
This course will prepare students for administrative tasks in a dental office. Students are provided with an overview of dental office management systems; the computerized dental practice, information management, patient scheduling, recall systems, inventory management, and dental office business equipment. Managing dental office finances entails financial arrangements and collection procedures, insurance processing, and accounts payable and accounts receivable. Students are introduced to DENTRIX, dental practice management software. Class activities involve working through patient simulation exercises. While progressing through DENTRIX’s menus and windows, students learn to input patient information, schedule appointments, and handle billing. The rules and function of the Health Insurance Portability and Accountability Act of 1996, Administrative Simplification, as it applies to the dental healthcare system, are reviewed. 
Prerequisite(s): None

DAS145 Dental Specialties and Expanded Functions
4.0 Quarter 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

DAS150 Capstone and Career Development
4.0 Quarter Credits
60 Clock Hours (20 Lecture /40 Lab Hours)
This course provides a comprehensive review of program contents to prepare for applicable certification examinations. Students are also given an opportunity to review clinical skills acquired throughout the program. Students will develop a portfolio of radiographs they have taken to demonstrate competence in exposing, processing and mounting intra and extra oral radiographs on a variety of patient types. Professional ethics and local jurisprudence issues and regulations associated with dental assisting are presented.
Prerequisite: DAS135

DAS190 Externship I
6.0 Quarter Credits
160 Clock Hours (10 Lecture /150 Extern Hours)
This course allows the student to apply what they have learned in the program curriculum to practical use in a healthcare facility under the 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.
Prerequisites: All preceding program courses

DAS195 Externship II
6.0 Quarter Credits
160 Clock Hours (10 Lecture /150 Extern Hours)
This course allows the student to apply what they have learned in the program curriculum to practical use in a healthcare facility under the 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.
Prerequisites: All preceding program courses

DHG100 Nutrition
4.0 Quarter Credits
60 Clock Hours (60 Lecture Hours)
This course is a basic orientation to the principles of nutrition. Topics include digestion, carbohydrates, proteins, lipids, the utilization of energy and metabolism. The role of vitamins, minerals and nutrients are emphasized and their role in maintaining healthy oral tissues. The role of the dental hygienist in nutritional assessment and counseling are highlighted.
Prerequisite(s): None

DHG104 Introduction to Dental Hygiene - Lab I
4.0 Quarter Credits
60 Clock Hours (20 Lecture Hours/40 Lab Hours)
This combination lecture-laboratory course is designed to introduce the student to the dental hygiene care environment and to present basic instrumentation skills and techniques. The principles of instrumentation, ergonomic standards, and preparation for the educational and therapeutic patient services are presented in detail. Students will practice on typodonts in the lab then progress to student partner experiences in the clinic.
Prerequisite(s): None

DHG105 Introduction to Dental Hygiene - Lab II
4.0 Quarter Credits
60 Clock Hours (20 Lecture Hours/40 Lab Hours)
This course presents the didactic and laboratory components of pre-clinical dental hygiene theory. A firm foundation in infection control procedures, dental hygiene process of care, client assessment, deposit and disease indices, oral infection control, fluoride therapies and disease prevention is highlighted. In preparation for advancing to patient care, the following topics are presented: CPR and management of medical emergencies, OSHA regulations, Blood Borne Pathogen Standard, Hazard Communication Standard, and CDC Guidelines. Students will gain clinical experiences through student partner clinical experiences.
Prerequisite: DHG104
DHG110 Anatomy, Histology and Embryology of Facial Structures I
4.0 Quarter Credits
60 Clock Hours (40 Lecture Hours/20 Lab Hours)
Information presented in this course is designed to develop a firm foundation for the dental hygiene student in morphology and function of the head, neck and oral structures. Topics presented include the formation of the face (nervous system, muscles, etc.) development and growth of the jaws and the origin and stages of tooth and root formation and development.
Prerequisite(s): None

DHG111 Anatomy, Histology and Embryology of Facial Structures II
4.0 Quarter Credits
60 Clock Hours (40 Lecture Hours/20 Lab Hours)
This course is a continuation of Anatomy, Histology and Embryology of Facial Structures I and presents a comprehensive coverage of the anatomy of the head and neck, and surrounding hard and soft tissues.
Prerequisite(s): None

DHG112 Process of Care I
4.0 Quarter Credits
60 Clock Hours (40 Lecture Hours/20 Lab Hours)
This course builds on the foundations of DHG 230. The focus is the introductory approach to implementing more advanced dental hygiene services, topics include risk assessments, patients with medical, physical and psychological conditions as well as the dental hygiene treatment modifications for those patient communities. In addition, the theoretical foundation for sealant placement, chemotherapies, ultrasonic and sonic instrumentation, and instrument sharpening is presented.
Prerequisite(s): None

DHG191 Dental Hygiene Clinic I
2.0 Quarter Credits
60 Clock Hours (60 Externship Hours)
This course is a companion course for DHG 192 and is designed to enable beginning dental hygiene students to assess the systemic and oral health of the client and allow for the delivery of clinical dental hygiene preventive and therapeutic care appropriate at the novice or DHG 100 level.
Prerequisites: DHG104, DHG105

DHG192 Dental Hygiene Clinic II
2.0 Quarter Credits
60 Clock Hours (60 Externship Hours)
This course is a companion course for DHG 191 and is designed to enable beginning dental hygiene students to assess the systemic and oral health of the client and allow for the delivery of clinical dental hygiene preventive and therapeutic care appropriate at the novice or DHG 100 level.
Prerequisites: DHG104, DHG105

DHG193 Dental Hygiene Clinic III
2.0 Quarter Credits
60 Clock Hours (60 Externship Hours)
This course is a companion course for DHG 194; the dental hygiene student continues to acquire basic clinic competencies in patient assessments, radiographic techniques, patient education techniques and delivery of preventive and therapeutic services. Additional topics include evaluation of the effectiveness of therapy and attainment of patient’s goals. The student is expected to provide services in a more autonomous process.
Prerequisite: DHG192

DHG194 Dental Hygiene Clinic IV
2.0 Quarter Credits
60 Clock Hours (60 Externship Hours)
This course is a companion course for DHG 193; the dental hygiene student continues to acquire basic clinic competencies in patient assessments radiographic techniques, patient education techniques and delivery of preventive and therapeutic services. Additional topics include evaluation of the effectiveness of therapy and attainment of patient’s goals. The student is expected to provide services in a more autonomous process.
Prerequisite: DHG192

DHG200 Dental Materials
4.0 Quarter Credits
60 Clock Hours (20 Lecture Hours/40 Lab hours)
DHG200 is an integrated lecture laboratory course that introduces students to the dental laboratory environment. DHG200 focuses on the nature, qualities, composition, and manipulation of materials used in dentistry. The primary goal of this course is to enhance the student’s ability to make clinical judgments regarding the use and care of dental materials based on how these materials react in the oral environment. Lecture topics include dental material standards, dental material properties, and impression materials. Classifications for restorative dentistry, direct restorative materials, indirect restorative materials, removable dental prostheses, sealants and implants are also covered in this course. Students will have hands-on laboratory experience in the proper manipulation of dental materials commonly employed in dentistry.
Prerequisite(s): None

DHG212 Process of Care II
4.0 Quarter Credits
60 Clock Hours (40 Lecture Hours/20 Lab Hours)
This course is designed to present the techniques of pain control including none invasive and behavioral strategies, local anesthetics and nitrous oxide sedation. The students will lab experiences to practice the paint control technique. The student will gain a basic knowledge of the human neurophysiology, pharmacology of local anesthetics and vasoconstrictors, medical considerations and the armamentarium and techniques of local anesthetic delivery and nitrous oxide sedation. Emphasis will be placed on clinical practice of local anesthetic delivery.
Prerequisites: DHG110, DHG111, DHG250, DHG194
DHG220 Periodontology I
4.0 Quarter Credits
60 Clock Hours (60 Externship Hours)
The intent of this course is to acquaint the dental hygiene student with the fundamentals of Periodontology. Topics include the basics of the epidemiology, anatomy, physiology, neurology, lymphatics and hematology of the periodontium in health and disease. A detailed discussion of the classification and etiology of periodontal diseases (periodontitis and gingivitis) is presented as well as clinical and radiographic assessments and systemic conditions affecting pathology.
Prerequisite(s): None

DHG225 Periodontology II
4.0 Quarter Credits
60 Clock Hours (60 Lecture Hours)
The intent of this course is to present the field of Periodontics to the dental hygiene student. Based on the foundation of the introductory course, the student will survey the diseases and disorders of the periodontium and the surgical and non-surgical therapies. Students will gain experience with autonomous decision making of evidence based treatment planning and case management. Strong emphasis is placed on the role of the dental hygienist as a periodontal therapist in the recognition, treatment and prevention of periodontal diseases.
Prerequisite: DHG220

DHG230 Health Education and Instructional Methods
4.0 Quarter Credits
60 Clock Hours (40 lecture Hours/20 lab Hours)
This course is designed to emphasize the role of the dental hygienist in health promotion, as educator and resource person. The knowledge and experiences will assist the dental hygiene student in developing and enhancing interpersonal communication skills necessary to interact effectively with patients from diverse populations and communities. An introduction to cultural diversity and competency as it relates to patient management is presented. Topics include community efforts in tobacco cessation counseling programs, nutritional counseling programs and pit and fissure sealant placement programs. In addition, students will develop educational aids for individualized oral hygiene instructions.
Prerequisite(s): None

DHG240 General Oral Pathology
4.0 Quarter Credits
60 Clock Hours (60 Externship Hours)
This course presents processes of inflammation, wound healing, repair, regeneration and immunological responses. Topics include oral manifestations of systemic diseases, genetics, and developmental anomalies of the oral cavity. In addition, commonly encountered diseases and disorders of the head and neck will be covered. Emphasis will be placed on recognizing the differences between the pathological and normal tissues.
Prerequisite(s): None

DHG250 Pharmacology and Pain Control
4.0 Quarter Credits
60 Clock Hours (60 Lecture Hours)
This course is designed to provide the student with a knowledge and understanding of basic pharmacology specific to clinical situations and with emphasis on dental hygiene practice. The pharmacology of pain control is presented in detail.
Prerequisite(s): None

DHG255 Community Oral Health
4.0 Quarter Credits
60 Clock Hours (40 Lecture Hours/20 Lab Hours)
This course introduces the history and principles of community dental health and health care delivery systems. Topics include the prevention of oral disease, development of public policy, and implementation of community efforts to enlighten the public. Issues surrounding access to care, managed care, private practice, independent practice, as well as trends in dental insurance reimbursement are presented. In addition, students will gain insight into research design and statistical methods and evaluation by participating in a table clinic or poster research project. Selected current topics in international healthcare are presented. The student will participate in a community-based program from the planning stage through to evaluation.
Prerequisites: DHG230, DHG112, DHG212

DHG260 Process of Care III
4.0 Quarter Credits
60 Clock Hours (60 Lecture Hours)
This capstone course is intended to furnish the upper level dental hygiene student with an opportunity to demonstrate competency in the process of care for diverse patient populations. Utilizing case studies, students assess findings, formulate a dental hygiene diagnosis, plan, implement and evaluate intervention strategies for a variety of diverse communities. Selected projects provide opportunities for proficiency in critical thinking skills and evidence-based decision making. Students will take a simulation of the written Dental Hygiene National Board Examination.
Prerequisites: AHP205, DHG100, DHG230, DHG110, DHG111, DHG104, DHG105, DHG112, DHG220, DHG250, DHG240, DHG212, DHG265, DHG225, DHG200, DHG255, DHG296

DHG265 Radiology II
4.0 Quarter Credits
60 Clock Hours (30 Lecture Hours/30 lab Hours)
This course is a continuation of DAS 114 and builds on the foundations of basic radiology. Topics include additional experiences in digital radiography, intra oral photography, and extra oral radiography. Advanced topics include: interpretation of films, complex exposure techniques and the clinical management of patients with clinical or systemic issues. During the clinical portion of this course, students are assigned to the radiology clinic and provide selected imaging services.
Prerequisite: DAS114

DHG291 Dental Hygiene Clinic V
2.0 Quarter Credits
60 Clock Hours (60 Externship Hours)
This course is a companion course for DHG 292 and is designed to refine the psychomotor instrumentation skills of dental hygiene
students. Students are expected to complete oral assessment and delivery of dental hygiene services in an independent manner. The students will have experiences with special care patient populations, pediatric clients and radiologic interpretations. Treatment plans will be written with more comprehensive components. An emerging portfolio of foundational competencies is expected at the completion of this course.

**Prerequisite:** DHG194

**DHG292 Dental Hygiene Clinic VI**

2.0 Quarter Credits

60 Clock Hours (60 Externship Hours)

This course is a companion course for DHG 291 and is designed to refine the psychomotor instrumentation skills of dental hygiene students. Students are expected to complete oral assessment and delivery of dental hygiene services in an independent manner. The students will have experiences with special care patient populations, pediatric clients and radiologic interpretations. Treatment plans will be written with more comprehensive components.

**Prerequisite:** DHG194

**DHG293 Advanced Dental Hygiene Clinic I**

3.0 Quarter Credits

90 Clock Hours (90 Externship Hours)

This is a companion course with DHG 294 intended for the student who will incorporate all components of the process of care and will recognize and implement evaluation methods in an independent manner. It is expected that the dental hygiene student will begin to incorporate the basics of autonomous decision-making in the process of patient care. A burgeoning portfolio of foundational competencies is expected at the completion of this course.

**Prerequisite:** DHG292

**DHG294 Advanced Dental Hygiene Clinic II**

3.0 Quarter Credits

90 Clock Hours (90 Externship Hours)

This is a companion course with DHG 293 intended for the student who will incorporate all components of the process of care and will recognize and implement evaluation methods in an independent manner. It is expected that the dental hygiene student will begin to incorporate the basics of autonomous decision-making in the process of patient care. A burgeoning portfolio of foundational competencies is expected at the completion of this course.

**Prerequisite:** DHG292

**DHG295 Advanced Dental Hygiene Clinic III**

3.0 Quarter Credits

90 Clock Hours (90 Externship Hours)

This clinic and its companion course DHG 296 provide the student with experiences in the managing patient care using a comprehensive utilization of a process of care model. The student will apply the process of care model for patients who have systemic modifiers and/or intermediate stages of periodontal diseases. In addition, the student will apply the techniques of pain control presented in Process of Care II.

**Prerequisite:** DHG294

**DHG296 Advanced Dental Hygiene Clinic IV**

3.0 Quarter Credits

90 Clock Hours (90 Externship Hours)

This clinic and its companion course DHG 295 provide the student with experiences in the managing patient care using a comprehensive utilization of a process of care model. The student will apply the process of care model for patients who have systemic modifiers and/or intermediate stages of periodontal diseases. In addition, the student will apply the techniques of pain control presented in Process of Care II.

**Prerequisite:** DHG294

**DHG297 Advanced Dental Hygiene Clinic V**

3.0 Quarter Credits

90 Clock Hours (90 Externship Hours)

This is a companion course with DHG 298 and is designed to continue to advance the skills necessary in providing clinical preventive and therapeutic dental hygiene services. Experiences in comprehensive dental hygiene patient care will include advanced manual instrumentation, ultrasonic instrumentation, and application of chemotherapeutic agents, nutrition counseling, whitening tray fabrication and sealant placement.

**Prerequisite:** DHG296

**DHG298 Advanced Dental Hygiene Clinic VI**

3.0 Quarter Credits

90 Clock Hours (90 Externship Hours)

This is a companion course with DHG 297 and allows for further enrichment of clinical skills and mastery of the entry level competencies to the dental hygiene profession. Students will take a simulation of a Clinical Dental Hygiene Regional Licensing Examination.

**Prerequisite:** DHG296

**ENG101 English Composition**

4.0 Quarter Credits

60 Clock Hours (30 Lecture Hours/30 Lab Hours)

This course is a composition course that directs students through the various stages of writing. The course also provides a thorough review of grammar and punctuation rules. This course is 60 contact hours, 30 of which have been identified as laboratory activities. Structured lesson plans guide instructors through a variety of activities on a daily basis. Additionally, the textbook selected for this course, Steps to Writing Well, 10th edition, (Flesch Kincaid Reading Scale = 11) integrates activities throughout each chapter, which reinforces the lecture. On a daily basis, students actively engage in writing workshops and one or more of the other lab activities: Writing workshops (e.g. free writing, focused writing, discussion of demonstration drafts, etc.); Group Activities such as grammar reviews, assigned exercises; Group discussions of concepts; Question and answer sessions; Peer reviews and feedback; Grammar games Internet and library research activities.

**Prerequisite(s):** None

**ENG201 English Composition II**

4.0 Quarter Credits

60 Clock Hours (30 Lecture Hours/30 Lab Hours)

This course builds upon ENG 101. Students cover all writing stages and strategies and learn to adapt them to their own writing and learning preferences. The student acquires skills for generating
ideas and drafting preliminary outlines using brainstorming, drafting, outlining, and topic selection, while learning to revise, rewrite, and polish structure, syntax, argumentation, grammar, punctuation, word choice, and diction.  
_Praguequisite_: ENG101

**MAS110 Clinical Procedures and Techniques**

4.0 Quarter 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.  
_Praguequisite(s):_ None

**MAS115 Laboratory Procedures and Techniques**

4.0 Quarter 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.  
_Praguequisite:_ MAS110

**MAS125 Invasive Clinical Procedures**

4.0 Quarter 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.  
_Praguequisite:_ MAS110

**MAS135 Certification Review and Career Development**

4.0 Quarter 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 Certified Medical Assistant examination. 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.  
_Praguequisite:_ MAS110

**MAS190 Externship**

6.0 Quarter Credits  
180 Clock Hours (180 Externship Hours)  
This course allows the student to apply what they have learned in the program curriculum to practical use in a healthcare facility under the direct supervision of a preceptor on the site. Through the externship experience, the student gain first-hand knowledge of the workplace and perform the assigned duties to meet the expectations in a professional setting. Students are expected to adapt to the work environment and reflect regularly on their learning and observations. The externship work performed, is not to be paid.  
_Praguequisite(s):_ All preceding program courses

**MAT101 College Math**

4.0 Quarter Credits  
60 Clock Hours (30 Lecture Hours/30 Lab Hours)  
This course provides an introduction to college level math with the goal of teaching students to read, write, and think mathematically in support of real world applications. Topics include solving problems using equations, developing graphs for linear equations and functions, solving polynomial equations, factoring and solving problems using quadratic equations, solving problems using rational expressions, solving systems of equations, and solving problems using roots and radicals. The focus of this course is to apply mathematics to solve problems mathematically.  
_Praguequisite(s):_ None

**MOA110 Medical Office Procedures**

4.0 Quarter Credits  
60 Clock Hours (20 Lecture Hours/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. 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.  
_Praguequisite(s):_ None

**MOA115 Medical Records and Insurance**

4.0 Quarter Credits  
60 Clock Hours (20 Lecture Hours/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.  
_Praguequisite(s):_ None

**MOA120 Electronic Health Records**

4.0 Quarter Credits  
60 Clock Hours (20 Lecture Hours/40 Lab Hours)  
This course focuses on the various aspects of electronic health records including standards, setup, administration, patient charts, office visits, clinical tools, templates and pop-up text. Other topics covered include tests, procedures, and diagnosis codes, productivity center and utilities. Students will gain invaluable real-world experience through the use of the Spring Charts EHR.
PNR104 Basic Skills, Quality & Safety in Nursing Practice
6.0 Credits
80 Clock Hours (40 Lecture Hours/40 Lab Hours)
This course introduces concepts related to patient safety, entry level nursing skills, and quality care in today's healthcare settings. Methods to improve patient outcomes with a focus on continuous quality improvement will prepare the nursing student for practice in an interdisciplinary team environment. The Joint Commission's National Patient Safety Goals (NPSGs), Core Measures, Critical Values and Never Events will be introduced and introduction to the Institute of Medicine (IOM), Institute for Health Care Improvement (IHI) and Quality and Safety Education for Nurses (QSEN) initiatives. A focus on patient satisfaction and case management is discussed throughout the course. The nursing process is introduced within this course providing the foundation for all nursing interventions. In addition, the course introduces medical terminology into the nursing curriculum. Medical Terminology provides basic review and writing medical terms. This course fosters the development of a vocabulary of common suffixes, prefixes, and word roots. Terms are introduced in the context of human anatomy and physiology to foster understanding in meaning.
Prerequisite(s): None

PNR105 Pharmacology
5.0 Credits
50 Clock Hours (50 Lecture Hours)
This course introduces the concepts of pharmacology to the role of the practical nurse in using medications to maximize health and wellness. Drug classifications emphasized within the context of the nursing process using a body-systems approach. The student learns common medication actions, interventions, and adverse effects and nursing interventions. Client teaching is integrated throughout. Factors influencing the administration, use, and effectiveness of medications are explored. This course provides instruction and practice in dosage calculation.
Prerequisites: PNR104, AHP215, SCI115

PNR106 Foundations of Nursing
6.0 Credits
110 Clock Hours (30 Lecture Hours/32 Lab Hours/48 Clinical Hours)
This course creates the foundation for future learning and the development of the requisite skills and competencies required for nursing practice as a member of the health care team. Content includes communication and interview concepts, teaching-learning principles, documentation, and physical assessment and nursing skills. Concepts of holistic care, developmental stages, culture and diversity, evidence-based practice, and the practical nurse's role in promoting health and wellness are explored. Clinical and simulated learning assignments provide hands-on learning experiences that enable the student to develop skills for the provision of safe and effective nursing care with adult clients in a structured environment.
Prerequisites: AHP215, PNR104

PNR108 Gerontological Nursing
5.0 Credits
80 Clock Hours (30 Lecture Hours/23 Lab Hours/27 Clinical Hours)
This course explores the role of the nurse in helping individuals to maximize health and wellness during the natural and healthy process of aging. The student will learn normal physiologic, psychological, and social changes as well as common health alterations associated with aging. Specific health conditions discussed include: altered sensory input, menopause, osteoporosis, malnutrition, depression, Alzheimer's and dementia, COPD, and CHF. End of life issues are also discussed. Actual and simulated clinical experiences provide students with opportunities to practice the delivery of nursing care to selected client situations.
Prerequisite: PNR104

PNR200 Mental Health Nursing
5.0 Credits
80 Clock Hours (30 Lecture Hours/35 Lab Hours/15 Clinical Hours)
This course introduces the student to the use of self within the context of relationships to promote and maximize the health and wellness of clients in diverse settings. The student will explore foundational concepts of mental health such as stress, coping, developmental stage risks, anxiety, depression, common psychiatric disorders, and the interaction between physical and mental health. Emphasis is placed on communication and teaching–learning processes.
Prerequisites: AHP215, PNR104

PNR201 Medical-Surgical Nursing I
8.0 Credits
160 Clock Hours (40 Lecture Hours/55 Lab Hours/65 Clinical Hours)
This course explores the role of the licensed practical nurse in the promotion of health and wellness in individuals within a structured health care setting. The nursing process forms the framework for applying critical thinking and problem-solving skills to client centered nursing care involving common health problems. This holistic approach to client-centered care focuses on adults in diverse settings with primary pathology in the cardiovascular, respiratory, special senses, and integumentary systems. Actual and simulated clinical experiences provide the student with opportunities to demonstrate competency in the delivery of nursing care in selected client situations.
Prerequisites: PNR105, PNR106
PNR203 Maternal-Newborn Nursing
5.0 Credits
90 Clock Hours (30 Lecture Hours/33 Lab Hours/27 Clinical Hours)
This course focuses on the provision of nursing care to childbearing mothers and newborns utilizing the nursing process and critical thinking skills. Care of the woman and infant during the prenatal, intrapartum, neonatal, and postpartum periods are also explored. Actual and simulated clinical experiences provide the student with opportunities to demonstrate competence in caring for mothers and infants.
Prerequisites: PNR105, PNR106

PNR204 Pediatric Nursing
5.0 Credits
90 Clock Hours (30 Lecture Hours/33 Lab Hours/27 Clinical Hours)
This course introduces the student to the role of the nurse in promoting health and wellness in children. Growth and development, anticipatory guidance, and common health problems of children from infancy through adolescence are emphasized. Actual and simulated clinical experiences provide the student with opportunities to apply concepts and skills related to nursing of children.
Prerequisites: PNR105, PNR106

PNR205 Concepts of Leadership and Collaboration
3.0 Credits
30 Clock Hours (30 Lecture Hours)
This course introduces the student to the concepts related to collaboratively prioritizing, delivering, and coordinating care within the context of the healthcare team. Concepts of leadership, delegation, supervision, and the management of care for multiple clients within the scope of the licensed practical/vocational nurse are examined. Development of team leadership and followership skills, including communication, collaboration with other members of the health care team and delegation to unlicensed personnel is highlighted.
Prerequisites: PNR106

PNR206 Medical-Surgical Nursing II
8.0 Credits
160 Clock Hours (40 Lecture Hours/55 Lab Hours/65 Clinical Hours)
This course builds upon prior learning to further develop clinical decision-making skills. Students use clinical evidence to plan care for individuals of diverse backgrounds within a structured environment. The nursing process forms the framework for prioritizing care and making basic delegation decisions. A holistic approach focuses on caring for individuals experiencing common health care problems with primary pathology in the endocrine, gastro-intestinal, genitourinary, musculo-skeletal, and neurologic systems. Actual and simulated clinical experiences provide students with opportunities to demonstrate competency in the delivery of nursing care in selected client situations.
Prerequisite: PNR201

PNR207 Transition to PN Practice - Capstone
9.0 Credits
190 Clock Hours (30 Lecture Hours/70 Lab Hours/90 Clinical Hours)
This capstone course is designed to assist the student in the transition from the educational environment to the work environment. The student is provided opportunities to demonstrate competency in meeting the terminal educational outcomes of the program in actual and simulated clinical environments. Current healthcare workplace issues are examined. The course explores issues of responsibility and accountability for practice and continuing personal and professional growth and development. Role responsibilities as well as licensure application procedures are discussed relative to meeting state licensing requirements for the practical nurse. Emphasis is placed on seminars dedicated to NCLEX-PN preparation using multiple learning methods.
Prerequisites: Successful completion of all general education and nursing courses prior to the last quarter in the program (PNR200, PNR205 and/or PNR208 may be taken concurrently with PNR207 in the last quarter)

PNR208 Concepts of Community-Based Nursing
2.0 Credits
20 Clock Hours (20 Lecture Hours)
This course provides the student with an introduction to promoting health and wellness with individuals in diverse community-based settings. Key concepts covered in this course include: wellness promotion, independence and interdependence, discharge planning, chronic illness, HIV, and health care delivery environments such as outpatient clinics, homes, and diagnosis-based care centers. A community project provides an opportunity to examine population groups along the age continuum in the community.
Prerequisite: PNR104

PSY101 Introduction to Psychology
4.0 Quarter Credits
60 Clock Hours (30 Lecture Hours/30 Lab Hours)
This course provides a general overview of the field of psychology. It begins by discussing psychological research methods used to gather psychological data to provide students with a foundation for critically analyzing information. The course then discusses basic psychological concepts from the perspective and with the goal of improving the quality of life for self and others. Topics include the brain and human development, learning and memory, intelligence and creativity, motivation and emotion, personality, and the impact of stress on health. The course then discusses selected psychological disorders and associated common therapies.
Prerequisite(s): None

PSY278 Human Growth and Development
4.0 Credits
40 Clock Hours (40 Lecture Hours)
This course focuses on the period from conception through late adulthood, with emphasis on developmental principles and theories in the areas of cognitive, emotional, social, personality, and physical development. This course is designed to promote the student’s understanding of the process by which people become someone different while remaining in many aspects the same. This process, called human development, exposes our inherited structures to a lifetime of experiences.
Prerequisite(s): None

SCI115 Fundamentals of Human Nutrition
3.0 Credits
30 Clock Hours (30 Lecture Hours)
The focus of this course is on the exploration of selected principles, concepts and theories of nutrition. These are studied in conjunction
with diet therapy. Emphasis is given to nutrition fundamentals for health maintenance throughout the life cycles of diverse populations. Chronic diseases, weight control and athletic performance are extrapolated. Application of theoretical and empirical knowledge in using nutritional assessment relative to individual client nutritional needs is determined. Variables affecting nutrition such as culture, religion, physiology, and medical regimens are studied.

Prerequisite(s): None

SCI118 Chemistry
4.0 Quarter Credits
60 Clock Hours (30 Lecture Hours/30 Lab Hours)
This course provides instruction in the Introduction to atomic structure, chemical bonding, states of matter, organic and inorganic chemical reactions, and acids and bases. Virtual laboratory experiences are included in the course.

Prerequisite(s): None

SCI119 Microbiology
4.0 Quarter Credits
60 Clock Hours (40 Lecture Hours/20 Lab Hours)
This course acquaints students with microorganisms and their activities. Topics include microbial cell structure and function, metabolism, microbial genetics, and the role of microorganisms in disease, immunity, and other selected applied areas. Virtual laboratory experiences are included in the course.

Prerequisite: SCI118

SCI120 Biochemistry
4.0 Quarter Credits
60 Clock Hours (40 Lecture Hours/20 Lab Hours)
This course introduces the core principles of the chemical, physiologic and pathologic processes related to human biochemistry. Course material provides the basis for understanding how bodily functions are related to biological, metabolic processes, nutrition, physical exercise and pharma-genomics. Content includes a review of the structure and function of proteins, lipids, blood and bodily processes, and the interactions between metabolic pathways, organs and tissues. Virtual laboratory experiences are included in the course.

Prerequisite: SCI119

SOC101 Sociology
4.0 Quarter Credits
60 Clock Hours (60 Lecture Hours)
This course is designed to introduce students to the application of the principles, methods, and major theoretical orientations of sociology in providing basic understanding of social aspects of human life. This course covers the theoretical underpinnings of the field of sociology, provides an introduction to central sociological concepts such as social structure, socialization, social interaction, deviance and social control, groups and organizations. In addition, it looks at inequality in society, starting with social stratification and class systems, locally and globally. The course provides explanations for differences in social institutions as well as in the behaviors of individuals in society, including gender relations, marriage, and family. Social institutions are examined and their impact on society, including health, life expectancy, education, and

the economy are explored. Further, current topics and controversies are explored and discussed.

Prerequisite(s): None
**STAFF & FACULTY**

**GENERAL EDUCATION**
- Paul Desi (Part-Time)
  - Bachelor of Science, Arizona State University, Tempe, AZ
  - Master of Science, Arizona State University, Tempe, AZ

- Bonnie Roger-Backus (Part-Time)
  - Associate in General Studies, Chandler-Gilbert Community College, Chandler, AZ
  - Bachelor of Science, Business, Tempe, AZ
  - Master of Business Administration, Management, Tempe, AZ
  - Doctor of Philosophy, Organization and Management, Capella University, Minneapolis, MN

**DENTAL HYGIENE**
- Mary Ann Anderson (Part-Time)
  - Bachelor of Science, Dental Hygiene, Northern Arizona University, Flagstaff, AZ
  - Registered Dental Hygienist, State of Arizona

- Adrienne Azpeitia (Part-Time)
  - Associate of Science, Dental Hygiene, Indiana University – Northwest, Gary, IN
  - Bachelor of Liberal Studies, Peru University – North Central Campus, Westville, IN
  - Master of Business Administration, University of Phoenix, Phoenix, AZ
  - Registered Dental Hygienist, State of Arizona

- Maureen Bleeker (Full-Time)
  - Associate of Science, Dental Assisting, Indian River Community College, Ft. Pierce, FL
  - Associate of Science, Dental Hygiene, Palm Beach State, Lake Worth, FL
  - Bachelor of Science, Medical University of South Carolina, Charleston, SC
  - Registered Dental Hygienist, State of Arizona

- Mary Busch (Part-Time)
  - Advanced Certification for Expanded Functions in Dental Hygiene, Northern Arizona University, Flagstaff, AZ
  - Associate in Art, Associate of Arts, Phoenix College, Phoenix, AZ
  - Bachelor of Science, Business / Applied Management, Grand Canyon University, Phoenix, AZ
  - Master of Education, Higher and Postsecondary Education, Tempe, AZ

- Thomas French (Full-Time)
  - Doctor of Dental Surgery, University of Illinois, College of Dentistry, Chicago, IL

**FINANCIAL AID**
- Director of Financial Aid
  - Angela McFadden
  - 15 years related financial aid and management experience

**LIBRARY**
- Learning Resource Center Manager
  - Sterling Kent, BA, MA

**ACADEMIC LEADERSHIP**

**DIRECTOR OF DENTAL HYGIENE PROGRAM**
- Lori Riedel (Full-Time)
  - Bachelor of Science, Dental Hygiene, University of Bridgeport, Bridgeport, CT
  - Master of Education, Career and Technical, Northern Arizona University, Flagstaff, AZ
  - Registered Dental Hygienist, State of Arizona

**DIRECTOR OF PRACTICAL NURSING PROGRAM**
- Darlene Brown (Full-Time)
  - Bachelor of Science, Nursing, University of Nevada, Las Vegas, NV
  - Masters of Science, Nursing, Bellin College of Nursing, Green Bay, WI
  - Certified Emergency Nurse, Emergency Nurses Association, Chicago, IL
  - Certified Nurse Educator, National League of Nursing, New York, NY

**ADMISSIONS**
- Director of Admissions
  - Vacant

**CAREER SERVICES**
- Director of Career & Student Services
  - Leah Fauth, BS

**FACULTY**

**GENERAL EDUCATION**
- Paul Desi (Part-Time)
  - Bachelor of Science, Arizona State University, Tempe, AZ
  - Master of Science, Arizona State University, Tempe, AZ

- Bonnie Roger-Backus (Part-Time)
  - Associate in General Studies, Chandler-Gilbert Community College, Chandler, AZ
  - Bachelor of Science, Business, Tempe, AZ
  - Master of Business Administration, Management, Tempe, AZ
  - Doctor of Philosophy, Organization and Management, Capella University, Minneapolis, MN

**DENTAL HYGIENE**
- Mary Ann Anderson (Part-Time)
  - Bachelor of Science, Dental Hygiene, Northern Arizona University, Flagstaff, AZ
  - Registered Dental Hygienist, State of Arizona

- Adrienne Azpeitia (Part-Time)
  - Associate of Science, Dental Hygiene, Indiana University – Northwest, Gary, IN
  - Bachelor of Liberal Studies, Peru University – North Central Campus, Westville, IN
  - Master of Business Administration, University of Phoenix, Phoenix, AZ
  - Registered Dental Hygienist, State of Arizona

- Maureen Bleeker (Full-Time)
  - Associate of Science, Dental Assisting, Indian River Community College, Ft. Pierce, FL
  - Associate of Science, Dental Hygiene, Palm Beach State, Lake Worth, FL
  - Bachelor of Science, Medical University of South Carolina, Charleston, SC
  - Registered Dental Hygienist, State of Arizona

- Mary Busch (Part-Time)
  - Advanced Certification for Expanded Functions in Dental Hygiene, Northern Arizona University, Flagstaff, AZ
  - Associate in Art, Associate of Arts, Phoenix College, Phoenix, AZ
  - Bachelor of Science, Business / Applied Management, Grand Canyon University, Phoenix, AZ
  - Master of Education, Higher and Postsecondary Education, Tempe, AZ

- Thomas French (Full-Time)
  - Doctor of Dental Surgery, University of Illinois, College of Dentistry, Chicago, IL

**ADMISSIONS**
- Director of Admissions
  - Vacant

**CAREER SERVICES**
- Director of Career & Student Services
  - Leah Fauth, BS

**FINANCIAL AID**
- Director of Financial Aid
  - Angela McFadden
  - 15 years related financial aid and management experience

**LIBRARY**
- Learning Resource Center Manager
  - Sterling Kent, BA, MA

**ACADEMIC LEADERSHIP**

**DIRECTOR OF DENTAL HYGIENE PROGRAM**
- Lori Riedel (Full-Time)
  - Bachelor of Science, Dental Hygiene, University of Bridgeport, Bridgeport, CT
  - Master of Education, Career and Technical, Northern Arizona University, Flagstaff, AZ
  - Registered Dental Hygienist, State of Arizona

**DIRECTOR OF PRACTICAL NURSING PROGRAM**
- Darlene Brown (Full-Time)
  - Bachelor of Science, Nursing, University of Nevada, Las Vegas, NV
  - Masters of Science, Nursing, Bellin College of Nursing, Green Bay, WI
  - Certified Emergency Nurse, Emergency Nurses Association, Chicago, IL
  - Certified Nurse Educator, National League of Nursing, New York, NY
Victoria Green (Part-Time)
Certificate, Dental Hygiene, University of Pittsburgh, Pittsburgh, PA
Bachelor of Science, Dental Hygiene, University of Pittsburgh, Pittsburgh, PA
Master of Education, Administrative and Policy Studies, University of Pittsburgh, Pittsburgh, PA
Registered Dental Hygienist, State of Arizona

Vivek Hirani (Part-Time)
Bachelor of Arts, Biology, University of Pennsylvania, Philadelphia, PA
Bachelor of Arts, Environmental Studies, University of Pennsylvania, Philadelphia, PA
Doctor of Dental Medicine, Dentistry, University of Pennsylvania, Philadelphia, PA

Kathleen Jamison (Part-Time)
Bachelor of Science, Dental Hygiene, University of South Dakota, Vermillion, SD
Registered Dental Hygienist, State of Arizona

Scott Mazanec (Part-Time)
Doctor of Dental Surgery, Ohio State University, Columbus, OH

Brandi Mazzarella (Part-Time)
Associate in Science, Dental Hygiene, St. Peters burg College, St. Petersburg, FL
Bachelor of Applied Science, Dental Hygiene, St. Petersburg College, St. Petersburg, FL
Registered Dental Hygienist, State of Arizona

Emily Miller (Full-Time)
Associate in Applied Science, Dental Hygiene, Rio Salado College, Phoenix, AZ
Bachelor of Science, Radio-TV-Film Journalism, Indiana State University, Terre Haute, IN
Registered Dental Hygienist, State of Arizona

Leanne Miller (Part-Time)
Associate in Arts, Liberal Arts, Hibbing Community College, Hibbing, MN
Bachelor of Science, Applied Psychology, Bemidji State University, Bemidji, MN
Graduate Dental Hygienist, Dental Hygiene, University of Minnesota – Twin Cities, St. Paul, MN
Registered Dental Hygienist, State of Arizona

Kimberly Pastula (Part-Time)
Associate in Applied Science, Dental Hygiene, Phoenix College, Phoenix, AZ
Registered Dental Hygienist, State of Arizona

Amber Stevens (Full-Time)
Bachelor of Science, Dental Hygiene, Northern Arizona University, Flagstaff, AZ
Registered Dental Hygienist, State of Arizona

Melody Wright (Part-Time)
Bachelor of Science, Biology – Pre-Health Professions, Northern Arizona University, Flagstaff, AZ
Bachelor of Science, Dental Hygiene, Northern Arizona University, Flagstaff, AZ
Registered Dental Hygienist, State of Arizona

PRACTICAL NURSING
Mary Banayat (Full-Time)
Bachelor of Science, Nursing, Grand Canyon University, Phoenix, AZ
Registered Nurse, Arizona State Board of Nursing, Phoenix, AZ

Seania Bristol (Full-Time)
Bachelor of Science, Nursing, Grand Canyon University, Phoenix, AZ
Master of Science, Nursing, Grand Canyon University, Phoenix, AZ
Registered Nurse, Arizona State Board of Nursing, Phoenix, AZ

Lisa Fulkerson (Part-Time)
Bachelor of Science, Nursing, Grand Canyon University, Phoenix, AZ
Registered Nurse, Arizona State Board of Nursing, Phoenix, AZ

Julie Killebrew (Part-Time)
Bachelor of Science, Nursing, The University of Utah, Salt Lake City, UT
Master of Science, Nursing, The University of Utah, Salt Lake City, UT
Registered Nurse, Arizona State Board of Nursing, Phoenix, AZ

Jennifer McDonald (Full-Time)
Bachelor of Arts, Psychology, University of North Carolina – Wilmington, Wilmington, NC
Bachelor of Science, Nursing, University of North Carolina – Wilmington, Wilmington, NC
Registered Nurse, Arizona State Board of Nursing, Phoenix, AZ

Anny Nichols (Full-Time)
Master of Science, Nursing, Anna Maria College, Paxton, MA
Master of Science in Education & Human Services, New England College, Henniker, NH
Bachelor of Science in Education, Health Education & Teacher Certification, Central State University, Wilberforce, OH
Registered Nurse, Arizona State Board of Nursing, Phoenix, AZ
Adelaide Okoree-Siaw (Part-Time)
  Bachelor of Science, Nursing RN-BSN, Chamberlain College of Nursing, Addison, IL
  Master of Science, Nursing, Chamberlain College of Nursing, Addison, IL
  Registered Nurse, Arizona State Board of Nursing, Phoenix, AZ

Nadine Shivers (Part-Time)
  Bachelor of Science, Nursing, Grand Canyon University, Phoenix, AZ
  Master of Science, Health Care Administration, Grand Canyon University, Phoenix, AZ
  Registered Nurse, Arizona State Board of Nursing, Phoenix, AZ

Helen Yond (Part-Time)
  Bachelor of Science, Nursing RN-BSN, Chamberlain College of Nursing, Addison, IL
  Registered Nurse, Arizona State Board of Nursing, Phoenix, AZ

Allied Health
Kathleen Borowski (Part-Time)
  Diploma, Dental Assisting, Apollo College, Phoenix, AZ

Ivette Diaz (Full-Time)
  Bachelor in Medicine, University of Montemorelos, Montemorelos, Mexico

Michelle Hughes (Part-Time)
  Associate of Science, Medical Billing and Coding, High-Tech Institute, Phoenix, AZ

Dana Jackson (Part-Time)
  Certificate, Dental Assisting, Carrington College, Boise, ID
  Bachelor of Arts, English, University of Phoenix, Phoenix, AZ

Monica Schmidt (Part-Time)
  Diploma, Dental Assisting, Eden Vocational School, San Leandro, CA

Leona Urschel (Part-Time)
  Diploma, Dental Assisting, United Colleges of Medical & Dental Assistants, San Diego, CA
  Associate of Arts, Chaffey College, Rancho Cucamonga, CA
INDEX

HOLIDAY/BREAK CALENDAR ................................................................. 1

ACADEMIC POLICIES & SERVICES .................................................... 20-31
ACADEMIC ACHIEVEMENT/GRADING ........................................... 20
ACADEMIC APPEALS ........................................................................ 24
ACADEMIC HONORS ........................................................................ 21
ACADEMIC IMPROVEMENT PLANS ................................................. 30
ATTENDANCE ..................................................................................... 24
BRIEF PERIODS OF NON-ENROLLMENT OR STANDARD PERIOD OF NON-ENROLLMENT (SPN) ........................................... 25
CAREER SERVICES ........................................................................... 31
CLINICAL EVALUATION ................................................................. 21
CLINICALS, INTERNSHIPS, AND EXTERNSHIPS ......................... 28
CLOCK HOUR OF INSTRUCTION ..................................................... 27
CLOCK TO CREDIT HOUR CONVERSION FORMULA .................... 27
COLLEGE CLOSURES ....................................................................... 28
COUNSELING/ADVICE ................................................................... 23
COURSE ADD/DROP ......................................................................... 28
COURSE AUDIT ............................................................................... 23
COURSE PROGRAMMING ................................................................ 28
COURSE REFRESHER ....................................................................... 23
COURSE REPEAT POLICY ............................................................... 22
EDUCATIONAL DELIVERY SYSTEMS ............................................. 27
FACTORYS EVALUATIONS .............................................................. 31
GRADUATION REQUIREMENTS .................................................... 23
INCOMPLETE GRADE POLICY ....................................................... 21
LEARNING RESOURCE CENTER .................................................... 31
LEAVE OF ABSENCE ...................................................................... 25
LICENSE, CERTIFICATION, AND REGISTRATION ......................... 23
MAKE-UP WORK ............................................................................. 25
MAXIMUM CLASS SIZE ............................................................... 28
NURSING COMPETENCY REINFORCEMENT WORKSHOP AND COMPREHENSIVE COMPETENCY EXAM ............................... 22
STUDENT HANDBOOKS .................................................................. 23
TARDINESS/EARLY DEPARTURE .................................................... 25
TRANSCRIPT OF GRADES ............................................................. 23
TUTORING ....................................................................................... 24
WITHDRAWAL .................................................................................. 26

ACADEMIC PROGRAMS ................................................................. 16-19
DIPLOMA PROGRAMS ..................................................................... 16
DENTAL ASSISTING ....................................................................... 16
MEDICAL ASSISTING ..................................................................... 16
PRACTICAL NURSING ..................................................................... 17
ASSOCIATE DEGREE PROGRAMS ..................................................... 19
DENTAL HYGIENE ......................................................................... 19

ADMISSIONS INFORMATION .......................................................... 6-15
ADDITIONAL ADMISSIONS REQUIREMENTS FOR THE DENTAL HYGIENE & PRACTICAL NURSING PROGRAMS ............................. 6
ADMISSIONS REQUIREMENTS AND PROCEDURES .................... 6
AVAILABILITY OF GED TESTING .................................................. 9
FIRST DAY OF CLASS ................................................................. 14
GENERAL ADMISSIONS REQUIREMENTS .................................... 6
HEALTH AND IMMUNIZATION REQUIREMENTS .......................... 10
ORIENTATION ............................................................................... 9
READMISSION ............................................................................... 9
TRANSFER OF CREDIT .................................................................... 13
DENTAL HYGIENE & PRACTICAL NURSING PROGRAM HEALTH AND CLINICAL REQUIREMENTS ........................................ 10

COURSE DESCRIPTIONS ............................................................... 48-57

FINANCIAL ASSISTANCE PROGRAMS ............................................ 33-37
ADDITIONAL INFORMATION REGARDING FINANCIAL ASSISTANCE PROGRAMS .................................................................................. 35
FEDERAL DIRECT LOAN PROGRAM (FDLP) .................................... 33
FEDERAL DIRECT PARENT LOAN FOR UNDERGRADUATE STUDENTS (PLUS) LOAN PROGRAM ......................................................... 33
FEDERAL PELL GRANT .................................................................... 33
FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY Grant (FSEOG) ................................................................................ 33
FEDERAL WORK-STUDY PROGRAM (FWSP) .................................... 33
RETURN OF TITLE IV FUNDS POLICY ............................................ 34
Satisfactory Academic Progress .................................................... 35
SCHOOL, PRIVATE, STATE, AND LOCAL FINANCIAL RESOURCES .......................................................... 33
VERIFICATION ................................................................................ 34
VETERAN'S BENEFITS ..................................................................... 33

GRIEVANCE PROCEDURE ............................................................. 46-47

INDEX .......................................................................................... 61-62

INTRODUCTION & OVERVIEW ....................................................... 1-5
ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES ............... 4
ACCREDITATION, LICENSES, AND APPROVALS ................................ 2
CONSUMER INFORMATION ............................................................ 1
CRITICAL STRENGTHS OF FORTIS COLLEGE - PHOENIX ......... 3
FACILITIES AND EQUIPMENT ........................................................ 4
HISTORY AND OWNERSHIP ........................................................... 1
MISSION AND PURPOSES .............................................................. 2
NON-DISCRIMINATION STATEMENT ............................................. 4
PROGRAM AND POLICY CHANGES ............................................. 4
PRACTICAL NURSING & DENTAL HYGIENE PROGRAMS' MISSIONS, GOALS, AND STUDENT LEARNING OBJECTIVES ................................................. 2 & 3
STAFF & FACULTY ................................................................. 58-60

STUDENT POLICIES ........................................................................ 38-45

ANTI-HAZING POLICY ................................................................. 39
BEHAVIOR AND STUDENT ACCOUNTABILITY ................................ 38
COPYRIGHT PROTECTION POLICY ................................................. 39
CRIME AWARENESS AND CAMPUS SECURITY ACT ..................... 42
CYBERBULLYING ............................................................................ 40
DISCIPLINARY ACTION ................................................................. 42
DRESS CODE .................................................................................. 41
DRUG AND ALCOHOL POLICY ..................................................... 42
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) .......... 43
FIELD TRIPS ................................................................................... 44
HIPAA REQUIREMENT ................................................................. 44
HOUSING ASSISTANCE ............................................................... 44
INTERNET USAGE .......................................................................... 39
NON-SMOKING/NON-TOBACCO POLICY .................................... 42
PERSONAL PROPERTY ................................................................... 43
PREGNANCY .................................................................................. 44
<table>
<thead>
<tr>
<th>Table of Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Liability &amp; Student Accident Insurance</td>
</tr>
<tr>
<td>Social Media</td>
</tr>
<tr>
<td>Student Activities</td>
</tr>
<tr>
<td>Student Appeal Process</td>
</tr>
<tr>
<td>Student Rights</td>
</tr>
<tr>
<td>Termination or Expulsion Policy</td>
</tr>
<tr>
<td>Video-Recording or Audio-Recording Policy</td>
</tr>
<tr>
<td>Violence Against Women Act (VAWA)</td>
</tr>
<tr>
<td>Visitor Policy</td>
</tr>
<tr>
<td>TUITION AND FEES</td>
</tr>
<tr>
<td>Cancellation/Rejection Policy</td>
</tr>
<tr>
<td>Other Charges</td>
</tr>
<tr>
<td>Refund and Cancellation Policies</td>
</tr>
<tr>
<td>Right to Cancel</td>
</tr>
<tr>
<td>Tuition Refund Policy</td>
</tr>
</tbody>
</table>
ADDENDUM to catalog: 9/20/2017, Volume 1, Version 2

Effective date: 10/1/2017

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.

NON-DISCRIMINATION STATEMENT, PAGE 4

Fortis College does not discriminate on the basis of sex, sexual orientation, age, disability, race, creed, color, national origin, or religion in its admission to College or treatment in its programs, activities, advertising, training, placement, or employment. Laree Pingatore, The Director of Institutional Effectiveness and Compliance at Fortis College Online, Centerville, Ohio is the coordinator of Title IX, the Education Amendments Act of 1972, which prohibits discrimination on the basis of sex in any education program or activity receiving federal financial assistance. All inquiries or complaints under the sex discrimination, sexual harassment or sexual violence provisions of Title IX should be directed to the Deputy Title IX Coordinator, Lori Riedel, at 555 N 18th Street, Suite 110, Phoenix, Arizona 85006, 602-254-3099 or by email at LRiedel@FortisCollege.edu. The College's Consumer Information Guide contains more detailed information about the College's Title IX grievance procedures. The Consumer Information Guide is available online at:

http://www.fortisedu.info/

The TITLE IX COORDINATOR must act equitably and promptly to resolve complaints and should provide a response within seven working days.

TITLE IX AND VIOLENCE AGAINST WOMEN ACT (VAWA), PAGE 43 & ADDENDUM EFFECTIVE 10/1/2017

Fortis College is committed to maintaining a healthy and safe learning environment that promotes responsibility and respect in matters of sexual conduct. Since Title IX/VAWA offenses are a violation of trust and respect they are prohibited and will not be tolerated. This policy applies to academic, educational, co-curricular, and off-campus conduct. Title IX/VAWA offenses include: sexual harassment, rape and sexual assault, domestic violence, dating violence and stalking. Fortis College will support and assist victims of sexual violence by directing them to community resources for medical care, counseling and to local law enforcement. Fortis College will investigate student complaints, and a student who has committed a Title IX offense will be subject to the school’s Disciplinary Action Policy which could result in dismissal from school. The Disciplinary Action Policy can be found at Page 42 and the Termination or Expulsion Policy can be found at Page 42 of this Catalog. Fortis College will provide students with educational materials on Title IX/VAWA to promote prevention and awareness. Ongoing prevention and awareness campaigns will occur during the year.

If a student is a victim of a Title IX/VAWA offense, the student is urged to seek immediate medical assistance as necessary, and to report the incident to the police. A written notification in the form of Victim's Bill of Rights will be provided concerning his or her rights and options. Prompt collection of physical evidence is essential should a person later decide to pursue criminal prosecution and/or a civil action. A student who is a victim of sexual violence involving a student at Fortis College or an employee is urged to make a complaint to the Deputy Title IX Coordinator, Lori Reidel. Victim support and community resources are available even if the victim does not report to the police or make a complaint. If a student has knowledge of an incident of sexual violence involving a fellow student, he/she should report the facts to the Deputy Title IX Coordinator or the local police. Retaliation against an individual who reports a crime; brings a complaint; pursues legal action; participates in an investigation; or, is a witness in any proceeding is prohibited and will not be tolerated by Fortis College. Should a victim of sexual violence request confidentiality, Fortis College will honor the request to the extent possible and allowed by law. Fortis College will not disclose the name of the victim of sexual violence unless required by law or with permission of the victim.
SATISFACTORY ACADEMIC PROGRESS, PAGE 38

The College's Satisfactory Academic Progress (SAP) standards measure each student's quantitative (credit completion) and qualitative (cumulative grade point average) progress toward the completion of the student's program of study. The SAP standards are used primarily to determine a student's eligibility to receive federal financial aid under Title IV of the Higher Education Act; however, the SAP standards are applied to all students and represent a minimum standard of academic achievement required by the College for continued enrollment. In addition, students receiving Veteran funding as provided under Chapters 30- GI Bill®, 31, 32, 33- Post 911, 35, 1606, 1607 or the Veterans Retraining Assistance Program (VRAP) are also subject to the funding eligibility requirements of the College's Satisfactory Academic Progress policy.
Fortis College - Phoenix

CATALOG ADDENDUM

Addendum to catalog: 2017 - 2018 Catalog, 9/20/2017, Volume 1, Version 4

Effective date: 1/10/2018

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

The information below applies to hybrid Nursing program applicants enrolling for the April 9, 2018 term start.

ADDITIONAL ADMISSIONS REQUIREMENTS FOR HYBRID PROGRAMS, PAGE 6

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

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

2. The applicant must pass the school’s Online Readiness Assessment with a 60% 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 Readiness 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.
Addendum to catalog: 2017-2018 Catalog, 9/20/2017; Volume 1, Version 5

Effective date: 3/20/2019

Fortis College – Phoenix 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.

CAMPUS ADDRESS, COVER PAGE

Fortis College – Phoenix
555 North 18th Street, Suite 305
Phoenix, AZ 85006
Phone: 602-254-3099/Fax: 602-254-3183
For consumer info visit www.fortis.edu

CONSUMER INFORMATION, PAGE 1-2

This Catalog is published in order to inform students and others of Fortis College – Phoenix’s academic programs, policies, calendar, tuition, fees, administration, and faculty. This Catalog is published for informational purposes only. The information provided is current and accurate as of the date of publication.

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

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

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

Fortis College – Phoenix 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, 555 N. 18th Street, Suite 305, Phoenix, AZ 85006
Accreditation, Licenses, and Approvals, Page 2

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

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

- The Dental Hygiene program is accredited by the Commission on Dental Accreditation. The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation, 211 East Chicago Avenue, Chicago, Illinois 60611, phone: 312-440-4653. www.ada.org/100.aspx.

College accreditation, approvals, and membership certificates are displayed in the lobby. Students may receive a copy of the College’s accreditation, licensure, or other approvals by submitting a written request to the College. 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.

Facilities and Equipment, Page 4

Fortis College - Phoenix occupies a 21,450 square foot facility located at 555 North 18th Street, Phoenix, Arizona 85006. A learning resource center is available with internet access, computer stations, web-based resources, health reference books, and periodicals. Medical labs are equipped with medical exam tables, computers, microscopes, stethoscopes, blood pressure cuffs, EKG machines and other medical training equipment as applicable. Computer labs include student computer stations with internet access and word processing, presentation, spreadsheet, database, and medical billing/coding software applications. Lecture rooms have internet connectivity, media cabinets, and digital projectors. There is a student lounge with vending machines and microwaves. Library resources and library information services are available to students and faculty. Fortis College - Phoenix also uses the offices and laboratories of local physicians, clinics, healthcare facilities and hospitals to provide on-the-job experiences for students. Administrative offices include academics, student and career services, financial aid, registrar, admissions, and business offices. There is a faculty workroom and faculty offices. Clinical and externship sites are in area doctor’s offices, hospitals, and other professional medical facilities.

Non-Discrimination Statement, Page 4

Fortis College – Phoenix does not discriminate on the basis of sex, sexual orientation, age, disability, race, creed, color, national origin, or religion in its admission to College or treatment in its programs, activities, advertising, training, placement, or employment. Laree Pingatore, The Director of Institutional Effectiveness and Compliance at Fortis College Online, Centerville, Ohio is the coordinator of Title IX, the Education Amendments Act of 1972, which prohibits discrimination on the basis of sex in any education program or activity receiving federal financial assistance. All inquiries or complaints under the sex discrimination, sexual harassment or sexual violence provisions of Title IX should be directed to the Deputy Title IX Coordinator, Lori Riedel, at 555 N 18th Street, Suite 305, Phoenix, Arizona 85006, 602-254-3099 or by email at LRiedel@FortisCollege.edu. The College’s Consumer Information Guide contains more detailed information about the College’s Title IX grievance procedures. The Consumer Information Guide is available online at: http://www.fortisedu.info/

The Title IX Coordinator must act equitably and promptly to resolve complaints and should provide a response within seven working days.

Right to Cancel, Page 32

An applicant to the College may cancel his or her enrollment to the College and receive a full refund of monies paid. Written notice of cancellation is encouraged, and should be mailed to Fortis College, postmarked no later than midnight on the third (3rd) calendar day after the date the applicant’s Enrollment Agreement with the College was signed. The applicant may use a copy of his or his Enrollment Agreement as a cancellation notice by writing “I hereby cancel” at the bottom of the Enrollment Agreement, adding his or her name, address, and signature, and delivering or mailing it to Fortis College, 555 North 18th Street, Suite 305, Phoenix, Arizona 85006, Attention: Campus President. If the applicant for admissions cancels his or her enrollment as noted above more than three 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 $100.00 Enrollment Fee, to be paid within 30 days.
Fortis College – Phoenix

CATALOG ADDENDUM

Addendum to catalog: 2017-2018 Catalog, 9/20/2017; Volume 1, Version 6

Effective date: 5/15/2019

Fortis College – Phoenix 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.

ACADEMIC LEAVE OF ABSENCE, PAGE 25-26

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

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

1) The request and reason(s) for the Leave of Absence must be made by the student in writing on a Leave of Absence Request Form in advance of the ALOA. If unforeseen circumstances inhibit a student from making the ALOA request in advance, the School may grant an ALOA on behalf of a student without prior written request as long as the school can document the reason for its decision and collect the request from the student at a later date. This would apply in such instances where the student sustained an injury due to an accident, became suddenly ill, or had an immediate family member become suddenly ill that was in need of immediate care.

2) In certain documented, unforeseen and extenuating circumstances, a student who cannot continue attending the course(s), may find it essential to request an ALOA after a term or module has started. The institution is not required to approve this type of LOA request; however, if the institution grants this type of mid-term LOA request, the student will receive a grade of W or WF for each course attempted in the term. The W or WF grade will be determined in accordance with the normal grading policy, and will have the same impact as usual. SAP will need to be calculated for the student before a decision on the LOA is determined. If a student would be SAP Not Met after the W/WF grades for the current term are awarded, then the LOA is denied. The Return to Title IV policy and Tuition Refund policy as listed in the catalog will be applied, based upon the percentage of the term or module the applicant has attended.

3) The applicant for the ALOA should have successfully completed at least one grading period, have a minimum cumulative GPA of 2.0, be making Satisfactory Academic Progress, be current in his or her tuition and fees obligation, and have satisfactorily completed all student financial assistance requirements.

4) The initial leave period requested should be no more than 90 days; however, in certain semester-based programs, the initial ALOA request may be extended to 120 days. If the student requires an extension of the original leave period, the student must apply for an extension and provide new documentation. The request for extension will follow the same approval process as the original request, which requires the written approval from the School. The School cannot extend the period of leave originally requested without a
written request from the student (or family member if the student is incapacitated) that includes third-party supporting documentation. All ALOA extension paperwork and documentation must be turned into the School prior to the student's initial ALOA return date. In any 12 month period, the cumulative leave period(s) may be no longer than 180 calendar days.

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

**TRADITIONAL LEAVE OF ABSENCE, PAGE 25-26**

Students enrolled in a clock hour or non-term program 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), may make an application for a Traditional Leave of Absence. Students experiencing these types of unforeseen circumstances should meet with the Registrar or the Campus President to discuss the need to temporarily interrupt their education and take a Traditional Leave of Absence (TLOA).

The following are the criteria for making application and approving a 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 TLOA. If unforeseen circumstances inhibit a student from making the TLOA request in advance, the School may grant a TLOA on behalf of a student without prior written request as long as the school can document the reason for its decision and collect the request from the student at a later date. This would apply in such instances where the student sustained an injury due to an accident, became suddenly ill, or had an immediate family member become suddenly ill that was in need of immediate care.

2) In certain documented, unforeseen and extenuating circumstances, a student who cannot continue attending the course(s), may find it essential to request an T 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 “L” for each course attempted in the term. The “L” grade will not have any effect on the completion rate or CGPA calculation related to SAP or the student’s progression through the program. 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 TLOA 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 TLOA request may be extended to 120 days. If the student requires an extension of the original leave period, the student must apply for an extension and provide new documentation. The request for extension will follow the same approval process as the original request, which requires the written approval from the School. The School 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 TLOA extension paperwork and documentation must be turned into the School prior to the student’s initial TLOA return date. In any 12 month period, the cumulative leave period(s) may be no longer than 180 calendar days.

5) The applicant for a TLOA must be able to resume his or her training at the same point where the training was interrupted.

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

The applicant for a TLOA will be notified by the Registrar or the Campus President if his or her application for a 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 a TLOA must meet with the Financial Aid Department prior to returning to school.

**BRIEF PERIODS OF NON-ENROLLMENT OR STANDARD PERIOD OF NON-ENROLLMENT (SPN), PAGE 25**

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

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

1. The student must be currently enrolled and actively attending in a program of study that delivers instruction in modules.
2. The student should have successfully completed at least one grading period, have a minimum cumulative GPA of 2.0, be making Satisfactory Academic Progress, be current in his or her tuition and fees obligation, and have satisfactorily completed all student financial assistance requirements.
3. The student must sign a Standard Period of Non-Enrollment Request Form wherein the student affirms that he/she will attend the next module.
4. The student must be able to return to the same payment period, or term for which the SPN is granted. For standard term programs a SPN can only be granted in the first child module of the parent term.
5. The Campus President and Financial Aid Director must approve the SPN request.
6. Any approved SPN means that the School will not charge the tuition, books or fees for the module of instruction for which the student is not in attendance.
Fortis College - Phoenix

CATALOG ADDENDUM

Addendum to catalog: 2017-2018 Catalog, 9/20/2017; Volume 1, Version 7

Effective date: 7/15/2019

Fortis College – Phoenix 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.

VETERANS’ BENEFITS, PAGE 33

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

ARBITRATION, PAGE 46

Disputes, claims, or controversies between a student and Fortis College may be subject to arbitration. Please refer to your Enrollment Agreement for applicable provisions.