

OOS RENEWAL

MARYLAND HIGHER EDUCATION COMMISSION

Application for Renewal Approval for Out-of-State Degree-Granting
Institutions to Operate in Maryland

Please Note: A separate application form must be completed and submitted with all supporting documentation for each proposed location in Maryland. If an additional, new location is being proposed, an *Application for Renewal of Approval* must be submitted for that location.

PREVIOUSLY APPROVED LOCATION IN MARYLAND.

Please provide the complete mailing address.

Fortis College Landover 4351 Garden City Drive, Landover, MD 20785

PROPOSED START DATE OF CONTINUED OPERATION.

Applications should be submitted at least 5 months prior to the proposed start date.

NAME AND ADDRESS OF INSTITUTION APPLYING FOR APPROVAL.

Name of Institution: Fortis College

Web Address: fortis.edu

OPEID Code:03010802

U.S. Department of Education, Office of Postsecondary Education, ID Code – Title IV eligibility.

Chief Executive Officer: Dan Finuf

Mailing Address: 5026D Campbell Blvd, Nottingham, MD 21236

Telephone: 410-633-2929

Email: Dan.Finuf@edaff.edu

Institutional Liaison: Name and title of the individual who will serve as liaison to the Maryland Higher Education Commission:

Name: Cyndie Shadow, PhD

Title: Campus President

Mailing Address: 4351 Garden City Drive Landover, MD 20785

Telephone: 301-459-3650

Email: cshadow@fortiscollege.edu

***** CERTIFICATION *****

I hereby affirm that the answers given in this application and its attachments are accurate and complete and further agree to comply with the *Annotated Code of Maryland* and State regulations governing the operation of out-of-State degree-granting institutions (COMAR 13B.02.01).

05/14/2024

Date



Signature of Chief Executive Officer

Electronic applications are preferred for initial and renewal applications. You can send your application to oosauthorization.mhec@maryland.gov

**All payments should be mailed to:
Maryland Higher Education Commission
Director of Academic Affairs
6 N. Liberty St., 10th Floor
Baltimore, Maryland 21201**

A copy of these regulations can be found at the Maryland Higher Education Commission's web site www.mhec.state.md.us (under Academic Approval Process) along with an on-line application form.

I. DURATION OF APPROVAL

Approval to operate at a previously approved location in Maryland must be renewed annually. However, "during of after the fifth year of operation in Maryland and during any subsequent renewal cycle, an out-of-State institution may apply for approval to operate in Maryland for an extended period of time up to 5 years." COMAR 13B.02.01.08C(1)

If the location for which you are applying has been annually approved for at least five years, do you wish to seek approval to operate in the State for an extended period of time of up to 5 years?

☐ Yes, we wish to be approved for 5 years.

II. SUPPORTING DOCUMENTATION

Only a complete application can be acted upon. While separate application forms must be completed and submitted for each approved location, the following Supporting Documentation needs to be included only once for each entire package of applications. **CHECK EACH ITEM AS ATTACHED.**

☐ Catalogs and Other Institutional Publications. COMAR 13B.02.01.20A(1)

Have your catalogs, other institutional publications, or awards changed since they were last submitted? ☐ Yes ☐ No If yes, please submit new copies.

☐ Application Fee. (Must accompany all renewals) COMAR 13B.02.01.08B(2)

The institution shall submit a non-refundable application fee in the amount of (a) \$7,500 for up to two degree programs and (b) an additional \$850 for each degree program over two programs. The institution's check should be made payable to: Maryland Higher Education Commission. The application renewal fee will be waived for renewals of out-of-state institutions operating at Regional Maryland Higher Education Center.

- ☒ Accreditation. (Must accompany all renewals) COMAR 13B.02.01.08B(4)(g)

Provide a copy of the most recent letter of approval (notification) from an organization recognized as an accrediting agency by the U.S. Department of Education. Along with your most recent notification of institutional accreditation, please provide evidence that you are in compliance with that organization's policies and procedures related to off-campus educational activities. If any of your proposed programs require program accreditation provide evidence of that accreditation.

- ☒ Registration as an Out-of-State Corporation. (Must accompany all renewals)
COMAR 13B.02.01.08B(4)(f)

To transact interstate business in Maryland, the institution must qualify with the State Department of Assessments and Taxation by making the certification required in the Corporations and Associations Article, §7-202, Annotated Code of Maryland. A public institution is not required to qualify as a foreign corporation. However, a business entity affiliated with a public institution or a private institution (profit or non-profit) must qualify as a foreign corporation. The Foreign Corporation Qualification Form may be obtained from the Maryland Department of Assessments and Taxation, Room 809, 301 West Preston Street, Baltimore, Maryland 21201 or on-line at: www.dat.state.md.us. Once qualified, the institution must provide a copy of the certificate of good standing issued by the State Department of Assessments and Taxation.

- ☒ Certificate of Compliance With Fire and Safety Codes (Must accompany all renewals)
COMAR 13B.02.01.08B(4)(o)

Please provide a certificate for each approved location for indicating that the proposed facility has been inspected and is found in compliance with local and State ordinances pertaining to fire and safety.

- ☒ Board of Trustees Resolution of Financial Solvency (Must accompany all renewals)
COMAR 13B.02.01.08B(4)(e)

Please provide a resolution from your Board of Trustees addressed to the Secretary of Higher Education stating that your institution is financially solvent.

- ☒ Advertisements COMAR 13B.02.01.07D(3)(p)

Are there new advertisements in print format related to your programs in Maryland?

☒ Yes ☐ No **If yes, please provide copies of the new advertisements.**

- ☒ Enrollment Data as Prescribed by the Secretary. (Must accompany all renewals)
COMAR 13B.02.01.08B(4)(q)

Please provide the information requested on the **Student Enrollment Data Form** found at the end of this application.

- ☒ Teach-out Plan (Must accompany all renewals) COMAR 13B.02.01.08B(4)(j)(iv)

The institution must provide a copy of its teach-out plan allowing enrolled students to complete their programs if the institution decides to cease operation in Maryland.

II. APPLICATION QUESTIONNAIRE

This questionnaire, properly completed with supporting documentation, shall serve as an application for approval to operate in Maryland under the *Code of Maryland Regulations* (COMAR) 13B.02.01. It must be completed for each proposed location.

1. Programs.

➤ **CURRENTLY OFFERED PROGRAMS.**

INSTRUCTIONS. Please enter the requested information on your **CURRENTLY OFFERED PROGRAMS** in the spaces provided below, or create an attachment (labeled “A-1: Current Programs”) to this application with the required information.

(a) Provide a list of your currently offered programs at this location. For each program provide the following information: (1) the full title of the program; (2) the degree or certificate to be awarded; (3) the mode of instructional delivery; (4) the number of credit hours (semester or quarter); and (5) whether they are offered at the parent campus.

Program Title	Degree	Mode of Instruction	Total Credit Hours	Offered on Main Campus Yes / No
<i>Example: Organizational Management</i>	<i>M.S.</i>	<i>Classroom</i>	<i>36 sem</i>	<i>Yes</i>
<i>Example: Business Administration</i>	<i>B.S.B</i>	<i>Distance Ed.</i>	<i>120 sem</i>	<i>Yes</i>
Dental Assisting	Certificate	Classroom	60 qtr	Yes
Dental Hygiene	A.S.	Distance	105 qtr	Yes
Medical Assisting	Certificate	Distance	46 qtr	Yes
Medical Billing & Coding	Certificate	Distance	62 qtr	Yes
Radiologic Technology	A.S.	Distance	105 qtr	Yes

➤ **NEW PROGRAMS**

INSTRUCTIONS. Is the institution proposing any new programs at this location? ☐ Yes ☐ No
If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled “A-1: New Programs”) to this information with your responses to the following for each new program:

(a) Provide a list of the new programs at this location. For each new program provide the following information: (1) the full title of the program; (2) the degree or certificate to be awarded; (3) the mode of instructional delivery; (4) the number of credit hours (semester or quarter); and (5) whether they are offered at the parent campus.

Program Title	Degree	Mode of Instruction	Total Credit Hours	Offered on Main Campus Yes / No
<i>Example: Organizational Management</i>	<i>M.S.</i>	<i>Classroom</i>	<i>36 sem</i>	<i>Yes</i>
<i>Example: Business Administration</i>	<i>B.S.B</i>	<i>Distance Ed.</i>	<i>120 sem</i>	<i>Yes</i>

- (b) If the information does not appear in the catalog or publication you submitted provide (1) a description of the curriculum; (2) the objectives of each course; and (3) a course schedule for the proposed location

Not Applicable

- (c) Please provide a brief description of the student population to be served by the proposed new programs.

Not Applicable

2. Educational Need. Before the Commission may evaluate the readiness of an out-of-State institution to operate or award new degrees in the State, including the offering of an instructional program or a degree level not previously approved, the institution shall present evidence demonstrating the educational need to establish operations, offer programs, and award the degrees in question in the State. In addition, the out-of-State institution shall demonstrate that the proposed program, for which the institution is making application, meets a critical and compelling regional or Statewide need and is consistent with the Maryland Postsecondary Education. COMAR 13B.02.01.06A&C

INSTRUCTIONS: Please enter the requested information in the spaces provided below, or create an attachment (labeled "A-2: Educational Need") to this application and respond to the following questions for each new program:

- (a) What critical and compelling Regional or Statewide (Maryland) need and demand do your proposed programs meet? In responding to this question provide documentation as indicated below:

(1) If the programs serve occupational needs, present data projecting market demand and the availability of openings in the job market to be served by the new programs for which the institution is making application. This information may include workforce and employment projections prepared by the federal and State governments, the availability of graduates in the State or region, marketing studies done by the institution or others, and material from professional and trade associations.

Not Applicable

- (2) If the programs serve societal needs (include the traditional liberal arts education), provide a

Description of how the proposed programs will enhance higher education in Maryland and contribute society

Not Applicable

- (b) If similar programs exist in the State, what are the similarities or differences in your program in terms of the degrees to be awarded, the areas of specialization, and the specific academic content of the programs?

Not Applicable

- (c) Is a Maryland employer sponsoring/supporting the application for the program(s) to be offered at this location?

☐ Yes ☐ No

If yes, please attach a letter of support from the employer addressed to the Assistant Secretary, Planning and Academic Affairs. The letter should outline the employer's reasons for selecting the institution and its programs and state the benefits to the employees who participate in the program

3. Administrative Staff. The out-of-State institution shall provide for an on-site administrative staff responsible for overall administrative operation of educational activities including counseling, advising, testing orientation, financial aid services, and maintenance of academic records. In addition to being responsible for the administration of the policies and procedures of the parent institution, the designated administrators are responsible for meeting the expectations set forth in this chapter [of the Regulatory Standards of the State of Maryland for Out-of-State Institutions]. The duties and size of the staff shall be adequate for the size of the educational activities offered. COMAR 13B.02.01.15

INSTRUCTIONS: Has any previously reported Administrative Staff information changed since your last approval at this location? ☐ Yes ☐ No

If yes, please enter the requested information in the spaces provided below, or create an attachment labeled (labeled "A-3: Administrative Staff Changes") to this application with any changes to the following questions:

- (a) How are you planning to meet the above standard on Administrative Staff?

Some administrative staff have been changed, but all administrative positions required to maintain the campus operations are filled with qualified individuals. The administrative team is comprised of:

Campus President:	Cyndie Shadow, PhD
Dean of Education:	Asma Hijazi
Director of Admissions:	Mark Obermeyer
Director of Career Services:	Cornell (Xavier) Henry
Director of Financial Aid:	Luis Cruz
Business Office Manager:	Donika Stewart

- (b) Who will be assigned to carry-out each of these duties? Please include a curriculum vitae/resume for each administrator.

The resumes for all leaders of the administrative team are attached in the appendices.

4. Faculty

INSTRUCTIONS: Has any previously reported Faculty information changed since your last approval at this location? ☒ Yes ☐ No

If yes, please enter the requested information in the spaces provided below, or create an attachment labeled (labeled “A-4: Faculty Changes”) with any changes to the following questions:

(a) List all faculty that are to teach in the first year (or cycle) of the programs at this location. For each faculty member provide the following information: COMAR 13B.02.01.08(4)(m)

- (1) the course(s) the faculty might soon teach;
- (2) the degrees the individual holds
- (3) the degrees areas of specialization; and
- (4) whether or not the faculty member is full-time or part-time (adjunct) at your parent institution

All full-time Faculty member resumes are in the attachments.

(b) Please include a curriculum vitae/resume for each potential faculty member. For those faculty who are yet to be hired include a job description and minimal qualifications.

5. Library Resources. Out-of-State Institutions offering programs or courses, or both, in Maryland, shall provide adequate and appropriate library resources within State boundaries and within reasonable distance of the instructional site. Usage statistics shall be kept to determine to what extent these resources are available and accessible. COMAR 13B.02.01.17A

INSTRUCTIONS: Has any previously reported library information changed since your last approval at this location? ☐ Yes ☒ No

If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled “A-5: Library Changes”) to this application with any changes to the following questions.

(a) How are you planning to meet this standard on Library Resources? Briefly describe the types of materials and titles that you will make available to your students and how they will access them. Will there be provision for bibliographic instruction and/or library orientation?

6. Student Services. COMAR 13B.02.01.18 concerns student services and activities. These shall realistically reflect the stated objectives, purposes, and philosophy of the out-of-State institution. Further, an out-of-State institution shall ensure that all students have access to a well developed program of counseling, testing, advisement, orientation, financial aid, career development, and placement. The institution may determine the specific organization of services, as well as the resources and staffing provided, as long as provision for these services are made. Student activities that complement the instructional program are particularly encouraged. COMAR Section .18 also requires that the out-of-State institutions keep complete and accurate records of admission, enrollment, grades, scholarships, transfer of credits, transcripts, graduates, and other essentials in accordance with standard practice. This includes the physical security and confidentiality of such records. The Section requires as well, a published statement of student rights, privileges, and responsibilities and the school’s adherence to its student grievance procedures.

INSTRUCTIONS: Has any previously reported Student Services information changed since your last approval at this location? ☐ Yes ☒ No

If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-6: Student Services") to this application with any changes to the following questions.

(a) How do you plan to implement the requirements for Student Services cited above?

(b) Regarding student records describe the security measures the institution takes to ensure the confidentiality, physical, and electronic security of your record-keeping system.

(c) Does the institution have a published statement of rights, privileges, and responsibilities of students?

☐ Yes ☒ No How will it make this available to its students at the proposed instructional site? _____

If this statement is in the Catalog you submitted with the application, please indicate the page number: _____
If not in the Catalog you submitted, please provide us with a copy of the statement.

(d) Does the institution have a published student grievance procedure? ☐ Yes ☒ No If this procedure is in the Catalog you submitted with the application, please indicate the page number _____. If not in the Catalog you submitted, please provide us with a copy of the grievance procedure.

7. **Facilities.** (See COMAR 13B.02.01.19).

INSTRUCTIONS: Has any previously reported Student Services information changed since your last approval at this location? ☐ Yes ☒ No

If yes to either question, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-7: Facilities") to this application with any changes to the following questions.

(a) Has a specific facility been inspected and approved for use as a classroom/laboratory space and been found in compliance with local and State ordinance pertaining to fire and safety? ☐ Yes ☒ No

(1) If yes, please provide a copy of the Certificate of Compliance.

(2) If no, the Certificate of Compliance must be submitted at least 30 days prior to the start of classes.

(b) Describe any special instructional facilities and equipment (computers, audio-visual equipment, etc.) that will be used and available to students in this location.

(c) Describe what provisions are being made for periodic repair and maintenance of buildings and grounds. What measures are being taken for campus security and fire protection? If dangerous or toxic materials are being handled, what provisions are being made for safe storage, handling and disposal?

(d) Describe the office (and conference) space available to full and part-time faculty and administrators.

8. Distance Education. “Distance education” means course work for academic credit delivered by telecommunicated instruction to a physical space specifically reserved for the purpose of receiving the instruction, for example, a teleclassroom, and requires the payment of tuition or fees for the instruction. “Distance education” does not include telecommunicated instruction at the student’s initiation via an individual personal computer. COMAR 13B.02.01.03(8). An institution operating in Maryland and delivering instruction in Maryland by distance education shall provide evidence to the Secretary of compliance with the standards of good practice found in COMAR 13B.02.01.21.

INSTRUCTIONS. Is the institution providing distance education as defined above? ☒ Yes ☐ No
If yes, please contact the staff at the Maryland Higher Education Commission for a copy of the Standards of Good Practice and provide evidence of compliance as an attachment (labeled “A-8: Distance Education”) to this application

Student Enrollment Data Form

Out-of-State Degree Granting Institutions Operating in Maryland

Institution: Fortis College

Location: 4351 Garden City Drive Landover, MD 20785

Unduplicated Headcount at this location for the past academic year: September 1, 2022 to August 31, 2023

Person Completing the form:

Telephone Number:

Email address:

Cyndie Shadow, PhD

301-459-3650

cshadow@fortiscollege.edu

County/Jurisdiction	Full-Time Undergraduates	Part-Time Undergraduates	Full-Time Graduates	Part-Time Graduates	TOTAL Enrollment
Allegany	0				0
Anne Arundel	12				12
Baltimore County	9				9
Baltimore City	3				3
Calvert	7				7
Caroline	1				1
Carroll	0				0
Cecil	0				0
Charles	24				24
Dorchester	0				0
Frederick	1				1
Garrett	0				0
Harford	0				0
Howard	6				6
Kent	0				0
Montgomery	41				41
Prince George's	339				339
Queen Anne's	1				1
St. Mary's	4				4
Somerset	0				0
Talbot	0				0
Washington	1				1
Wicomico	0				0
Worcester	0				0
Non-Maryland Residents	25				25
TOTALS	474				474

Student Enrollment Data Form

Out-of-State Degree Granting Institutions Operating in Maryland

Institution: Fortis College

Location: 4351 Garden City Drive Landover, MD 20785

Please provide for each program at this location, the Total Student Enrollment and Number of Graduates for the past academic year, September 1, 2022 to August 31, 2023, Duplicate this form as necessary.

Date Completed: 04/15/2024

Individual Course or Program Major and Award	Full-Time Undergraduates		Part-Time Undergraduates		Full-Time Graduates		Part-Time Graduates		TOTAL Enrollment
	Enroll	Grad	Enroll	Grad	Enroll	Grad	Enroll	Grad	
Dental Assisting	113	74							113
Dental Hygiene	59	29							59
Medical Assisting	210	116							210
Medical Billing & Coding	38	26							38
Pharmacy Technician	13	7							13
Radiologic Technology	41	14							41
Undeclared/No Major									
Total	474	266							474

CATALOG



YOUR LIFE

POWERED BY LEARNING

2024 - 2025 Catalog

Volume 1 - Effective Date: 4/26/2024

Version 1 - Effective Date: 4/26/2024

FORTIS College

4351 Garden City Drive, Landover, MD 20785

Phone: 301-459-3650 / Fax: 301-459-3640

For consumer info visit www.fortis.edu



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HOLIDAY/BREAK CALENDAR

01.15.24	Martin Luther King Day
05.27.24	Memorial Day
06.19.24	Juneteenth Observed
07.04.24-07.07.24 07.01.24-07-07.24	Summer Break (Certificate) Summer Break (Degree)
09.02.24	Labor Day
11.28.24-11.29.24	Thanksgiving Break
12.23.24-12.29.24	Winter Break
01.01.25	New Year's Day
01.20.25	Martin Luther King Day
05.26.25	Memorial Day
06.19.25	Juneteenth Observed
06.30.25-07.06.25	Summer Break
09.01.25	Labor Day
11.27.25-11.28.25	Thanksgiving Break
12.22.25-12.28.25 12.24.25-01.04.26	Winter Break (Certificate) Winter Break (Degree)

START DATES

<u>Certificate Programs</u>	
01.08.2024	01.27.2025
02.18.2024	03.10.2025
04.01.2024	04.21.2025
05.13.2024	06.02.2025
06.24.2024	07.21.2025
08.05.2024	09.01.2025
09.16.2024	10.13.2025
10.28.2024	11.24.2025
12.09.2024	
<u>Associate Degree Programs</u>	
01.08.2024	01.06.2025
07.08.2024	07.07.2025

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

INTRODUCTION AND OVERVIEW

HISTORY AND OWNERSHIP

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

Fortis College was established in 2019 as a branch campus of Fortis Institute located in Wayne, NJ. Fortis Institute, Wayne is located at 201 Willowbrook Blvd, Wayne, NJ 07470.

In June 2005, Education Affiliates, Inc. purchased the stock of the Medix School, which had been operating in Towson, Maryland since 1969. Education Affiliates, Inc. opened Medix School- West on the western side of Baltimore in 2006 and opened Medix School-South in Landover, Maryland, near Washington, DC, in 2007. Medix School-South became a degree-granting institution in 2009 and has been known as Fortis College since. Fortis College in Landover, Maryland is a branch campus of Fortis Institute in Wayne, Pennsylvania.

CONSUMER INFORMATION

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

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

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

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

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

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

Inquiries concerning the application of these laws and their implementing regulations may be referred to the Campus President, 4351 Garden City Drive, Landover, MD 20785

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

ACCREDITATION, LICENSES, AND APPROVALS

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

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

- Fortis College has institutional accreditation from the Accrediting Bureau for Health Education Schools (ABHES) 6116 Executive Boulevard, Suite 730 North Bethesda, MD 20852 | [P. \(301\) 291-7550](tel:(301)291-7550) | <https://abhес.org>
- Fortis College is registered at the Maryland Higher Education Commission (MHEC) 6 N. Liberty Street Baltimore, MD 21201 | P. (410) 767-3300 | <https://mhec.state.md.us/Pages/default.aspx>
- Fortis College is exempt from State Council for Higher Education in Virginia approval per 8 VAC 40-31-120(B)(2).
- Fortis College is exempt from District of Columbia Education Licensure Commission approval per D.C. Code § 38-1302(11).
- The Dental Hygiene program is accredited by the Commission on Dental Accreditation and has been granted the accreditation status of without reporting requirement. The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at 312-440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611. The Commission's web address is www.ada.org/117.aspx
- The Radiologic Technology program is accredited by the Joint Review Committee on Education in Radiologic Technology: JRCERT, 20 North Wacker Drive, Suite 2850, Chicago, IL 60606-3182, 312-704-5300, [Email:mail@jrcert.org](mailto:mail@jrcert.org), www.jrcert.org. Program effectiveness outcomes may be accessed at the following web address: www.jrcert.org

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

MISSION AND PURPOSES

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

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

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

DENTAL HYGIENE PROGRAM MISSIONS, GOALS, AND STUDENT LEARNING OBJECTIVES

- The mission of the Dental Hygiene program at Fortis College is to support and assist in implementing the purpose and objectives of the College through the Associate Degree Dental Hygiene Program. Members of the dental hygiene faculty recognize their responsibilities to support the total program of the College, to promote their own professional growth, and to participate in community activities.
- The purpose of the Dental Hygiene program is to prepare individuals for employment as competent, entry-level

practitioners whose knowledge and skills satisfy current standards for the dental hygienist. Graduates receive an Associate of Science Degree upon the successful completion of all program requirements and are eligible to apply to sit for the American Dental Association (ADA) National Dental Hygiene Board Examination and the Commission on Dental Competency Assessment.

- Major Goal: To comprehensively prepare competent individuals in the Dental Hygiene discipline.
- Core Goal (C) -- The dental hygienist must possess ethics, values, skills and knowledge integral to all aspects of the profession.
- Health Promotion and Disease Prevention Goal (HP) -- The dental hygienist needs to emphasize both the prevention of disease and effective health care delivery.
- Community Involvement Goal (CM) -- Dental hygienists must appreciate their role as health professionals providing a service in the local state and national levels. Through teaching, research, and service to the community, the dental hygienist must be prepared to influence others to facilitate access to care and services.
- Patient Care Goal (PC) -- Central to the maintenance of health, the dental hygienists' role in patient care is ever-changing. Utilizing the ADPIE format, dental hygiene graduates must use their skills to assess, diagnose, plan, implement and evaluate treatment.
- Professional Growth and Development Goal (PGD) -- A dental hygienist must be aware of a variety of opportunities for professional growth and development. Critical to ongoing growth are skills in teaching, communication, problem solving, critical thinking, and research.
- Teaching Goal: To maintain high quality instruction, curriculum and innovative techniques in the classroom and clinic. As evidenced in our programmatic goals, faculty is evaluated at the end of each term by students and also have annual evaluations and periodic teaching observations performed. Additionally, faculty are provided opportunities for professional development and growth in keeping with institutional and programmatic goals.
- Patient Care Goal: To provide our students with the opportunity to grow and develop their patient care abilities. Patient care being an integral part of the goals of the program and is assessed regularly through both coursework and actual patient contact within the clinical environment.
- Research Goal: To develop our student's higher order and critical thinking skills through research into programmatic content area. The Goal plan also establishes the importance of research as students participate in case studies, table clinics and research projects to develop a sense of synergy between the didactic and clinical aspects of their training.
- Service Goal: To develop an awareness and desire to be part of a broader community through outreach, service, and education. The Curriculum and the goals of the program address the importance of the role of the hygienist as a health professional in the local, regional and national arena, through initiation, development and participation in service projects and community education opportunities, the student is widening their scope of service and provides needed services for the community.

RADIOLOGIC TECHNOLOGY PROGRAM MISSION STATEMENT

The mission of the Radiologic Technology program is to prepare competent, entry-level radiographers to serve the public healthcare needs. The program administrator and faculty are committed to providing each student with a high-quality education through innovative and engaging instruction, and role modeling.

RADIOLOGIC TECHNOLOGY PROGRAM GOALS AND STUDENT LEARNING OUTCOMES

Goal 1: Students will be clinically competent. Student Learning Outcomes: Students will apply positioning skills. Students will select technical factors. Students will utilize radiation protection.

Goal 2: Students will communicate effectively. Student Learning Outcomes: Students will demonstrate written communication skills. Students will demonstrate oral communication skills.

Goal 3: Students will use critical thinking skills. Student Learning Outcomes: Students will adapt standard procedures for non-routine patients. Students will critique images to determine diagnostic quality.

Goal 4: Students will model professionalism. Student Learning Outcomes: Students will demonstrate professionalism in the clinical setting. Students will understand the value of professional ethics.

CRITICAL STRENGTHS OF FORTIS COLLEGE

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

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

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

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

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

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

Dean of Education, and/or Program Directors: descriptions of academic programs, faculty information, data on student enrollment and graduation, academic policies and procedures, and credit transfer

Director of Admissions: policies pertaining to admissions requirements, enrollment, and copies of consumer information disclosures

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

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

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

PROGRAM AND POLICY CHANGES

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

FACILITIES AND EQUIPMENT

Fortis College occupies a 37,000 square-foot facility and is located at 4351 Garden City Drive, Landover, MD 20785. 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, hospital beds, mannequins, training models, simulation equipment and other medical training equipment as applicable. Computer labs include student computer stations with internet access and word processing, presentation, spreadsheet, database, and medical billing/coding software applications. Lecture rooms have internet connectivity, media cabinets, and digital projectors. There is a student lounge with vending machines and microwaves. Library resources and library information services are available to students and faculty. Fortis College also uses the offices and laboratories of local physicians, clinics, healthcare facilities and hospitals to provide on-the-job experiences for students. Administrative offices include academics, 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. The facility is accessible.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Fortis College is an Equal Opportunity Educational institution and does not discriminate in the recruitment and admission of students with respect to race, color, creed, sex, age, handicap, disability, national origin, or any other legally protected characteristics. Applicants, prospective, or current students with disabilities who require academic adjustments and/or auxiliary aids in connection with the admissions process, the admissions test and/or their program of study, should contact the Campus President. The Campus President, in accordance with the Applicants and Students with Disabilities Policy, will work with the applicant and/or prospective student to collect the required documentation and request forms and identify reasonable accommodations and necessary to enable him or her to fully participate in the admissions and educational processes. Questions about this process may be directed to the Vice President of Academic Affairs at Education Affiliates, Inc. at vpaa@edaff.com.

If a student wishes to file a complaint regarding any disability discrimination, the student should notify the Vice President of Academic Affairs at Education Affiliates, Inc via email at vpaa@edaff.com. A student is not required to make an informal resolution attempt. A hearing will be scheduled within five business days of the notification. However, at the discretion of the Institution, the complaint process may be delayed or extended for good cause. Good cause includes, but is not limited to, the unavailability of witnesses or the need for language assistance. At the hearing, the

student has the right to present additional relevant evidence and bring witnesses, if desired, to support his or her position.

If the College determines that discrimination based on disability may have occurred, Institution will take steps proactively designed to promptly and effectively end the discrimination, prevent its recurrence, address its effects, and provide supportive measures.

Vice President, Academic Affairs

vpaa@edaff.com

5026D Campbell Blvd.

Baltimore, Maryland 21236

443-678-2143 (voice)

410-633-1844 (fax)

NON-DISCRIMINATION STATEMENT

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

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

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

Title IX Coordinator

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

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

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

ADMISSIONS INFORMATION

ADMISSIONS REQUIREMENTS AND PROCEDURES

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

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

GENERAL ADMISSION REQUIREMENTS

1. The student must be a high school graduate or possess the recognized equivalent of a high school diploma. The student must provide documentation of graduation from high school or College in the form of a valid high school diploma or an earned College degree higher than a diploma that is completed. Acceptable documentation includes a transcript or other documentation which confirms that the student meets or exceeds the academic achievement equivalent to a high school diploma in the USA. All documents from foreign countries must also be translated into English and evaluated to be equivalent or higher than a USA high school diploma by a credential evaluation service, which is a member agency of the National Association of Credential Evaluation Services (NACES), subject to the approval of the College .
2. The applicant must be seventeen years of age or older at the time he or she starts his or her program of study.
3. The applicant must complete an applicant information form.
4. The applicant must interview with an admission advisor and/or other administrative staff.
5. Applicants, who otherwise meet the requirements to pursue a selected program of study, will be given the opportunity to take the Wonderlic Scholastic Level Exam (SLE). Applicants to the College who do not achieve a passing score are eligible to immediately retake another version of the SLE. (See below for the SLE minimum score requirement for each program of study.) In the event that the applicant fails to achieve a passing score on the second administration of the SLE, the applicant is eligible to take the SLE a third time using another version; however, a minimum of seven days must elapse after the second testing date before the third SLE may be administered. In addition, this administration and subsequent administrations requires approval by the Campus President. A fourth and final administration of another version of the SLE is permitted only after a minimum of 180 days have elapsed since the date of the third test administration. Applicants who choose to take the entrance test for the fourth and final time are strongly encouraged to pursue remediation in reading and math prior to testing for the fourth and final time to assist in strengthening their critical thinking skills.

Once a passing score is earned, the SLE score is valid for three years from the date of administration. Applicants for readmission must achieve the passing score on the SLE required of current applicants for admission to the selected program of study. If the applicant for readmission had previously achieved a passing score on the SLE, that score may be used for readmission, provided the SLE test was administered and passed within three years (36 months) of the date of readmission and still meets the current minimum acceptable SLE score for the applicable program.

The SLE minimum entrance requirements by program are as follows:

Diploma Programs

Dental Assisting	13
Medical Assisting	13
Medical Billing and Coding	13

Associate Degree Programs

Dental Hygiene	17
Radiologic Technology	17

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

6. Applicants must meet all financial obligations.

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

DENTAL HYGIENE ADMISSION CRITERIA AND PROCEDURES

Each applicant for admission to the Dental Hygiene program leading to an Associate of Science Degree will be assigned an admissions advisor to assist the applicant through the steps of the admissions process by providing information on curriculum, policies, procedures, and services, and assisting the applicant in setting necessary appointments and interviews.

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. It is the responsibility of the applicant to ensure the school receives all required documentation for admission. All records received become the property of the school.

PRE-ADMISSION REQUIREMENTS FOR THE DENTAL HYGIENE PROGRAM

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 in the form of an official high school transcript with grades, or other acceptable documentation which confirms the applicant meets or exceeds the academic achievement equivalent to a high school diploma in the United States of America. An applicant's score in the ranking process will be affected if he/she presents a diploma without a transcript. All documents submitted must be translated into English.
2. The applicant must be eighteen (18) years of age or older at the time he/she starts the Dental Hygiene program leading to an Associate of Science Degree from Fortis College .
3. The applicant must complete an applicant information form.
4. The applicant must interview with an admissions advisor and/or other administrative staff. During the interview, the applicant is made aware of specific criteria and procedures for admission, goal of the program, content of the curriculum, course transferability, and the scope of practice and employment opportunities for dental hygienists.
5. At the conclusion of the interview with an admissions advisor, applicants determined to have the aptitude, qualifications, and motivation to pursue the Associate of Science Degree in Dental Hygiene will be given the opportunity to take the Wonderlic Scholastic Level Entrance Test Evaluation (SLE). A minimum passing score of 17 or higher is required to move forward in the process. Applicants must wait a minimum of one week if they wish to retake the SLE. Under no circumstances will an applicant applying to the Associate of Science Degree in Dental Hygiene be permitted to take the SLE more than twice in a 12-month period.
6. After achieving a passing score on the SLE, the applicant will be given the opportunity to take the HESI Evolve Reach Admission Assessment Exam (A2) in English and Math. Prior to taking the A2, students will be encouraged to purchase the HESI Evolve Reach Admission Assessment Exam Review (*latest edition – publisher Elsevier*) to prepare for the assessment. Students are strongly encouraged to complete the review study guide before taking the exam.
7. The applicant will be instructed to select a date and time for the HESI Evolve Reach Admission Assessment Exam (A2) (*maximum time: 4hrs.*) when they will be: *free of external time pressures for arrival or departure, well rested, and not accompanied by children or other persons who need supervision*. The proctored examination is given at a computer terminal in a quiet area and must be monitored by a faculty or 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. The proctor reports the results of the exam to the Dean of Education, who forwards the results to the Dental Hygiene Program Director. Applicants must score *no less than 70% on each section* in addition to a *75% average for all sections* to be considered. The results of the exams are averaged into a composite score.
8. Applicants will also complete the Personality Profile and Learning Style components of the A2 Exam.
9. If the applicant is disappointed with the scores after their first exam attempt, they will be directed to complete the HESI online remediation session, before being allowed to take the A2 the second time (https://evolve.elsevier.com/staticPages/i_reach.html). The re-examination can be administered during one of the regularly scheduled examination sessions on campus; scheduling an additional session is not required. The score selected for ranking purposes will be the higher of the two scores. Students are allowed two attempts at taking the A2 exam within a twelve-month period.
10. Applicants who have successfully completed steps one thru nine (1 – 9) and have achieved the minimum scores on the scores on the *Wonderlic Scholastic Level Entrance Test Evaluation (SLE)* and the *HESI Evolve Reach Admission Assessment Exam (A2)* will be permitted to apply for admission the Dental Hygiene Program.

GENERAL ADMISSION REQUIREMENTS FOR THE DENTAL HYGIENE PROGRAM

Once all preadmission requirements are successfully met, applicants will be allowed to apply for admission to the Dental Hygiene Program.

1. The applicant must complete the Dental Hygiene Application Packet within 21 days from notification of passing entrance requirements including ALL health forms.
2. The applicant must submit to and pass a drug and alcohol screening test. Instructions for completing the screening will be provided by the Dental Hygiene Program Chair or designee. Students will have *72 hours* to complete the screening once instructions have been received. Inconclusive test results (such as dilute sample and insufficient sample) will require the applicant to be retested at his/her expense. *The retest must be completed within 24 hours of receiving the notification on the first test.* A second inconclusive test result (such as a dilute sample and insufficient sample) will be considered a positive drug test.
3. Applicants must submit to and pass a healthcare student criminal background check prior to starting the program. The applicant should note that a history of criminal convictions may prevent the student from attending or completing the clinical/externship requirements of the program or may prevent his or her credentialing in the profession. If there are any questions regarding the results of the criminal background check, the applicant must make an appointment with the Dental Hygiene Program Director to discuss the consequences of the results.
4. The applicant must submit a copy of his/her social security card and a copy of his/her current driver's license or a copy of his/her United States Passport and two (2) passport-style photos for their file.
5. The applicant must provide documentation of graduation in the form of an official high school transcript with grades, or other acceptable documentation which confirms the applicant meets or exceeds the academic achievement equivalent to a high school diploma in the United States of America, such as a GED. An applicant's score in the ranking process will be affected if he/she presents a diploma without a transcript. All documents submitted must be translated into English.
6. The applicant must submit a copy of his/her current *American Heart Association* (BLS Healthcare Provider Course) CPR card. The applicant's current CPR card must not expire prior to the last day of the current school year.
7. The applicant must submit either a valid medical insurance card or sign a medical waiver form stating he/she is responsible for the costs of all medical services he/she requires.
8. The applicant must submit three (3) letters of professional recommendation.
9. If applicable, the applicant must submit *documented proof* of healthcare employment, on professional letterhead, and/or U.S. Military Service.
10. All information must be submitted to the admissions department. When all the above admissions requirements are completed, the application file will be submitted by the Director of Admissions to the Director of the Dental Hygiene Program for consideration by the Dental Hygiene Admissions Committee
11. Applicants will be scheduled for an interview with the Dental Hygiene Program Admissions Committee. This interview may include more than one applicant. *Please note that applicants will not be scheduled for an interview with an incomplete file.*
12. Upon completion of the interview with the Dental Hygiene Program Admissions Committee, applicants will be required to complete two essays, two pages each on: (1) why the applicant wants to enter into the Dental Hygiene profession and (2) why he or she should be admitted to the Dental Hygiene Program at Fortis College in Landover. The Dental Hygiene Program Director may elect to include an additional topic. They essays must be submitted by email to the Dental Hygiene Program Director or his or her designee within 24 hours of the applicant's interview. The Dental Hygiene Program Chair, or designee, will grade each essay and submit a score to complete the admissions criteria for consideration into the Dental Hygiene Program. *Late submissions will not be considered and awarded a score of zero (0).*
13. When all the above noted requirements for the Dental Hygiene Program leading to an Associate in Science Degree are completed, the Applicant Rating Form and Rubric will be completed by the Dental Hygiene Admissions Committee for consideration into the Dental Hygiene Program. The Dental Hygiene Program Admissions Committee consists of the Dental Hygiene Program Director or his/her designee as the chairperson of this committee, designated Dental Hygiene or other faculty member(s) and the College Dean or his/her designee. The primary purposes of the Dental Hygiene Program Admissions Committee are: (1) to rank the applicants and (2) to make the final decision as to which applicants are best suited for the Dental Hygiene program leading to an Associate of Science Degree. This includes selecting applicants who are most likely to be successful weighing the applicant's background and experiences with the standards of the profession and school.
14. The Dental Hygiene Program Admissions Committee reviews each application package, ranks each applicant, as mandated by the Commission on Dental Accreditation, and makes the final determination for admission to the Dental Hygiene program leading to an Associate of Science Degree. Each member of the committee will have an equal vote in determining an applicant's rank; a majority vote will rule. In the event of a tie vote, the Dental Hygiene Program Director will break the tie.

15. After the Dental Hygiene Program Admission Committee meets and makes its determinations, all applicants will be notified regarding the outcome of their admissions process.. The list of students recommended for admission will be documented in the committee's meeting minutes.
16. An applicant who is not accepted for the start of a class may re-apply to the Dental Hygiene Program for a future class. If desired by the applicant and within the appropriate time frame, he/she will have the opportunity to retake the SLE and/or A2 examinations. Their revised admission rank will be measured according to the current applicant pool.
17. A waiting list for future classes will not be generated with applicants who have not been accepted. However, at the discretion of the Dental Hygiene Admissions Committee, vacancies in a class that occur before the start of clinic courses could be filled with these applicants.

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) interview with the Dental Hygiene Program Committee, (2) written essay's, (3) high school or College grade point average (GPA) or GED, (4) score on the *Wonderlic Scholastic Level Exam*, (5) score on the *HESI Evolve Reach Admission Assessment Exam (A2)*, (6) work experience in an allied health field or military service. A description of the ranking criteria and procedures is as follows:

- Interview by the Dental Hygiene Program Committee. The interview (1 to 1.5 hrs.) will assess a variety of the applicant's characteristics and attributes. A questionnaire interview rubric will result in the assignment of a score ranging from 4 to 20.
- Written Essay. The essay will include the assessment of content, writing format, logical progression of thoughts, writing style, spelling, grammar, and punctuation. An essay rubric will result in the assignment of a score ranging from 5 to 25.
- High School Grade Point Average (GPA) or GED. The high school GPA or GED will have a possible score ranging from 0 to 60. If an applicant submits a high school transcript and College transcript, the higher of the two scores will be used to assign a score. Ten (10) additional points will be awarded for students who have a cumulative 3.0 GPA in College science courses. Total possible score in this category is 70.
- Wonderlic Scholastic Level Exam (SLE) Score. Points will be assigned according to the score on the exam ranging from 0 to 30. A minimum score of 17 is required on the exam to result in the assignment of points.
- HESI Evolve Reach Admission Assessment Exam (A2) Score. Points will be assigned according to the score on the exam ranging from 0 to 60.
- Work Experience in an Allied Health Field or US Military Service. Points will be assigned according to the amount of time the applicant has worked in the allied field or US Military Service ranging from 0 to 50.

Scoring System

The following methodologies are explained below regarding how each admission criterion is scored. The scores of each criterion are summed to obtain a total score.

- *Applicant Interview with Dental Hygiene Admissions Committee*: Score Range 4-20
- *Written Essays*: Score Range 5-25 points.
- *High School or College GPA or GED*. The GPA/GED range is assigned the following points.

<u>GPA/GED Range</u>	<u>Points</u>
No transcript	0
Below 2.0	0
2.0– 2.5 or GED	10
2.6 – 2.99	25
3.0 – 3.5	50
3.6+	60
CGPA 3.0 or higher in College science courses	+10

Score Ranges

- *Wonderlic SLE*: The scores on the test are assigned the following points.

<u>Test Score Range</u>	<u>Points</u>
Below 17	0
17 - 20	5
21 - 25	10

26 - 29	20
30 - 50	50

- *HESI Evolve Reach Admission Assessment Exam (A2)*: The **composite** score of the tests is assigned the following points.

<u>Test Score Range</u>	<u>Points</u>
74% or below	0
75 – 79%	20
80 – 85%	40
86 – 89%	50
90 – 95%	55
96+%	60

- *Allied Health Field or U.S. Military Service*: The numbers of years of experience are assigned the following points.

<u>Years of Experience</u>	<u>Points</u>
<1 year of experience	0
1 – 2 years, 11 months	10
3 – 5 years, 11 months	20
6+ years	30

Essential Skills and Functional Abilities for Dental Hygiene Students

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

Motor Abilities

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

Manual Dexterity

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

Perceptual/Auditory Ability

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

Behavioral/Interpersonal/Emotional

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

ADDITIONAL ADMISSIONS REQUIREMENTS FOR RADIOLOGY TECHNOLOGY PROGRAM

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

1. The applicant must schedule and complete an interview with the program director of his/her selected program and/or his or her designee. The interview will assess a variety of the applicant's characteristics and attributes. A questionnaire interview rubric will result in the assignment of a score ranging from 1 to 5. An applicant must score a minimum of a 3 to be eligible for enrollment. The top applicants will be accepted into the program based on available openings.
2. After achieving a score on the SLE, of 17 or higher, the applicant will be given the opportunity to take the Wonderlic Basic Skills Test, Basic (WBST) Verbal and Quantitative. The proctored examination must be monitored by a trained staff person who does not report within the admissions department. An applicant must achieve a Verbal Skills score of 268 and a quantitative skills score of 241 to be eligible for enrollment in the Radiologic Technology program. Applicants who do not achieve a passing score on either the WBST Verbal or Quantitative Test, or both sections are eligible to retake the low scoring section. However, a minimum of seven days must elapse after the first test before the 2nd attempt may be administered.
3. The applicant must submit a valid form of identification with a picture, name, and address. A valid and current driver's license, United States Passport, or Permanent Resident Card are acceptable forms of identification.

4. The applicant must submit to and pass a 10-panel drug screening. Inconclusive testing such as a diluted or insufficient sample will require the test to be repeated. The applicant is responsible for the cost of the additional testing. The retest must be completed within 24 hours of receiving the notification on the first test. A second inconclusive test result (such as a dilute sample and insufficient sample) will be considered a positive drug test.
5. Applicants must submit to and pass a healthcare student criminal background check prior to starting the program. Results must be in the applicant's admissions file before starting the program. The applicant should note that a history of criminal convictions may prevent the student from attending or completing the clinical/externship requirements of the program or may prevent his or her credentialing in the profession. If there are any questions regarding the results of the criminal background check, the applicant must make an appointment with the program director to discuss the consequences of the results.
6. Applicants must read and sign the technical functions statement of understanding.
7. Since some externship sites may be farther than 50 miles from the campus, applicants must sign a statement of understanding of the travel requirements.
8. The applicant must be 18 years of age at the time he or she starts the clinical/externship portion of the program.
9. Once the above admissions requirements have been completed, all applicants will be notified regarding the outcome of their admissions process. An applicant who is not accepted for the start of a class may re-apply for a future class.

ADDITIONAL REQUIREMENTS FOR RADIOLOGIC TECHNOLOGY PROGRAM, AFTER PROGRAM ACCEPTANCE

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

- The student must submit a copy of his or her current (American Heart Association BLS Healthcare Provider Course) CPR card or take a short course to obtain the certification. The CPR certification must remain current throughout the program.
- Since some externship sites may require that students have health insurance, the student must submit either a valid medical insurance card or a signed medical waiver form stating he or she is responsible for the costs of all medical services he or she requires.
- TB test results must be submitted prior to completing the first term. If the results are positive, the student must provide serologic evidence of no active disease or submit a negative chest X-ray results.

ADDITIONAL ADMISSIONS REQUIREMENTS FOR HYBRID PROGRAMS

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

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

MINIMUM HARDWARE AND SOFTWARE REQUIREMENTS

Hardware (Windows or Mac)

- 22 GHz CPU or greater with minimum of 8 GB RAM (16 GB Recommended)
- Broadband Connection: Cable or DSL preferred
- Web Cam with functional microphone
- Speakers or headphones

Software

- Windows Operating System: Windows ® 11 or higher
- Apple Mac Operating System: Mac OSX or higher
- Microsoft Office 365

Browsers

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

Plugins (most recent versions)

- Java™ Runtime Environment
- Adobe Reader

Note that Chromebooks are not compatible with online class technology.

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 College's Admissions Office.

READMISSION

A former student who withdrew in good standing may make an application for readmission to his or her program of study. Students who dropped or were withdrawn from a program and wish to return to the same program can do so within three years (36 months) of their last date of attendance (LDA). Generally, a student will not be considered for readmission more than twice unless there are exceptional extenuating circumstances, such as military deployment, major emergency medical issues, or an unexpected disaster that temporarily prevents the student from continuing in the program. Any exception must be approved by the National Director of Restart Programs. The applicant for readmission must satisfactorily demonstrate that the barriers that prevented the student from successfully completing his or her program during the previous enrollment have been resolved, and that there is a reasonable probability he or she can complete the program of study. Former students approved for readmission must meet all current program admissions requirements.

A former student who wishes to be considered for admission to a different program of study should contact the Admissions office. The Admissions Director should consult with the Dean/Director of Education or the Program Director to determine the appropriate transfer of credits, Satisfactory Academic Progress status, and course scheduling prior to enrolling the student.

A former student seeking readmission to the same program must apply for readmission by submitting a Readmission Application to the Student Success Coordinator or the staff person designated to coordinate readmissions. The applicant must meet with the Student Success Coordinator, or the staff person designated to coordinate readmissions to discuss and document the circumstances that led to the prior withdrawal and what the applicant has done to ensure that these or other issues will not interrupt the completion of the program of study if the applicant is approved for readmission.

Applications for re-admission are reviewed by a committee comprised of the Campus President, Dean or Director of Education, the Business Office Manager, and Director of Financial Aid, or their designees. The applicant must meet all current admissions and readmission requirements for the program of study. Applicants approved for readmission are required to meet with the Business Office Manager and the Director of Financial Aid (or their designees) and complete all necessary applications and documents to ensure that his or her past and future tuition and fees obligations will be satisfied in a timely manner. Applicants approved for readmission will have their transcripts reviewed by the Director of Education who will determine which course credit(s) previously earned will be counted toward program completion and the course(s) which need to be repeated. Approval of an applicant for readmission is subject to space availability.

A student dismissed for failure to meet Satisfactory Academic Progress (SAP) requirements may apply for readmission if there is reasonable probability that he or she can achieve the grades necessary to raise the Cumulative Grade Point Average (CGPA) and can increase his or her credits earned to credits attempted ratio to comply with the institution's SAP policy. If approved for readmission, the student will reenter in a status of Academic Probation. A student may remain in a status of Academic Probation for only one quarter/semester. A student who fails to meet SAP after the first quarter/semester will be dismissed.

In addition, an applicant applying to be readmitted who failed to meet SAP for two consecutive terms must complete an SAP appeal and apply to be readmitted in a status of Academic Probation. If the student can demonstrate in his or her written appeal that mitigating circumstances were the contributing factors to the student's failure to achieve satisfactory academic progress. Mitigating circumstances would include the death of a relative of the student, injury, disability, or illness of the student, or other special circumstances. The SAP appeal must be filed at the same time the applicant initiates the re-start process. The appeals must be submitted in writing to the Dean of Education. The student's letter of appeal must explain and document, to the satisfaction of the Financial Aid Committee, the mitigating circumstance(s) which caused the student not to achieve SAP after the Academic/Financial Aid Warning Period and

what circumstances have changed that will allow the student to achieve SAP at the next evaluation period. The Financial Aid Committee consists of the Campus President, Director of Education, and the Director of Financial Aid, or their designees. The Financial Aid Committee may grant one additional term as a Financial Aid Probationary period, approve an "Academic Improvement Plan," which may require the student to fulfill specific terms and conditions, or deny the appeal.

If a readmitted student does not qualify for financial aid, he or she is responsible for the payment of all new tuition and fees from his or her own resources until such time as the student may prequalify for student financial assistance.

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

ORIENTATION

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

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

TRANSFER OF CREDIT

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

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

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

Criteria

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

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

- Courses in general taken at an institution outside of Education Affiliates must have been completed within the previous five years (60 months). Individuals holding an earned associate or higher degree are exempt from the time limit in this paragraph, except as noted below.
- Mathematics and prerequisite science courses in Medical Technology programs must have been completed within the past five years (60 months).
- Mathematics and prerequisite science courses in 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 in order for transfer credit to be awarded.
- The maximum allowable transfer credit that can be awarded is 50% of the total program credits unless specified otherwise in a particular program.

- The Campus will accept credit earned in a similarly titled program from another Fortis College or Institute for up to a maximum of 75% of the credit hours in the program unless specified otherwise in a particular program.
- When a warranted need for exception to the time limit as stipulated in the preceding paragraphs arises, it must be carefully evaluated at the campus level and presented with justification to the Vice President of Education at Education Affiliates for approval.

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

- AP scores of 4 or higher
- CLEP scaled scores of 60 or higher
- DANTES scores of 434 or higher (only scores from DANTES exams taken after 2008 will be considered).

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

Additional Requirements for Specific Programs

- Radiologic Technology students must complete at least 51% of all concentration courses at the College. Therefore, students may receive transfer credit for no more than 49% of concentration courses in the program.
- Dental Hygiene courses completed at another postsecondary institution are not eligible for transfer of credit. The only exceptions are dental hygiene courses completed at another Education Affiliates campus.

Veterans

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

The Campus must receive and evaluate official transcripts from all postsecondary schools 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).

Appeal Process

1. Students who wish to appeal a decision must appeal in writing to the Campus President/Director.
 - a. The student must write a letter, stating very clearly why they should receive credit.
 - b. The student must supply additional documentation to support the appeal. If no additional documentation is received, the appeal will be automatically denied.
2. All appeals should be requested within 14 days of the decision to deny credit.
3. Decisions related to appeals will be returned to students within 14 days of their receipt.

Returning or Transferring Students

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

1. Students transferring from one Education Affiliates campus to another must have all previous credits evaluated for transfer credits.
 - a. Students that have passed a class at another Education Affiliates campus with the same course code as the program they are enrolling into will receive transfer credits for grades of D or higher if a D is passing for that program.
 - b. Courses that are not a part of the enrolled program will be evaluated for transfer credits as per normal policy.
 - c. This is applicable for campus-to-campus transfers within the same program, and campus to campus transfers into new programs that share course codes.
2. Students who are re-enrolling into the same Campus or re-entering into a new program or program version will have all applicable courses Associated to the new program. Any courses that cannot be Associated may be evaluated for transfer credit.

- a. Associated courses are evaluated and documented like transfer credits, using the same forms and procedure.
- b. Applicable courses are those course codes that are the same between programs.
- c. All courses are Associated, whether passed, failed, or withdrawn, and should be included in all future SAP calculations for the program.
- d. Shared courses with a D or higher will not need to be retaken, unless that is considered a failing grade in the new program.

STUDENT PHYSICAL LOCATION

Fortis College reviews admissions applications and may enroll students who are residents of Maryland, Virginia, and Washington DC only. The student's address of residency as reflected on government issued identification, mail reflecting the student's address, student attestation, lease agreement, or other verified documentation of physical location will be utilized to determine state of residency. Documentation must be provided at the time of enrollment. This policy is applicable to all students enrolled at Fortis College .

Should the student change their address while enrolled at Fortis College , the student is required to notify the School's personnel: Business office, Financial Aid, Registrar, or Front Desk to make an update to their physical location as needed. Should the student move out of one of the above listed states while enrolled at Fortis College , the College may be required to withdraw the student from the program prior to completion. Students must notify the campus of a change in physical location within 30 days and provide proof of location change via approved documentation as noted above.

HEALTH, CLINICAL AND PROGRAM CONTINUATION REQUIREMENTS

HEALTH, EXTERNSHIP AND PROGRAM CONTINUATION REQUIREMENTS FOR THE DENTAL ASSISTING, MEDICAL ASSISTING, MEDICAL BILLING & CODING PROGRAMS

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

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

Current BLS CPR Card

Basic Life Support (BLS) for Healthcare Providers certification by the American Heart Association must remain current while the student is enrolled in the program. The College must maintain a current signed copy of the student's CPR card within the student file. Students are required to have their CPR card on them at all times during class, laboratory, and externship activities. If the CPR card expires during the program, the student may not participate in any externship activities until the CPR certification is renewed, and the student may be dropped from the program until it is renewed. Students are required to complete 100% of externship hours or will fail the externship course.

Student Health Requirements

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

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

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

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

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

IMMUNIZATIONS

Vaccination/ Screening	Requirements in Brief
COVID-19 Vaccination	– A COVID-19 vaccination may be required for students to permit them to go into a hospital-based externship medical practice
Hepatitis B	– Serologic proof of immunity is required. – Three dose series (dose #1 now, #2 in 1 month, #3 approximately 5 months after #2). – Obtain serologic testing 2 months after dose #3.

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

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

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

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

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

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

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

Serological Evidence of Immunity

- **COVID-19 Vaccination**

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

- **Hepatitis B Vaccine**

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

months after the second. Proof of the first administration must be provided in order to participate in any agency-based externship rotations.

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

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

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

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

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

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

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

- **Varicella (Chicken Pox)**

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

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

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

- **Seasonal Influenza**

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

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

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

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

Initial Two-Step TB Skin Test:

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

- Annual TST.
- One-Step TB Skin Test (for students with evidence of previous screening within the past 364 days):
- Step #1 TB skin test administered and read within 48-72 hours.
 - Annual TST.

After the initial two-step TST, annual tuberculosis screening and TST is required each year the student is enrolled in a 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 externship experiences until this requirement is satisfied and health clearance has been provided by an appropriately credentialed healthcare provider in the management of pulmonary and/or tuberculosis disease.

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

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

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

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

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

HEALTH, CLINICAL AND PROGRAM CONTINUATION REQUIREMENTS FOR THE MEDICAL TECHNOLOGY PROGRAMS

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

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

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

Students enrolled in the Radiologic Technology (RAD) program must complete the following prior to starting clinical/externship:

- Submit documentation of the following immunizations:
- Hepatitis B (first two in the series of three shots or positive titer)
- MMR – Measles, Mumps, Rubella (two doses or positive titers)
- Varicella (two doses or positive titer)
- Seasonal Influenza
- Tdap/TD - Tetanus (within last 10 years)

Additional Immunizations/Vaccinations for Medical Technology Programs

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

ADDITIONAL REQUIREMENTS FOR MEDICAL TECHNOLOGY PROGRAMS AFTER PROGRAM ACCEPTANCE

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

- Applicants for the Radiologic Technology (RAD) program must complete a 300-word essay explaining why he or she wants to enter into the specific occupational field and how he or she plans to succeed in achieving this educational goal. This essay must be handwritten on-site and submitted to the program director and/or his or her designee. The program director or designee (when needed) will review the essay and provide appropriate advising as necessary.
- Applicants must sign the physical or technical statement specific to the chosen program.
- The applicant must submit a copy of his or her current (American Heart Association BLS Healthcare Provider Course) CPR card or take a short course to obtain the certification. The CPR certification must remain current throughout the program.
- Since some externship sites may require that students have health insurance, the applicant must submit either a valid medical insurance card or a signed medical waiver form stating he or she is responsible for the costs of all medical services he or she requires.
- TB test results must be submitted prior to completing the first term. If the results are positive, the applicant must submit negative chest X-ray results.
- Since some externship sites may be farther than 50 miles from the campus, applicants must sign a statement of understanding of the travel requirements.

ACADEMIC PROGRAMS

CERTIFICATE PROGRAMS

DENTAL ASSISTING

Length: 1040 Contact Hours; 48 Instructional Weeks	Program Quarter Credits: 60
Total Clock Hours, including Recognized Homework Hours: 1,360	
Credential Awarded: Certificate	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 for not only 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 the 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 Expanded Function 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 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

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

CAREER OPPORTUNITIES

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

PLAN OF STUDY

Course Code	Course Title	Clock Hours	Credit Hours
AHP101	Introduction to Health Professions	60	4
AHP105	Medical Terminology	60	4
AHP106	Medical Anatomy and Physiology	60	4
DAS110	Fundamentals of Dental Assisting	60	4
DAS116	Infection Control	60	4
DAS120	Dental Procedures and Techniques	60	4
DAS125	Dental Materials and Lab Techniques	60	4
DAS130	Dental Restorative Procedures	60	4
DAS135	Dental Radiology	60	4
DAS140	Dental Offices Procedures and Billing	60	4
DAS145	Dental Specialties and Expanded Functions	60	4
DAS151	Dental Capstone	60	4
DAS190	Externship I	160	6
DAS195	Externship II	160	6

Schedule

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

Evening: 6:00 p.m. – 11:00 p.m. Monday through Thursday.

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

MEDICAL ASSISTING

Length: 780 Contact Hours; 36 Instructional Weeks	Program Quarter Credits: 46
Total Clock Hours, including Recognized Homework Hours: 1,025	
Credential Awarded: Certificate	Mode of Delivery: Hybrid. Courses delivered online are identified below; all other courses are offered in a traditional on-campus (residential) mode of delivery. Online courses are delivered through a consortium agreement with Fortis College in Centerville, Ohio.

OBJECTIVE

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

DESCRIPTION

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

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

EXTERNSHIP

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

CREDENTIALING EXAMS

Students in their final quarter are eligible to take the American Medical Technologist (AMT) Registered Medical Assistant (RMA) exam.

CAREER OPPORTUNITIES

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

PLAN OF STUDY

Course Code	Course Title	Clock Hours	Credit Hours
AHP101	Introduction to Health Professions	60	4
AHP105	Medical Terminology	60	4
AHP106	Medical Anatomy and Physiology	60	4
MAS110	Clinical Procedures and Techniques	60	4
MAS115	Laboratory Procedures and Techniques	60	4
MAS125	Invasive Clinical Procedures	60	4
MAS135	Certification Review and Career Development	60	4
MOA110*	Medical Office Procedures	60	4
MOA115*	Medical Records and Insurance	60	4
MOA120*	Electronic Health Records	60	4
MAS190	Externship	180	6

* *Online delivery.*

Schedule

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

Evening: 6:00 p.m. – 11:00 p.m. Monday through Thursday.

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

MEDICAL BILLING AND CODING

Length: 1020 Contact Hours; 48 Instructional Weeks	Program Quarter Credits: 62
Total Clock Hours, including Recognized Homework Hours: 1,345	
Credential Awarded: Certificate	Mode of Delivery: Hybrid. Courses delivered online are identified below; all other courses are offered in a traditional on-campus (residential) mode of delivery. Online courses are delivered through a consortium agreement with Fortis College in Centerville, Ohio.

OBJECTIVE

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

DESCRIPTION

The Medical Billing and Coding certificate program prepares students for entry-level billing and coding positions in a medical office, clinic, or hospital setting. Content incorporated in the program includes how to compile, compute, process, and maintain patient medical records with appropriate codes for billing purposes. Principles of billing and coding include use of the CMS1500 form ICD-9 and ICD-10 codes, CPT codes, HIPAA confidentiality, and legal aspects.

EXTERNSHIP

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

CREDENTIALING EXAMS

Students in their final quarter are eligible to take National Healthcareer Association's (NHA) Certified Billing and Coding Specialist (CBCS) exam.

CAREER OPPORTUNITIES

Upon satisfactory completion of the training, students are prepared to seek entry-level employment in health care facilities, such as physician's offices, hospitals, clinics, rehabilitation centers, Dental Hygiene homes, home health agencies, or insurance offices.

PLAN OF STUDY

Course Code	Course Title	Clock Hours	Credit Hours
AHP101	Introduction to Health Professions	60	4
AHP105	Medical Terminology	60	4
AHP106	Medical Anatomy and Physiology	60	4
MAS120	Human Diseases and Pharmacology	60	4
MBC110	Procedural and Diagnostic Coding	60	4
MBC115	Hospital, Surgical, and Medical Coding	60	4
MBC120	Physician Coding	60	4
MBC125	Reimbursement Methods and Procedures	60	4
MOA110*	Medical Office Procedures	60	4
MOA115*	Medical Records and Insurance	60	4
MOA120*	Electronic Health Records	60	4
MOA125	Medical Insurance and Billing	60	4
MOA130	Bookkeeping in Medical Office	60	4
MBC130	Capstone and Career Development	60	4
MBC190	Externship	180	6

* Online delivery.

Schedule

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

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

ASSOCIATE DEGREE PROGRAMS

DENTAL HYGIENE

Length: 1804 Contact Hours / 96 Instructional Weeks	Program Quarter Credits: 105
Total Clock Hours, <i>not</i> including Homework Hours: 1804	
Credential Awarded: Associate of Science	Mode of Delivery: Hybrid. Courses delivered online are identified below; all other courses are offered in a traditional on-campus (residential) mode of delivery. Online courses are delivered through a consortium agreement with Fortis College in Centerville, Ohio.

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

PROGRAM DESCRIPTION

This program prepares the individual to pursue a career as a dental hygienist. A dental hygienist is a licensed oral health professional who provides educational, preventive, and clinical therapeutic services to the public. A thorough educational background in general education course, 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, Dental Hygiene is ranked among the fastest growing professions and is expected to grow 30 percent through 2016. 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 CODA accredited program are eligible to take the National Board Dental Hygiene Examination by the Joint Commission on National Dental Examinations, which allows the graduate to take regional and state licensing exams to become a Registered Dental Hygienist (R.D.H.). Licensing is required to work as a Dental Hygienist.

OBJECTIVE STRUCTURED CLINICAL EXAMINATION:

All Dental Hygiene students are required to pass an Objective Structured Clinical Examination (OSCE) at the completion of DHG185 Dental Hygiene Clinic II; 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 the DHG 280 Advanced Dental Hygiene Clinic I; 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 DHG185. 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.

PLAN OF STUDY

Course Code	Course Title	Clock Hours	Credit Hours
AHP201	Ethics and Jurisprudence	12	1
AHP214	Human Anatomy & Physiology	80	6
COM205* △	Effective Communication* △	40	4
DAS112	Dental Materials	50	3
DHG102	Nutrition	40	3
DHG106	Introduction to Dental Hygiene Lab I	60	3
DHG107	Introduction to Dental Hygiene Lab II	60	3
DHG113	Process of Care I	60	4
DHG114	Histology and Embryology	30	2
DHG116	Radiology	80	5
DHG117	Oral Anatomy and Tooth Morphology	60	4
DHG180	Dental Hygiene Clinic I	120	4
DHG185	Dental Hygiene Clinic II	150	5
DHG216	Process of Care II	50	3
DHG218	Process of Care III	40	3
DHG221	Periodontology	70	5
DHG223	Community Oral Health	50	3
DHG241	General and Oral Pathology	50	3
DHG250	Pharmacology and Pain Control	60	4
DHG280	Advanced Dental Hygiene Clinic I	150	5
DHG285	Advanced Dental Hygiene Clinic II	180	6
DHG286	Advanced Dental Hygiene Seminar	12	1
ENG101* △	English Composition * △	40	4
MAT101*	College Mathematics*	40	4
PSY101* △	General Psychology* △	40	4
SCI125	Chemistry/Biochemistry*	80	5
BIO205	Microbiology*	60	4
SOC101* △	Sociology* △	40	4

* General Education Course

△ Course offered via online delivery through Fortis College , Centerville, Ohio

RADIOLOGIC TECHNOLOGY

Length: 1950 Contact Hours / 96 Instructional Weeks	Program Quarter Credits: 105
Total Clock Hours, <i>not</i> including Homework Hours: 1950	
Credential Awarded: Associate of Science	Mode of Delivery: Hybrid. Courses delivered online are identified below; all other courses are offered in a traditional on-campus (residential) mode of delivery. Online courses are delivered through a consortium agreement with Fortis College in Centerville, Ohio.

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

Program Description

The Radiologic Technology (RT) program prepares competent, entry-level radiographers to serve the public healthcare needs. The radiologic technology field is fascinating because it is part science and part art. This program prepares students to work in this technological field successfully by developing skills in communication, diversity, scientific inquiry, critical thinking, and judgment. Students learn to communicate with patients, to solve problems and to work with other members of the health care team, including doctors, nurses, and experienced radiologic technologists. Licensing is required to work as a Radiologic Technologist. Some of the general education courses in this program will be offered via online delivery through an agreement with Fortis College Centerville. Those courses are marked below with (H).

Upon graduating from the RT program, the graduate is eligible to take the certification exam through the American Registry of Radiologic Technologists (ARRT) to become a Registered Technologist (Radiographer) using the credentials RT(R).

PLAN OF STUDY

Course Code	Course Title	Clock Hours	Credit Hours
AHP214	Anatomy & Physiology	80	6
COM205* △	Effective Communication*△	40	4
ENG101* △	English Composition *△	40	4
MAT101*	College Mathematics*	40	4
PSY101* △	General Psychology*△	40	4
SOC101* △	Sociology*△	40	4
RAD103	Introduction to Radiography	60	4
RAD106	Patient Care and Pharmacology	60	4
RAD112	Radiation Biology and Protection	50	4
RAD116	Positioning – Chest, Abdomen and Upper Extremities	60	4
RAD122	Radiographic Image Production	50	4
RAD126	Positioning – Lower Extremities and Pelvis	60	4
RAD131	Digital Radiographic Image Production	30	2
RAD135	Radiologic Physics	40	3
RAD142	Positioning – Spine and Bony Thorax	60	4
RAD146	Radiography I	180	6
RAD156	Radiography II	180	6
RAD206	Positioning – Contrast Procedures	60	4
RAD211	Positioning – Skull and Face Bones	60	4
RAD226	Radiography III	180	6
RAD231	Radiography IV	180	6
RAD236	Radiography V	180	6
RAD241	Radiography VI	120	4
RAD246	Radiographic Registry Review	60	4

* General Education Course

△ Course offered via online delivery through Fortis College , Centerville, Ohio

ACADEMIC POLICIES

ACADEMIC ACHIEVEMENT/GRADING

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

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

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

Other letter grades used by the College include:

Grade	Description	Affects Credits	Affects GPA
AU	Audit	No	No
I	Incomplete	No	No
L	Leave of Absence	No	No
W	Withdrawn	Yes	No
WF	Withdrawn Failing	Yes	Yes
TR	Transfer Credit	Yes	No
CR	Block Credit award to LPN students entering ADN program	Yes	No

*Dental Hygiene & Radiologic Technology Students

The minimum passing grade for Dental Hygiene and Radiologic Technology core courses is 78% (C+).

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

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

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

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

For the purposes of satisfactory academic progress and CGPA calculation:

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

ACADEMIC HONORS

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

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 4351 Garden City Drive Landover, MD 20785ing the graduating class at the graduation ceremony.

INCOMPLETE GRADE POLICY

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

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

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

Online Courses

Students request an Incomplete by contacting the instructor prior to the last day of the completed academic term. The online instructor will submit the form to online leadership and the online leadership will review and, if appropriate, approve the Incomplete. The student must submit all incomplete work no later than 14 days after the last day of the completed academic term and notify the online instructor when the incomplete work has been completed.

COURSE REPEAT POLICY

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

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

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

Dental Hygiene Students

A dental hygiene student will be dismissed from the program after earning a third failing grade in a dental hygiene course, (refer to the syllabus for the definition of failing grade). Dental Hygiene courses are those with a DHG or DAS course code prefix.

Radiologic Technology Students

A radiologic technology student will be dismissed from the program after earning a second failing grade in a radiologic technology course, (refer to the syllabus for the definition of failing grade). Radiologic Technology courses are those with a RAD course code prefix.

COURSE AUDIT

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

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

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

COURSE REFRESHER

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

TRANSCRIPT OF GRADES

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

GRADUATION REQUIREMENTS

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

To be eligible for graduation, students must have:

- 1) Accumulated, with passing grades, the required number of credit hours within the student's program of study by the last day of the graduating term or within the timeframe prescribed in the incomplete grade policy.
- 2) Achieved a Cumulative Grade Point Average (CGPA) of at least 2.0.
- 3) Completed the program within 1.5 times the program's length as published in the Standards of Satisfactory Academic Progress policy in this catalog.

- 4) Verified satisfactory completion of all program criteria for graduation with the Dean of Education, Registrar, Financial Aid, and Career Services
- 5) Returned any school property, including Student Appeal Process
- 6) The student has made satisfactory arrangements with the Business Office to meet all financial obligations to the College .

LICENSURE, CERTIFICATION, AND REGISTRATION

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

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

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

STUDENT HANDBOOKS

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

COUNSELING/ADVISEMENT

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

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

If a student has a problem that cannot be addressed by the Fortis College team members, that student is referred to ESPYR. ESPYR is a professional, confidential service provided by Fortis College to give students immediate access to a comprehensive network of experts and information that can help you to handle life's challenges while you are in school. This 24-hour service is prepaid for by Fortis and there is no cost to the student. All members of campus have 24/7 access to licensed ESPYR counselors at (866) 200-7350.

TUTORING

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

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

ACADEMIC APPEALS

Final Course Grade Appeals

A student has the right to appeal a final course grade if one or more of the following reasons can be substantiated:

- A grading decision was made on some basis other than the student's classroom performance.
- A grading decision was based on significantly different standards from those applied to other students in the same course in the same term with the same instructor.
- A grading decision was based on a significant and unannounced departure from the course syllabus.
- The student experienced a significant extenuating circumstance within the last 7 days of the course term that prevented the student from participating in class or submitting coursework.

Before initiating a grade appeal, the student is strongly encouraged to work directly with the course instructor to resolve the concern. Per the Grade Appeal Policy, if the student still chooses to appeal their final grade the student must

complete, sign, and submit the school's Grade Appeal Form by the 3rd day following the end of the term. The form must be accompanied by any relevant documentation to support the student's reason for the appeal. The burden of proving the reason for the appeal rests solely with the student. An appeal cannot be made solely based on a disagreement with the instructor's decisions. Students can obtain the Grade Appeal Form from their Director of Education or Registrar.

Dismissal Appeals

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

An academic appeal must be received within 14 calendar days of the student being notified of the decision that he or she wishes to appeal. Appeals must be submitted in writing to the Director of Education. The appeal must include a description of the academic decision the student is requesting be reviewed and the relevant facts explaining the reason for a review of the decision.

The Director of Education will convene a meeting of the Academic Review Board, consisting of the one program director who was not the instructor for the course and the Director of Education and Campus President. This meeting will be held within seven calendar days of the Director of Education receiving the student's written appeal. The student will be notified in writing (via mail and/or email) of the Academic Review Board's decision. The notification will be sent no later than the end of the 3rd business day after the Academic Review Board meeting.

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

ATTENDANCE

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

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

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

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

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

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

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

Attendance in Online General Education and Allied Health Courses

Students attend online General Education and Allied Health by completing the following activities in the course:

- Submitting an initial or peer response post to the discussion board (posting to the Course Café *does not* give a student attendance)
- Submitting a paper, project, or other assignment for grading
- Completing a quiz, mid-term, or final

Online General Education and Allied Health courses are asynchronous, meaning there are typically no weekly live lectures for students to attend.

Make-Up Hours/Time for Clock Hour Programs

All clock hours of instruction must be completed in each course. Any student who is absent from any scheduled class

will be required to make up the absent class or practical hours. Make-up hours must be approved and completed within the course in which the absence occurs. Make-up hours for theory class must be made up during alternate theory class times and practical make-up hours must be made up during practical class times. Make-up hours may be completed during alternate schedules, including the alternate daytime or evening schedule. All holidays and/or school cancellation days must be made up during alternate schedule periods. Special circumstances will be managed by the Program Director with approval from the Director of Education or Campus President.

If absence at any time during the program exceeds more than 30 hours (one week), the student will be placed on a mandatory prescribed school schedule which may include Saturday school attendance.

Additional Program Attendance Policies

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

MAKE-UP WORK

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

TARDINESS/EARLY DEPARTURE

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

ACADEMIC LEAVE OF ABSENCE

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

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

- 1) The request and reason(s) for the Leave of Absence must be made by the student in writing on a Leave of Absence Request Form in advance of the ALOA. If unforeseen circumstances inhibit a student from making the ALOA request in advance, the College may grant an ALOA on behalf of a student without prior written request as long as the College can document the reason for its decision and collect the request from the student at a later date. This would apply in such instances where the student sustained an injury due to an accident, became suddenly ill, or had an immediate family member become suddenly ill that was in need of immediate care.
- 2) In certain documented, unforeseen, and extenuating circumstances, a student who cannot continue attending the course(s), may find it essential to request an 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 must have successfully completed at least one grading period, have a minimum cumulative GPA of 2.0, be making Satisfactory Academic Progress, be current in his or her tuition and fees obligation, and have satisfactorily completed all student financial assistance requirements.
- 4) The initial leave period requested must be no more than 90 days; however, in certain semester-based programs, the initial ALOA request may be extended to 120 days. If the student requires an extension of the original leave period, the student must apply for an extension and provide new documentation. The request for extension will follow the same approval process as the original request, which requires the written approval from the College. The College cannot extend the period of leave originally requested without a written request from the student (or family member if the student is incapacitated) that includes third-party supporting documentation. All ALOA

extension paperwork and documentation must be turned into the School prior to the student's initial ALOA return date. In any 12-month period, the cumulative leave period(s) may be no longer than 180 calendar days.

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

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

SPN's will not exceed a 6-week period plus scheduled holiday breaks and must be non-consecutive. An SPN is used on the rare occasion that outside factors beyond the control of the institution occur, such as weather events or other outside factors that could prevent normal scheduled classes. The SPN status may also be employed to support a student's progression and is applied when a student has a course that is not available. The SPN status is not to be used in conjunction with externship courses or included in the Satisfactory Academic Progress calculation.

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

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

WITHDRAWAL

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

A student who withdraws voluntarily or involuntarily from enrollment in a course is also withdrawn from the institution if the student is only enrolled in one course. However, a student enrolled in multiple courses who withdraws voluntarily or involuntarily from one or more courses may remain actively enrolled. Students who wish to withdraw from all of their courses, and therefore from the College, must submit the request in writing to the College. The withdrawal request is to be submitted to the program director/dean.

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

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

EFFECTIVE DATE OF WITHDRAWAL

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

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

Dismissal from the Program and the College

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

Student Responsibility

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

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

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

EDUCATIONAL DELIVERY SYSTEMS

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

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

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

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

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

CLOCK HOUR OF INSTRUCTION

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

CLOCK TO CREDIT HOUR CONVERSION FORMULA

Definition of a Credit Hour

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

One quarter credit hour is defined as:

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

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

Out-of-Class Work

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

Types of Out-of-Class Work

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

Assignment of Out-of-Class Work

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

Out-of-Class Work in Online Courses

Out-of-Class work in online courses includes quizzes, exams, and written assignments. Due to the nature of online courses, out-of-class work accounts for more than 20% of the final course grade. Each online course syllabus outlines the specific out-of-class work for each course.

MAXIMUM CLASS SIZE

Course Component	Allied Health Programs	Dental Hygiene (AS)	Radiologic Technology (AS)
Lecture	35:1	30:1	30:1
Lab	20:1	10:1	10:1
Clinical/Externship Rotation	10:1	10:1	10:1
Online Courses	25:1	25:1	25:1

COURSE PROGRAMMING

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

Classes may be scheduled between 7:00 a.m. and 11:00 p.m., Monday through Thursday; and 7:00 a.m. and 5:00 p.m. on Friday.

COLLEGE CLOSURES

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

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

School Closures and Online Courses

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

COURSE ADD/DROP

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

CLINICALS AND EXTERNSHIPS

1. Nature of policies in this section of the Catalog
 - a. The policies in this section pertain to all programs and to all students enrolled in those programs where the program requirements include a clinical rotation or externship. In this policy where the term "externship" is used, it is used as the generic term and is intended to cover all three of these types of academic experiences.
2. Nature of Clinical and Externship - educational purpose, status of students
 - a. Most programs at this College are intended to prepare students for a specific career or profession. Therefore, the externship component of those courses is integral to academic requirements for preparation for the chosen career or profession. The externship closely reflects the student's future working responsibilities. Therefore, a student is required to demonstrate dependability, punctuality, and accountability, which are essential and measurable professional qualities. While at the externship site, the student's status is that of student at the institution. The student is not an employee at the site. Students receiving education at clinical/externship sites may not be permitted to be paid for their time onsite.
3. Requirements that must be met prior to release to externship

- a. The student must complete the required didactic and lab components of their program as specified in the course requirements and syllabus for that program. This includes having demonstrated competency in, and having passed, skills tests with grades as specified in the syllabus or course requirements.
 - b. Students must have a CGPA of at least 2.0 in order to be eligible to be assigned to an externship site, be meeting the terms for satisfactory academic progress, and assuming successful completion of the externship, be able to complete the program within the maximum time frame specified by the SAP policy.
 - c. There are a wide range of program and site-specific requirements including, in some programs, mandatory vaccinations, immunizations, background checks, and health insurance. These requirements are disclosed to the student during the enrollment process and the student is required to sign an acknowledgement of the information disclosure.
4. Agreements
 - a. The College maintains current agreements with all entities and locations where the student may be assigned for purposes of meeting the externship component of the program requirements. The standard agreement calls out the responsibilities of the site, the responsibilities of the institution, and the responsibilities of the student.
5. Site availability, assignment to a site
 - a. Students will meet with the externship coordinator or externship instructor during the course preceding any course with an externship component. This meeting will normally take place within 30 days from the day the student is scheduled to start the externship course. The externship instructor will review available sites with the student and select the venue that will best meet educational requirements. Student considerations for
 - b. 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.
 - c. 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.
 - d. 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.
6. Scheduling
 - a. A student must be scheduled to begin externship within 14 calendar days of the end of the student's didactic training (excluding holidays and regularly scheduled breaks). If a student does not begin externship training as scheduled, the student is considered to be absent. If a student does not begin externship training within 10 scheduled externship days of the scheduled start dates, he or she must be terminated (dropped) from the program.
 - b. Hours of externships availability
 - i. For most programs, students are expected to make themselves available for externship duties between the hours of 8:00 am to 6:00 pm Mondays through Fridays or normal business hours for the site. For most programs, the level of supervision required is not available on nights and weekends so students enrolled in night and weekend classes must plan accordingly. Night and weekend students sign a disclosure that they were made aware of this at the time of enrollment.
 - ii. Students will be advised if their program requires an exception to this weekday, daytime scheduling of externship hours during the enrollment process and during their study.
 - c. Length of day, maximum length of day
 - i. In the interests of safety and of effectiveness of the learning experience, a student will normally be expected to be on site at the externship location for between four and eight hours per day, five days a week or according to the site's schedule of business hours.
7. Attendance, reporting of attendance, notification of intention to be absent, or unexpected absence.
 - a. The student must complete 100% of the hours specified in the program outline for externship.

- b. The student must report site attendance to the externship instructor daily. The Registrar will record attendance. A student who does not report attendance risks being in violation of the attendance policy. Violation of the attendance policy could cause the student to be dismissed from the school.
 - c. Students are discouraged from being absent during the externship. Students must request prior approval from the site and the externship instructor for anticipated absences. Approval will be given only for extraordinary circumstance such as a death in the family, jury duty, military duty, or similar.
 - d. Students must not be late or tardy to their site. Lateness will be counted for attendance purposes at externship sites the same way that lateness to class is accounted for under the College 's attendance policy. A student who is likely to be late must inform the site supervisor as soon as it is safe and feasible to do so.
 - e. If more than 20% of the scheduled externship hours are missed, in accordance with the attendance and grading policy, the student will be considered to have failed the course and will be required to retake it when a suitable site becomes available. There may be a charge involved.
 - f. In addition, in some programs, the student is required to attend meetings at the College to discuss the progress, the experience, the program, and extern site instructors. Attendance will be taken at these meetings, but it will not count towards hours of attendance for the course or module.
 - g. Make-up hours for lateness or absences are difficult to schedule. Make-up hours must be arranged with the site supervisor and externship instructor. Students should understand that make-up hours may not be contiguous to their scheduled end date.
- 8. Supervision on site
 - a. Supervision
 - i. Students will be supervised on site either by a member of the College 's staff or by a member of the site's staff. The student will be advised of the supervisor's name and contact information when the site assignment is given.
 - ii. If the student's supervisor is a member of the site's staff, a member of the College 's staff will visit that site at least once during the time the student is assigned there to observe the student firsthand and to obtain feedback from both the student and the on-site supervisor.
 - b. Sign-off on attendance
 - i. The student's supervisor must sign off on time and report 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 assist 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 databases, web-based resources, print journals, media titles, and reference books. The LRC seeks to enrich faculty instructional strategy and delivery by providing access to internet technology and virtual access to databases and web-based resources in classrooms, laboratories, offices, and other learning spaces.

Definition

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

CAREER SERVICES

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

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

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

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

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

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

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

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

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

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

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

TUITION AND FEES

PROGRAM	TUITION	ADMIN & TECH FEE	SCRUBS / UNIFORMS	STUDENT KIT	CERTIFICATION / LICENSURE EXAM	LAPTOP	BACKGROUND CHECK	DRUG SCREEN	INSTRUCTIONAL MATERIALS	TEXTBOOKS	TOTAL COST
CERTIFICATE PROGRAMS											
DENTAL ASSISTING	\$19,832	\$203	\$84	\$566	\$540	\$424	\$0	\$0	\$0	\$517	\$22,166
MEDICAL ASSISTING	\$16,272	\$178	\$63	\$35	\$132	\$424	\$0	\$0	\$0	\$493	\$17,597
MEDICAL BILLING & CODING	\$19,184	\$203	\$84	\$0	\$114	\$424	\$0	\$0	\$0	\$1,002	\$21,011
DEGREE PROGRAMS											
DENTAL HYGIENE	\$53,470	\$304	\$176	\$3,400	\$1,625	\$424	\$60	\$37	\$0	\$2,467	\$61,963
RADIOLOGIC TECHNOLOGY	\$48,475	\$345	\$196	\$279	\$225	\$424	\$60	\$37	\$403	\$1,392	\$51,871

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

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

REFUND AND CANCELLATION POLICIES

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

TUITION REFUND POLICY

A student wishing to officially withdraw should inform Fortis College of at least five calendar days, but no more than thirty calendar days, in advance of withdrawal, and is encouraged to do so in writing. A student who returns to Fortis College after withdrawing must sign a new Enrollment Agreement and will be subject to the then-current price of tuition

and fees. A student's last date of attendance as documented by Fortis College will be used to calculate any money the student owes and to calculate any refund the student is due. All other fees are non-refundable when the applicable item or service is provided to the student.

Student refunds are based on the formula below:

<u>Proportion of Term Taught</u>	<u>Refund Percentage</u>
Less than 10%	90%
10% up to but not including 20%	80%
20% up to but not including 30%	60%
30% up to but not including 40%	40%
40% up to 50%	20%
More than 50%	No refund

BOOKS AND EQUIPMENT RETURN POLICY

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

RIGHT TO CANCEL

An applicant to the College may cancel his or her enrollment to the College and receive a full refund of monies paid. Written notice of cancellation is encouraged, and should be mailed to Fortis College, postmarked no later than midnight on the fifth (5th) calendar day after the date the applicant's Enrollment Agreement with the College was signed by the student and a representative of the College. The applicant may use a copy of his or her Enrollment Agreement as a cancellation notice by writing "I hereby cancel" at the bottom of the Enrollment Agreement, adding his or her name, address, and signature, and delivering or mailing it to Fortis College 4351 Garden City Drive Landover, MD 20785, Attention Campus President. If the applicant for admission cancels his or her enrollment as noted above more than five calendar days after signing the Enrollment Agreement, and making an initial payment, but prior to the start of classes, the applicant is entitled to a refund of all payments for tuition and fees, to be paid within 30 days.

CANCELLATION/REJECTION POLICY

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

OTHER CHARGES

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

FINANCIAL ASSISTANCE PROGRAMS

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

FEDERAL PELL GRANT

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

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)

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

FEDERAL DIRECT LOAN PROGRAM (FDLP)

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

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

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

FEDERAL WORK-STUDY PROGRAM (FWSP)

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

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

VETERANS' BENEFITS

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

For Students receiving Veterans Administration (VA) funding, any complaint against the school should be routed through the VA GI Bill Feedback System by going to the following link:

<http://www.benefits.va.gov/GIBILL/Feedback.asp>. The VA will then follow up through the appropriate channels to investigate the complaint and resolve it satisfactorily.

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.

VERIFICATION

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

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

RETURN OF TITLE IV FUNDS POLICY

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

Credit Hour Programs:

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

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

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

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

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

Return of Unearned FSA Funds

The College must return the lesser of the following:

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

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

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

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

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

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

ADDITIONAL INFORMATION REGARDING FINANCIAL ASSISTANCE PROGRAMS

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

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

SATISFACTORY ACADEMIC PROGRESS

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

SAP Evaluation Periods

The College's SAP standards measure a student's satisfactory academic progress at the end of each Term. The College will provide an academic grade report to each student at the end of each Term, 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 Dean of Education or his/her designee stating that he or she is being placed on an Academic/Financial Aid Warning. A student in Academic/Financial Aid Warning status will have one additional Term to correct the deficiency and meet the minimum requirements at the end of his or her next Term. The Academic/Financial Aid Warning period shall be one Term. The student will remain eligible for federal financial aid while on Academic/Financial Aid Warning. If the student does not achieve the minimum quantitative and qualitative requirements by the end of the Academic/Financial Aid Warning period, the student will no longer be eligible for any form of federal student assistance under Title IV of the Higher Education Act and will be dismissed from the College unless the student submits an Appeal (see description below) and is granted a "Probationary" period by the Financial Aid Committee ("Committee"). A student whose enrollment is terminated because he or she failed to achieve SAP and who does not successfully appeal such termination may make application for re-admission.

SAP Tables

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

**Programs of Study One Academic Year
(Quarter and Semester Credit Programs)**

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

**Programs of Study More Than One Academic Year
(Quarter Credit Programs)**

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

**Dental Hygiene and Radiologic Technology Programs
(Quarter Credit Programs)**

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

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

SAP Evaluation Periods

The College's SAP standards measure a student's satisfactory academic progress at the end of each Term. The College will provide an academic grade report to each student at the end of each Term 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 Standards of Satisfactory Academic Progress (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.)

Qualitative Requirement – Cumulative Grade Point Average (CGPA)

Fortis College measures qualitative progress on the basis of 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)

Qualitative Requirement – Passing/Failing

Fortis College measures qualitative progress on the basis of a pass or fail for non-credit clock hour programs. The student must have earned a (P) by the end of the SAP evaluation period. If the student does not meet SAP at the end of the evaluation period, they will be placed on SAP probation and repeat the course if they have not earned a (P) after repeating the course they will be terminated from the program. After a student has achieved 97 hours completed in the program the student will be measured weekly for meeting the SAP requirement if they are not at the standard they will be placed on SAP probation and have to repeat the failed class to earn a (P) if they do not meet the (P) after repeating the course they will be terminated from the program.

SAP Evaluation Periods

The Institute's SAP standards measure a student's satisfactory academic progress at the end of the student's payment period. The Institute will provide, at a minimum, a cumulative academic grade report to each student at the end of each payment period, which will include the student's grades earned in each course attempted. The grade report will also provide cumulative information for all courses and credits attempted and completed and a cumulative grade point average. Second and subsequent evaluation and payment periods do not begin until the student has completed all of the clock hours required in the prior payment period. Excused hours of absence are permitted up to a maximum of 10% of the scheduled clock hours unless the excused clock hours need to be completed to meet graduation or licensure requirements.

Maximum Time Frame

"Normal completion time," for purposes of this SAP policy for clock hour programs, is the period of time, measured in weeks, that it should take a student to complete his or her program of study. The number of weeks for normal completion time is computed by dividing the number of scheduled clock hours in each full week of instruction according to the student's Enrollment Agreement by the total number of clock hours in the program of study (rounded up). The maximum time frame in which a student may complete his or her program of study is 150% of the weeks for normal completion time for the program of study.

Quantitative Requirement Credit Completion

Each student must complete a minimum number of clock hours in the weeks scheduled for each payment period. At a minimum, students must complete 67% of the scheduled clock hours for the weeks in a payment period. (See the Clock hour completion requirements at each payment period in the charts below.) Scheduled breaks and holidays and weather-related or similar Institute closures are excluded when determining the weeks in any payment period for purposes of determining SAP. All transfer clock hours accepted toward the student's program will count as clock hours attempted and clock hours completed.

Qualitative Requirement-Cumulative Grade Point Average (GPA)

The Institute measures qualitative progress on the basis of 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) 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 CGPA. (See CGPA requirements at each Evaluation Level in the charts below.)

Academic/Financial Aid Warning

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

Students who fail to meet satisfactory academic progress requirements after an Academic/Financial Aid Warning period are permitted to appeal the termination of their federal financial aid eligibility and termination from the College if the student can demonstrate in his or her written appeal that mitigating circumstances were the contributing factors to the

student's failure to achieve satisfactory academic progress. Mitigating circumstances would include the death of a relative of the student, injury, disability, or illness of the student, or other special circumstances. An SAP appeal must be filed within 30 days of receiving notice of the failure to achieve SAP after an Academic/Financial Aid Warning period. All appeals must be submitted in writing to the Director of Financial Aid. The student's letter of appeal must explain and document, to the satisfaction of the Financial Aid Committee, the mitigating circumstance(s) which caused the student not to achieve SAP after the Academic/Financial Aid Warning Period and what circumstances have changed that will allow the student to achieve SAP at the next evaluation period. The Financial Aid Committee consists of the Campus President, Dean of Education, and Financial Aid Director, or their designees.

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

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

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

Cancellation of Aid

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

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

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

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

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

Transfer and Readmitted Students/Students Changing Majors

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

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

Students receiving federal financial aid may repeat a course in accordance with the College's academic policy. Credits from both course attempts will be counted in total credits attempted and in minimum cumulative credits completed at

the College , but only the highest grade earned will be included in the calculation of minimum cumulative GPA. Credits from both course attempts will also count towards the Maximum Time Frame for Completion. Students may receive financial aid for each repeated course provided that a student may not repeat a passed course more than once.

Remedial Courses

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

Termination

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

STUDENT POLICIES

STUDENT RIGHTS

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

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

BEHAVIOR AND STUDENT ACCOUNTABILITY

Student Responsibilities and Standards of Professional Conduct

The following are student responsibilities:

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

At all times, all personal property is the sole responsibility of the student, and the College does not assume liability for any loss or damage. Clothing and other small items should be marked clearly with the student's name 4351 Garden City Drive Landover, MD 20785. Vehicles should always be locked to avoid theft.

Standards Of Student Professional Conduct – Academic Integrity

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

- Cheating
- Plagiarism - Submission of the work of another person for credit, or failure to properly cite references for any work which is not original to the student; copying the work of others, allowing another student to copy from the student.

- Unauthorized use of notes or materials in exams, including talking to other students
- Forging or altering assignments
- Un-permitted collaboration, giving or receiving aid on a take home exam, or other academic assignment under circumstances in which a reasonable person should have known that such aid was not permitted.
- Allowing others to copy or use work that is not his or her own.
- Providing answers from graded assignments to others

Standards Of Student Professional Conduct – General Conduct

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

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

- Knowingly furnishing false information to the College
- Theft of the College 's property; theft, damage, forgery, alteration, misuse or mutilation of the College documents, records, identification, educational materials, or property.
- Interfering with the right of others to an education; violation of safety and security rules, bringing animals or children into class
- Hazing, on or off College property (Also see Anti-Hazing policy)
- Discourteous, disruptive, or disrespectful to fellow students, faculty, and staff on or off campus
- Physical or verbal abuse of any person or engaging in conduct, which threatens or endangers the health or safety of others.
- Unauthorized entry or use of facilities
- Intentional or unauthorized interference with a right of access to College facilities or freedom of movement or speech of any person on the premises.
- Unlawful possession, use, or distribution of illicit drugs and alcohol on campus or during any student activities. If a student appears to be under the influence of drugs or alcohol in a clinical, class, or laboratory experience, that student will be removed from the learning experience. A student thought to be under the influence of drugs or alcohol will be mandated to have a Rapid Drug Screen and/or a Breath Alcohol level performed within 45 minutes of being removed from the learning experience; these tests will be at the College 's expense.
- Use or possession of firearms, ammunition, or other dangerous weapons or substances prohibited by law.
- Disorderly, lewd, indecent, obscene, or sexually harassing conduct or expression
- Violation of federal, state, or local ordinances including, but not limited to, those covering alcoholic beverages, narcotics, gambling, sex offenses or arson, of which violation occurs on College property or at a College function (Please refer to the Drug Free Policy established by the College for further information.)
- Unauthorized solicitation of students, staff, or faculty on-campus or online for any product or service
- Misuse of electronic equipment, copiers, faxes, e-mail accounts, or internet services, including viewing any material or sending any message that is obscene, harassing, or threatening to any individual.
- Aiding, abetting, encouraging, or participating in a riot.
- Failure to comply with the verbal or written directions of any College official acting within the scope of his or her authority or resisting a security officer performing his or her duty.
- Aiding and abetting or inciting others to commit any act of misconduct.
- Violating the dress code policy. (Please refer to the Dress Code Policy established by the College for further information.)

ANTI-HAZING POLICY

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

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

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

COPYRIGHT PROTECTION POLICY

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

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

VIDEO-RECORDING OR AUDIO-RECORDING POLICY

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

INTERNET USAGE

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

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

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

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

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

- Sending, printing, or posting discriminatory, harassing, or threatening messages or images
- Stealing, using, or disclosing someone else's code or password without authorization
- Copying, pirating, or downloading software and electronic files without permission
- Violating copyright law
- Failing to observe licensing agreements.
- Engaging in unauthorized transactions that may incur a cost to the organization or initiate unwanted Internet services and transmission.
- Sending or posting messages or material that could damage the organization's image or reputation; including the use of the Fortis College, titles and positions in any publication that may be perceived as offensive.
- Participating in the viewing or exchange of pornography or obscene materials
- Sending or posting messages that defame or slander other individuals.
- Posting on behalf of the College, without explicit permission from the Campus President of the College.
- Posting or discussing confidential patient/client information related to externship and clinical experiences, or any information or photographs concerning patients/clients or their families.
- Posting work-related pictures of College employees, students, or anyone associated with the College, without that person's permission.
- Attempting to break into the computer system of another organization or person.
- Performing operations against another organization's computers or networks intended to identify security vulnerabilities or disrupt service.

- Refusing to cooperate with security investigation.
- Sending or posting chain letters, solicitations, or advertisements not related to education purposes or activities.
- Using the Internet for political causes or activities, religious activities, or any sort of gambling
- Jeopardizing the security of the organization's electronic communications systems
- Sending or posting messages that disparage another organization's products or services or the passing of personal views as representing those of the organization.
- Sending anonymous e-mail messages
- Engaging in any other inappropriate or illegal activities

SOCIAL MEDIA

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

- Students are prohibited from posting confidential or proprietary information about the school, its students, faculty, or staff members on a social media site.
- Students are prohibited from sharing, disseminating, or transmitting electronic information that reveals any private or confidential information they may have learned about others (including patients) during their tenure at the school or externship sites. Applicable federal and state requirements, such as FERPA and HIPAA, are to be followed at all times.
- When participating in any form of social media, students are encouraged not to misrepresent themselves, and to make postings that are both meaningful and respectful without any kind of slanderous or offensive language that may be aimed at any member or group of the College community.
- The use of any social media sites to harass, intimidate or bully a fellow student, faculty, member of the College and/or affiliate is strictly prohibited and will not be tolerated. (See Policy on Cyberbullying.)
- When posting on social media sites, students must be mindful of all copyright and intellectual property rights, especially those reserved by the school.
- The use of the school logo, image, or iconography on personal social media sites to endorse a particular political party or candidate or to promote a product, cause, or event is strictly prohibited.
- Students are expected to obey the Terms of Service of any social media site.

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

CYBERBULLYING

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

DRESS CODE

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

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

- Any clothing showing obscenities.
- Clothing in ill repair (e.g., ripped or torn, extremely dirty, etc.)
- Cut off shorts above mid-thigh length.

- Facial or tongue jewelry
- Low cut blouses or shirts
- Tank tops or other sleeveless tops
- Visible undergarments

Personal Hygiene

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

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

Accessories

The following accessories are not allowed while attending classes or clinical/externship:

- Cell phones, earphones, and headsets may not be visible and must be turned off or silenced during all classes. Students anticipating an emergency call must inform their instructor so arrangements can be made. All phones and electronic equipment will be kept in a purse, bag, or vehicle.
- Excessive jewelry. Jewelry should be limited to wedding rings or one small ring on the left or right hand and one pair of stud type earrings. Hoops larger than a nickel or dangling earrings are a hazard and are not permitted in any lab.
- No facial piercing, tongue rings, or ear stretchers are to be worn while attending classes.
- Scarves, hats, or baggy fitting clothing.
- Tattoos must be covered while attending classes, labs, or the clinical/externship portion of program.
- Religious head covers must be the solid color of the student's particular uniform or white.

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

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

The following standards apply to allied health programs:

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

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

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

DRUG AND ALCOHOL POLICY

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

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

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

Additional information is included in the College's *Consumer Information Guide*, available online at:

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

NON-SMOKING/NON-TOBACCO POLICY

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

DISCIPLINARY ACTION

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

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

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

Dismissal means that the student has been permanently withdrawn (expelled) from the College.

The student will be notified by the Dean or Program Director by e-mail using the official School e-mail and the dismissal notice will also be mailed to the student (with return-receipt requested) within three business days of the dismissal decision. The dismissal information will identify the reason for the dismissal, and information as to the individual's right to appeal the decision, if applicable. If the dismissal is due to the failure of two or more required courses. The required courses are anatomy and physiology, microbiology, nutrition, general biology, and Math 101. Please refer to the Student Appeal Policy.

TERMINATION OR EXPULSION POLICY

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

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

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

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

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

Please refer to the Standards of Student Professional Conduct section, Page 60-61.

STUDENT APPEAL PROCESS

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

Satisfactory Academic Progress

Certain decisions may not be appealed. If a student is terminated for failing to meet standards of Satisfactory Academic Progress (SAP), including exceeding the maximum timeframe to complete the program, he or she is not entitled to appeal unless there is documented proof of mitigating circumstance such as a medical or disability condition that

impacted his or her ability to study or participate in the program. The specific requirements for SAP appeals process are contained in the College's SAP policy.

CRIME AWARENESS AND CAMPUS SECURITY ACT

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

- The Campus Security Statistics Report is distributed to all enrolled students and employees and is available upon request to prospective students. Students receive a direct URL/link to the Campus Crime Statistics Report prior to enrollment via the Student Acknowledgement Form. It should be noted that this report is updated annually and distributed via email by October 1 of each year.
- Information on Crime Statistics is also available on the National Center for Education 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.fortis.edu/> contains College-specific links for the College Navigator website. Information as it appears on the College Navigator website is based on Integrated Postsecondary Education Data System (IPEDS) data that are deemed final and closed, based on prior year statistical submissions. For more up-to-date information, please contact an Admission's Advisor.

TITLE IX AND VIOLENCE AGAINST WOMEN ACT (VAWA)

Fortis College is committed to maintaining a healthy and safe learning environment that promotes responsibility and respect in matters of sexual conduct. Since Title IX/VAWA offenses are a violation of trust and respect they are prohibited and will not be tolerated. This policy applies to academic, educational, co-curricular, and off-campus conduct. Title IX/VAWA offenses include sexual harassment, rape and sexual assault, domestic violence, dating violence and stalking. Fortis College will support and assist victims of sexual violence by directing them to community resources for medical care, counseling and to local law enforcement. Fortis College will investigate student complaints, and a student who has committed a Title IX offense will be subject to the school's Disciplinary Action Policy which could result in dismissal from school. The Disciplinary Action Policy can be found on Page 66 and the Termination or Expulsion Policy can be found at Page 65 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 the Victim's Bill of Rights will be provided concerning his or her rights and options. Prompt collection of physical evidence is essential should a person later decide to pursue criminal prosecution and/or a civil action. A student who is a victim of sexual violence involving a student at Fortis College or an employee is urged to make a complaint to the Title IX Coordinator. Victim support and community resources are available even if the victim does not report to the police or make a complaint. If a student has knowledge of an incident of sexual violence involving a fellow student, he/she should report the facts to the Title IX Coordinator or the local police. Retaliation against an individual who reports a crime, brings a complaint, pursues legal action, participates in an investigation, or is a witness in any proceeding is prohibited and will not be tolerated by Fortis College. Should a victim of sexual violence request confidentiality, Fortis College will honor the request to the extent possible and allowed by law. Fortis College will not disclose the name of the victim of sexual violence unless required by law or with permission of the victim.

Title IX Coordinator

Attention:

Title IX Coordinator

Suzanne Peters Esq., M.Ed.

National Dean of Programmatic Accreditation

Address:

5026D Campbell Blvd.

Baltimore, Maryland 21236

Telephone:

Phone: 330-805-2819

E-Mail Address:

speters@edaff.com

TITLE VI CIVIL RIGHTS ACT OF 1964/AGE DISCRIMINATION ACT OF 1975

Fortis College is committed to maintaining a healthy and safe learning environment where no person shall be discriminated against or excluded from, participation in, or deprived of benefits in the Institution's education program or activity because of race, color, national origin, or age. If a student, employee, or other third party believes his/her rights have been violated the student may submit a complaint to the Title VI/Age Discrimination Coordinator. The

student may also submit a complaint to the Campus President and the Campus President will forward it to the Title VI/Age Discrimination Coordinator.

A complainant is not required to file a complaint within any specified timeframe following the alleged incident. A complainant is not required to make an informal resolution attempt with the other party.

Once a complaint has been received by the Title VI/Age Discrimination Coordinator, an investigation will be conducted thoroughly and promptly. The complainant may provide evidence and any other information, including the names of witnesses. Once the investigation is complete, the Title VI/Age Discrimination Coordinator will provide a report of findings and recommendations to the Vice President of Education at the completion of the investigation.

The Vice President of Education will make a final determination of whether the Institution's Title VI Policy or the Age Discrimination Policy were violated, will notify all parties, and describe any disciplinary sanctions or remedies. If the College determines that discrimination based on race, color, national origin, or age may have occurred, Institution will take steps proactively designed to promptly and effectively end the offending behavior or the threat of the offending behavior, prevent its recurrence, and address its effects.

Supportive measures, among other things, may include:

1. academic support services and accommodations, including the ability to reschedule exams and assignments, transfer course sections, or withdraw from courses or programs without penalty;
2. assistance in connecting to community-based counseling services;
3. assistance in connecting to community-based medical services;
4. assistance with obtaining personal protective orders;
5. mutual restrictions on communication or contact; or
6. a combination of any of these measures.

Appeal Process:

Either party may appeal from a determination regarding responsibility, or from Institution's dismissal of a formal complaint or any allegations, on the following bases:

- Procedural irregularity that affected the outcome of the matter;
- Newly discovered evidence that was not reasonably available prior to the determination of responsibility that could affect the outcome of the matter; or
- One or more of the Institution's Title VI personnel had a conflict of interest or bias that affected the outcome of the matter.

A notice of appeal must be in writing and must be filed with the Title VI Coordinator within 10 calendar days after the delivery of the decision to be appealed. The notice of appeal must include the name of the complainant, the name of the respondent, the decision or action being appealed, and an explanation of the grounds for appeal.

Upon receiving a notice of appeal, the Institution will provide formal notice to the parties of the appeal. Each party will be given a minimum of ten calendar days to provide a written statement supporting or challenging the appealed action.

The Title VI Coordinator will designate an Appeal Officer to hear and make a decision with regard to the appeal. The Appeal Officer must be free from bias or conflict of interest and must not be the Title VI Coordinator, the Investigator, or the Decision-maker(s).

As soon as is reasonably practicable, and generally, within 14 calendar days after receipt of the parties' written statements, the Appeal Officer will issue a written decision regarding the appeal simultaneously to both parties. The decision will describe the result of the appeal and the rationale for the decision. The decision of the Appeal Officer is final.

If you are a faculty or staff member and you believe that you have been subject to unlawful discrimination based on race, color, national origin, or age, please contact Dondi.Kuennen@edaff.com, Vice President of Human Resources. A Title VI complaint by an employee not involving a student will result in a report of findings and recommendations to the Vice President of Human Resources responsible for the Institution.

All students, employees,, and other third parties are expected to fully comply with Institution's Title VI and the Age Discrimination Act Policy and take appropriate measures to create an atmosphere free of discrimination. Ms. Suzanne Peters has been designated to coordinate the school's compliance with Institution's Title VI Policy and the Age Discrimination Act Policy. Any inquiries regarding this policy or to file a complaint please contact the Title VI/Age Discrimination Coordinator at the information as provided below.

Title VI Coordinator

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

PERSONAL PROPERTY

All personal property is the sole responsibility of the student. The College does not assume liability for any loss or damage. It is recommended that clothing and other small items should be marked clearly with the student's name 4351 Garden City Drive Landover, MD 20785. Vehicles should always be locked to avoid theft.

VISITOR POLICY

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

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

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

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

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

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

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

PROFESSIONAL LIABILITY AND STUDENT ACCIDENT INSURANCE

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

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

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

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

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

HIPAA REQUIREMENT

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

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

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

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

STUDENT ACTIVITIES

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

FIELD TRIPS

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

HOUSING ASSISTANCE

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

SIGNIFICANT MEDICAL CONDITIONS

Fortis College encourages students to promptly report significant medical conditions to the respective program director to prevent danger to the student's health. Fortis College encourages students to obtain written clearance from their

physician, specifically citing any no restrictions on activity or weightlifting, and to report such restrictions immediately to the student's program director and instructor.

Note: For policy information regarding declared pregnant students in the Dental Assistant and Dental Hygiene programs, please refer to the disclosure signed during enrollment (copy from student file available upon request)

GRIEVANCE PROCEDURE

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

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

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

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

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

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

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

A response from the Campus Review Committee will be provided to the student within ten calendar days. All decisions will be provided in writing (e-mail) and may be delivered to the student in person if the student is on campus as well as to the student's mailing address (e-mail) of record with acknowledgement of receipt required.

3. If the dispute has not been resolved or if the student is still unsatisfied with the response in Step 2, the student may take a third step and file the appeal to the Regional Vice President of Education Affiliates. This appeal must also be in writing and must be received in the corporate office (5026-D Campbell Boulevard, Baltimore, Maryland 21236) within seven calendar days of being notified of the Campus Review Committee's decision. The appeal to the Regional Vice President may also be submitted by e-mail. The Regional Vice President will conduct an investigation of the issue and will respond to the student within seven calendar days of receiving the escalated grievance. All decisions will be provided in writing (e-mail) and will be delivered to the student in person if the student is on campus and will also be sent to the student's official school e-mail and the mailing address of record with acknowledgement of receipt required.
4. If the dispute has not been resolved the student may submit a request for reconsideration of the decision to the appropriate individual/s (depending on the student's program of study). Students will submit the request for reconsideration to the Corporate Vice President (VP) of Academic Affairs at Education Affiliates. This request for reconsideration must be submitted in writing (e-mail) to the appropriate person within ten calendar days of being notified of the Regional Vice President's decision. The Corporate VP of Academic Affairs will conduct his or her own investigation of the issue and will respond to the student within seven calendar days of receiving the request for reconsideration. All decisions will be provided in writing and delivered to the student in person if the student is on

campus or to the student's official e-mail address or mailing address of record with acknowledgement of receipt required.

5. If the dispute remains unresolved after evaluation by the VP of Academic Affairs of Education Affiliates, the student may choose to address his or her concerns by directing them to the State Licensing Authority, the College's accrediting body, and/or any Programmatic Accrediting/Approving Agencies – see list below). 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:

Maryland Higher Education Commission (MHEC)

6 N. Liberty Street Baltimore, MD 21201

P. (410) 767-3300

<https://mhec.state.md.us/Pages/default.aspx>

The title and address of the institutional accrediting commission is:

Accrediting Bureau for Health Education Schools (ABHES)

6116 Executive Boulevard, Suite 730 North Bethesda, MD 20852

P. (301) 291-7550

<https://abhес.org>

The title and address of the programmatic accreditor for the Dental Hygiene Program is:

The Commission on Dental Accreditation

211 East Chicago Avenue, Chicago, IL 60611

312-440-4653

<http://www.ada.org/en/coda>

The title and address of the programmatic accreditor for the Radiologic Technology Program is:

Joint Review Committee on Education in Radiologic Technology JRCERT

20 North Wacker Drive, Suite 2850, Chicago, IL 60606-3182

P: 312-704-5300

email: mail@jrcert.org | www.jrcert.org

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

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

COURSE DESCRIPTIONS

EXPLANATION OF COURSE NUMBERING SYSTEM

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

AHP	Allied Health Professions
BIO	Biology
DAS	Dental Assisting
DHG	Dental Hygiene
ENG	English
MAS	Medical Assisting
MAT	Mathematics
MBC	Medical Billing and Coding
MED	Medical Technology Professions
MOA	Medical Office Administration
PDC	Professional Development
PSY	Psychology
RAD	Radiologic Technology
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 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

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

Prerequisite(s): None

AHP105 MEDICAL TERMINOLOGY

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

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

Prerequisite(s): None

AHP106 MEDICAL ANATOMY AND PHYSIOLOGY

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

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

Prerequisite(s): None

AHP201 ETHICS AND JURESPRUDENCE

1.0 credits

12 Clock Hours (12 Lecture)

This course will prepare the allied health student to manage the moral, legal, and administrative challenges encountered in clinical and non-clinical settings. Principles and standards of practice will be presented as well as ethical issues and challenges associated with a professional health care career. The ethical values presented provide a basis for the development of critical thinking skills and a foundation for appropriate decision-making models.

Prerequisite(s): None

AHP214 ANATOMY AND PHYSIOLOGY

6.0 credits

80 Clock Hours (40 Lecture /40 Lab Hours)

In this course, students will learn about the structure and function of the human body. Students will develop knowledge about the levels of organization, cells, and tissues. This course also includes an introduction to the following systems: digestive, musculoskeletal, respiratory, cardiovascular, reproductive, urinary, endocrine, gastrointestinal, integumentary, lymphatic, sensory, reproductive, and nervous. The association of each body system to diseases and disorders is discussed.

Prerequisite(s): None

BIO205 MICROBIOLOGY

4.0 credits

60 Clock Hours (20 Lecture /40 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 this course.

Prerequisite(s): None

COM205 EFFECTIVE COMMUNICATION

4.0 Credits

40 Clock Hours (40 Lecture/0 Lab Hours)

This course introduces the students to communication with the goal of helping them become more effective in verbal and nonverbal communication and managing interpersonal and group communication. The course focuses on applying practical principles to one's daily life, in both formal and informal settings. Through the analysis of psychological, social, cultural, and linguistic factors that influence person- to-person interactions, students receive feedback and learn strategies for improving their own communication.

Pre-requisite(s): None

DAS110 FUNDAMENTALS OF DENTAL ASSISTING

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course presents the foundational principles of the dental assisting profession, the science of dentistry, and an introduction to dental communications. The course includes the roles and functions of the dental team, and laws affecting ethics and the practice of dentistry. Students will gain a working vocabulary that includes terminology related to oral, dental, and head and neck anatomy, and histology. Students will be introduced to dental office communication and business operating systems.

Prerequisite(s): None

DAS112 DENTAL MATERIALS

3.0 Credits

50 Clock Hours (10 Lecture /40 Lab Hours)

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

Prerequisite(s): None

DAS116 INFECTION CONTROL

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

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

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

Prerequisite(s): None

DAS120 DENTAL PROCEDURES AND TECHNIQUES

4.0 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(s): DAS110

DAS125 DENTAL MATERIALS AND LAB TECHNIQUES

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

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

Prerequisite(s): DAS110

DAS130 DENTAL RESTORATIVE PROCEDURES

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

The goal of this course is to introduce students to the practices in dentistry, and the foundations of radiography, radiation safety, infection control and quality assurance involving dental radiography. The student should be able to describe dental procedures including: general dentistry, restorative dentistry, fixed prosthodontics, provisional coverage, removable prosthodontics, and implant dentistry.

Prerequisite(s): DAS110

DAS135 DENTAL RADIOLOGY

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course provides lecture and laboratory-based instruction on the exposure and processing techniques of diagnostic dental films. Radiographic instruction includes intraoral x-ray, panoramic x-rays, and an overview of digital x-ray systems. Using a radiographic simulator, students will develop a portfolio of radiographs they have taken to demonstrate competence in exposing, processing and mounting intra and extra oral radiographs on a variety of patient types.

Prerequisite(s): DAS110

DAS140 DENTAL OFFICE PROCEDURES AND BILLING

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

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

Prerequisite(s): None

DAS145 DENTAL SPECIALTIES AND EXPANDED FUNCTIONS

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

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

Prerequisite(s): DAS135

DAS151 DENTAL CAPSTONE

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

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

Prerequisite(s): DAS135

DAS190 EXTERNSHIP I

6.0 Credits

160 Clock Hours (10 Lecture /150 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 direct supervision of a preceptor on the site. Through the externship experience, the student gain first-hand knowledge of the workplace and perform the assigned duties to meet the expectations in a professional setting. Students are expected to adapt to the work environment and reflect regularly on their learning and observations. The externship work performed is not to be paid. Students will be required to meet at the campus a total of 10 hours, 1 - 1/2 hours a week to review the extern experience and competency checklist.

Prerequisite(s): All Preceding Program Coursework

DAS195 EXTERNSHIP II

6.0 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 direct supervision of a preceptor on the site. Through the externship experience, the student gain first-hand knowledge of the workplace and perform the assigned duties to meet the expectations in a professional setting. Students are expected to adapt to the work environment and reflect regularly on their learning and observations. The externship work performed is not to be paid. Students will be required to meet at the campus a total of 10 hours, 1 - 1/2 hours a week to review the extern experience and competency checklist.

Prerequisite(s): All Preceding Program Coursework

DHG102 NUTRITION

3.0 Credits

40 Clock Hours (20 Lecture /20 Lab 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

DHG106 INTRODUCTION TO DENTAL HYGIENE LAB I

3.0 Credits

60 Clock Hours (0 Lecture /60 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, 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 Standards, Hazard Communication Standards, and CDC Guidelines. Students will gain clinical experiences through student partner clinical experiences.

Prerequisite(s): AHP214

DHG107 INTRODUCTION TO DENTAL HYGIENE LAB II

3.0 Credits

60 Clock Hours (0 Lecture /60 Lab Hours)

This 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): DHG106

DHG113 PROCESS OF CARE I

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

Develop an understanding of dental hygiene practice, preventive oral health interventions, health education and promotion and the link between oral and systemic health. Enhance the delivery of oral health care to patients by utilizing the dental hygiene process of care: assessment, dental hygiene diagnosis, planning, implementation, evaluation, and documentation. Learn to apply principles of ethical reasoning, ethical decision making and professional responsibility as they pertain to patient care, with an emphasis on the use of critical thinking strategies and evidence-based decision making for effective management of patients. Provide dental hygiene care to all patients of all age groups who exhibit varying levels of oral health and disease, with special attention given to patients with special needs including medical, physical, and physiological conditions. Introduce cultural diversity and competency as it relates to patient management to help develop and enhance interpersonal communication skills necessary to interact effectively with patients from diverse populations and communities. Focus on autonomous, intra-professional, and interprofessional collaboration and shared decision making with other health care professionals to provide comprehensive patient centered care.

Prerequisite(s): None

DHG114 HISTOLOGY AND EMBRYOLOGY

2.0 Credits

30 Clock Hours (10 Lecture /20 Lab Hours)

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

Prerequisite(s): AHP214

DHG116 RADIOLOGY

5.0 Credits

80 Clock Hours (20 Lecture /60 Lab Hours)

This course provides lecture and laboratory-based instruction on the exposure and processing techniques of diagnostic dental imaging. Students will learn the basic principles of radiation physics, exposure techniques, image interpretation, recognizing normal anatomy, restorative materials, as well as radiation safety in the dental office. Instruction includes intraoral x-ray, panoramic x-rays, and an overview of digital x-rays systems. In addition to using a radiographic simulator, students will expose necessary images on a patient following infection control guidelines.

Prerequisite(s): None

DHG117 ORAL ANATOMY & TOOTH MORPHOLOGY

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

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

Prerequisite(s): AHP114

DHG180 DENTAL HYGIENE CLINIC I

4.0 Credits

120 Clock Hours (0 Lecture /0 Lab Hours/120 Clinic)

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

Prerequisite(s): AHP214

DHG185 DENTAL HYGIENE CLINIC I

5.0 Credits

150 Clock Hours (0 Lecture /0 Lab Hours/150 Clinic)

In this course, the dental hygiene student continues to acquire basic clinic competencies in patient assessments, patient education techniques and delivery of preventive and therapeutic services. Additional topics include evaluation of the effectiveness of the effectiveness of therapy and attainment of patient's goals. The student is expected to provide services in a more autonomous process.

Prerequisite(s): DHG180

DHG216 PROCESS OF CARE II

3.0 Credits

50 Clock Hours (10 Lecture /40 Lab Hours)

This course is designed to present to the dental hygiene student an overview of more advanced clinical competencies including instrumentation strategies, and pain control strategies. The techniques of pain control include non-invasive and behavioral strategies, local anesthesia administration and nitrous oxide sedation. Students will have lab experiences to practice the pain control techniques. Didactic and lab sessions are presented for the clinical skills associated with: Chemotherapeutics, Dentinal Hypersensitivity, and advanced instrumentation techniques. These skills will be practiced in the lab and then delivered under supervised sessions in concurrent and future clinic sessions.

Prerequisite(s): DHG113

DHG218 PROCESS OF CARE III

3.0 Credits

40 Clock Hours (20 Lecture /20 Lab 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. This course is designed to provide the graduate with necessary marketable job search techniques and skills. It will encompass all phases of professional development relative to employment.

Prerequisite(s): DHG116

DHG221 PERIODONTOLOGY

5.0 Credits

70 Clock Hours (30 Lecture /40 Lab Hours)

Acquaint the dental hygiene student with the fundamentals of Periodontology. Topics include the basics of the epidemiology, anatomy, physiology, neurology, immunology, lymphatics, and hematology of the periodontium. Provide an in-depth analysis of the new classification of periodontitis characterized by a multidimensional staging and grading system. Survey the diseases and disorders of the periodontium and the surgical and non-surgical therapies. Experience autonomous decision making of evidence-based treatment planning and case management. Emphasize the role of the dental hygienist as a periodontal c0-therapist in the recognition, treatment, and prevention of periodontal diseases.

Prerequisite(s): DHG106

DHG223 COMMUNITY ORAL HEALTH

3.0 Credits

50 Clock Hours (10 Lecture /40 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.

Prerequisite(s): DHG117

DHG241 GENERAL & ORAL PATHOLOGY

3.0 Credits

50 Clock Hours (10 Lecture /40 Lab Hours)

This course presents processes of inflammation, wound healing, repair, regeneration, and immunological response. 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): DHG106

DHG250 PHARMACOLOGY & PAIN CONTROL

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

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

Prerequisite(s): SCI125

DHG280 ADVANCED DENTAL HYGIENE CLINIC I

5.0 Credits

150 Clock Hours (0 Lecture /0 Lab Hours/150 Clinic)

This is the third clinical course in a series that leads integrative cognitive knowledge with practical applications of dental hygiene therapies to achieve specific objectives for clinical dental hygiene practice. Students will be introduced to pain management/control in this clinic. Emphasis is on mastery of skills and techniques previously introduced: skills including comprehensive evaluation, risk assessment, treatment planning, and adjunctive antibiotic therapy. Continue to expand the student's clinical development and knowledge of current therapies, advanced manual instrumentation, ultrasonic instrumentation, soft tissue management, implant care, and maintenance. The instructor serves as a group facilitator who assists the student in developing an appreciation for the concepts, topics and procedures related to the clinical experience. 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 competencies is expected at the completion of this course.

Prerequisite(s): DHG185

DHG285 ADVANCED DENTAL HYGIENE CLINIC II

6.0 Credits

180 Clock Hours (0 Lecture /0 Lab Hours/180 Clinic)

This is the fourth clinical course in a series that leads integrative cognitive knowledge with practical applications of dental hygiene therapies to achieve specific objectives for clinical dental hygiene practice. Emphasis is on mastery of skills and techniques previously

introduced: patient management skills including comprehensive evaluation, risk assessment, treatment planning, pain control, and adjunctive antibiotic therapy. Continue to expand the student's clinical development and knowledge of current therapies, advanced manual instrumentation, ultrasonic instrumentation, soft tissue management, implant care, and maintenance. The instructor serves as a group facilitator who assists the student in developing an appreciation for the concepts, topics and procedures related to the clinical experience while assisting the student to transition to private clinical practice. 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 competencies is expected at the completion of this course.

Prerequisite(s): DHG185

DHG286 ADVANCED DENTAL HYGIENE SEMINAR

1.0 Credits

12 Clock Hours (12 Lecture)

This course focuses on soft tissue diagnosis and evaluation. The student will enhance clinical understanding of comprehensive periodontal treatment plans by preparing various treatment plans. Students will learn criteria for use of advanced instrumentation strategies, soft tissue management, and post treatment procedures for use on (or applicable to) periodontology involved cases.

Prerequisite(s): DHG280

ENG101 ENGLISH COMPOSITION I

4.0 Credits

40 Clock Hours (40 Lecture /0 Lab Hours)

Writing skills are essential to professional success. In this course students learn the major aspects of writing, beginning with components of the essay, and ending with full essays of different modes of composition. Students go through the various writing stages and strategies and learn to adapt them to their own writing and learning preferences. They also acquire skills for generating ideas, preliminary outlining, topic selection, and drafting while learning to revise, rewrite, and polish structure and style for effective communication.

Prerequisite(s): None

MAS110 CLINICAL PROCEDURES AND TECHNIQUES

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course is an introduction to clinical procedures performed in the medical office. Students practice obtaining vital signs and medical histories, maintaining exam rooms, preparing for, and assisting with routine and specialty exams, and performing diagnostic testing, including eye and respiratory testing. OSHA standards, communication techniques, cultural diversity, charting, patient education, therapeutic modalities, assistive devices, and nutritional and wellness concepts are also covered.

Prerequisite(s): None

MAS115 LABORATORY PROCEDURES AND TECHNIQUES

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

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

Prerequisite(s): MAS110

MAS120 HUMAN DISEASES AND PHARMACOLOGY

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course will introduce the students to the common diseases that affect the body systems. A review of body systems along with the causes, signs, symptoms, and treatments of the diseases will be discussed. Students will learn about the medications used as treatments. An emphasis on drug action, classification, patient education, and common side effects of these medications will be provided.

Prerequisite(s): None

MAS125 INVASIVE CLINICAL PROCEDURES

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

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

Prerequisite(s): MAS110

MAS135 CERTIFICATION REVIEW AND CAREER DEVELOPMENT

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course provides a review of all skills acquired during prior Medical Assisting classes, including injections and phlebotomy. Through a comprehensive review, the student will prepare to sit for the national 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.

Prerequisite(s): MAS110

MAS190 EXTERNSHIP

6.0 Credits

180 Clock Hours (180 Externship Hours)

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

Prerequisite(s): All Preceding Program Coursework

MAT101 COLLEGE MATH

4.0 Credits

40 Clock Hours (40 Lecture /0 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.

Prerequisite(s): None

MBC110 PROCEDURAL AND DIAGNOSTIC CODING

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course expands the basic diagnostic and procedural coding fundamentals already introduced. Students will use the ICD-9-CM and ICD-10-CM, CPT 4, and HCPCS Level II coding manuals to apply principles of diagnosis and procedural coding. Students learn diagnosis coding systems with detailed instruction on how to code and properly apply the guidelines for ICD-9-CM, Volumes I, II, and III and ICD-10-CM, Volumes I and II. It also provides in-depth coverage of procedural coding systems with detailed instruction on CPT 4 coding for Anesthesia, Evaluation and Management services, surgical procedures, Pathology, Laboratory, Radiology, and Medicine. HCPCS Level II coding for procedures, services, and supplies is also taught.

Prerequisite(s): None

MBC115 HOSPITAL, SURGICAL, AND MEDICAL CODING

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

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

Prerequisite(s): None

MBC120 PHYSICIAN CODING

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course provides the student with practical applications of diagnostic and procedural coding systems for physician billing. Students will expand their knowledge of coding by abstracting the appropriate information from provider's progress notes and treatment plans in private clinics and other outpatient entities provided by physician's and mid-level providers to accurately assign diagnoses and procedure codes to be used on the CMS-1500 insurance claim form and for electronic submissions.

Prerequisite(s): MBC110

MBC125 REIMBURSEMENT METHODS AND PROCEDURES

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

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

Prerequisite(s): MOA115

MBC130 CAPSTONE AND CAREER DEVELOPMENT

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

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

Prerequisite(s): MBC110

MBC190 EXTERNSHIP

6.0 Credits

180 Clock Hours (180 Externship Hours)

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

Prerequisite(s): All Preceding Program Coursework

MOA110 MEDICAL OFFICE PROCEDURES

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

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

Prerequisite(s): None

MOA115 MEDICAL RECORDS AND INSURANCE

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

Students explore the fundamentals of paper and electronic medical record management, fee determination, billing methodology, and collection processes. Students perform basic bookkeeping, coding, and third-party billing procedures. Financial management of the medical office and various medical insurance plans are discussed along with related terminology and legal regulations.

Prerequisite(s): None

MOA120 ELECTRONIC HEALTH RECORDS

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

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

Prerequisite(s): None

MOA125 MEDICAL INSURANCE AND BILLING

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

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

Prerequisite(s): MOA115

MOA130 BOOKKEEPING IN THE MEDICAL OFFICE

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

Building on the prior coding, billing, and collection information, this course introduces students to medical practice finance and practice management. Terminology and concepts related to accounting, banking, financial records, and

payroll records will be discussed. Diagnostic and procedural coding procedures are reviewed, and customer service concepts are addressed. Related legal and ethics issues will be examined.

Prerequisite(s): MOA115

PSY101 PSYCHOLOGY

4.0 Credits

40 Clock Hours (40 Lecture /0 Lab Hours)

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

Prerequisite(s): None

RAD103 INTRODUCTION TO RADIOGRAPHY

4.0 Credits

60 Clock Hours (20 Lecture/40 Lab Hours)

Content provides an overview of the foundations of radiography and the practitioner's role in the health care delivery system. Principles, practices, and policies of health care organizations are examined and discussed in addition to the professional responsibilities of the radiographer. Content also presents an overview of the principles of radiation protection and provides a foundation in ethics and law related to the practice of medical imaging. An introduction to terminology, concepts, and principles will be presented. Students will examine a variety of ethical and legal issues found in clinical practice.

Prerequisite(s): None

RAD106 PATIENT CARE AND PHARMACOLOGY

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

Content provides the concepts of optimal patient care, including consideration for the physical and psychological needs of the patient and family. Routine and emergency patient care procedures are described, as well as infection control procedures using standard precautions. The role of the radiographer in patient education is identified. Content provides basic concepts of pharmacology, venipuncture and administration of diagnostic contrast agents and intravenous medications. The appropriate delivery of patient care during these procedures is emphasized.

Prerequisite(s): None

RAD112 RADIATION BIOLOGY AND PROTECTION

4.0 Credits

50 Clock Hours (30 Lecture/20 Lab Hours)

Content provides an overview of the principles of the interaction of radiation with living systems. Radiation effects on molecules, cells, tissues, and the body as a whole are presented. Factors affecting biological response are presented, including acute and chronic effects of radiation. Content also presents an overview of the principles of radiation protection, including the responsibilities of the radiographer for patients, personnel, and the public. Radiation health and safety requirements of federal and state regulatory agencies, accreditation agencies and health care organizations are incorporated.

Prerequisite(s): AHP214, RAD103

RAD116 POSITIONING - CHEST, ABDOMEN AND UPPER EXTREMITIES

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

Content provides the knowledge base necessary to perform standard imaging procedures of the chest, abdomen, and upper extremities. Consideration is given to the evaluation of optimal diagnostic images and introduces radiographic appearances of diseases and the impact on exposure selection.

Prerequisite(s): RAD103

RAD122 RADIOGRAPHIC IMAGE PRODUCTION

4.0 Credits

50 Clock Hours (30 Lecture /20 Lab Hours)

This course is designed to establish a knowledge base in factors that govern the image production process. Guidelines for calculating and selecting exposure factors, proper use of accessory devices, and the factors affecting imaging quality

are also presented. Content imparts an understanding of the components, principles and operation of digital imaging systems found in diagnostic radiology. Factors that impact image quality, acquisition, display, archiving, and retrieval are discussed.

Prerequisite(s): MAT101

RAD126 POSITIONING - LOWER EXTREMITIES AND PELVIS

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

Content provides the knowledge base necessary to perform standard imaging procedures of the lower extremities and pelvis. Consideration is given to the evaluation of optimal diagnostic images and introduces radiographic appearances of diseases and the impact on exposure selection.

Prerequisite(s): RAD116

RAD131 DIGITAL RADIOGRAPHIC IMAGE PRODUCTION

2.0 Credits

30 Clock Hours (10 Lecture/20 Lab Hours)

This course is designed to impart an understanding of the components, principles and operation of digital imaging systems found in diagnostic radiology. Factors that impact image quality, acquisition, display, archiving, and retrieval are discussed.

Prerequisite(s): RAD122

RAD135 RADIOLOGIC PHYSICS

3.0 Credits

40 Clock Hours (20 Lecture /20 Lab Hours)

Content establishes a basic knowledge of atomic structure and terminology. Also presented are the nature and characteristics of radiation, x-ray production and the fundamentals of photon interactions with matter. The content also establishes a knowledge base in radiographic, fluoroscopic, and mobile equipment requirements and design and provides a basic knowledge of quality control. This course is designed to provide entry-level radiography students with an introduction to and basic understanding of the operation of a computed tomography (CT) device and other imaging modalities. However, content is not intended to result in clinical competency.

Prerequisite(s): MAT101

RAD142 POSITIONING - SPINE AND BONY THORAX

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

Content provides the knowledge base necessary to perform standard imaging procedures of the spine and bony thorax. Consideration is given to the evaluation of optimal diagnostic images and introduces radiographic appearances of diseases and the impact on exposure selection.

Prerequisite(s): RAD126

RAD146 RADIOGRAPHY I

6.0 Credits

180 Clock Hours (180 Externship Hours)

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

Prerequisite(s): RAD106

RAD156 RADIOGRAPHY II

6.0 Credits

180 Clock Hours (180 Externship Hours)

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

Prerequisite(s): RAD126, RAD146

RAD206 POSITIONING – CONTRAST PROCEDURES

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

Content provides the knowledge base necessary to perform imaging procedures utilizing contrast media. Consideration is given to the evaluation of optimal diagnostic images and introduces radiographic appearances of diseases and the impact on exposure selection.

Prerequisite(s): RAD142

RAD211 POSITIONING - SKULL AND FACIAL BONES

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

Content provides the knowledge base necessary to perform imaging procedures of the cranium and mandible. Consideration is given to the evaluation of optimal diagnostic images and introduces radiographic appearances of diseases and the impact on exposure selection.

Prerequisite(s): RAD206

RAD226 RADIOGRAPHY III

6.0 Credits

180 Clock Hours (180 Externship Hours)

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

Prerequisite(s): RAD142, RAD156

RAD231 RADIOGRAPHY IV

6.0 Credits

180 Clock Hours (180 Externship Hours)

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

Prerequisite(s): RAD206, RAD226

RAD236 RADIOGRAPHY V

6.0 Credits

180 Clock Hours (180 Externship Hours)

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

Prerequisite(s): RAD211, RAD231

RAD241 RADIOGRAPHY VI

4.0 Credits

120 Clock Hours (120 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 supervision of a preceptor on the site. Through the externship experience, the student gains first-hand knowledge of the workplace and perform the assigned duties to meet the expectations in a professional setting. Students are expected to adapt to the work environment and regularly reflect on their learning and observations. The externship work performed is not to be paid.

Prerequisite(s): RAD211, RAD236

RAD246 RADIOGRAPHIC REGISTRY REVIEW

4.0 Credits

60 Clock Hours (20 Lecture /40 Lab Hours)

This course is designed to provide a comprehensive review of the program learning objectives and to prepare students to take and pass the American Registry of Radiologic Technologists certification exam.

Prerequisite(s): RAD236

SCI125 CHEMISTRY/BIOCHEMISTRY

5.0 Credits

80 Clock Hours (20 Lecture /60 Lab Hours)

This course provides instruction in the introduction to atomic structure, chemical bonding, states of matter, organic and inorganic chemical reactions, acids, and bases. Virtual laboratory experiences are included in the course.

Prerequisite(s): None

SOC101 SOCIOLOGY

4.0 Credits

40 Clock Hours (40 Lecture /0 Lab Hours)

Sociology is the systematic study of the relationship between human beings and society. In this course, students examine basic sociological principles, concepts, and theories in the context of human culture, societies, the socialization process, and various types of stratification. Students also explore and compare the various historic, cultural, and social frameworks of the world and learn to appreciate unique cultural identities. In addition, this course helps students learn to analyze and interpret historic as well as contemporary social issues in the U.S. and around *the world*.

Prerequisite(s): None

STAFF AND FACULTY

ADMINISTRATIVE STAFF

Campus President	Cyndie Shadow, PhD
Business Office Manager	
Assistant Business Officer	Ronnesha Nickens
Registrar	Sharon Thompson
Receptionists	Julie Rudder, Diann Tillman

ADMISSIONS

Director of Admissions	Mark Obermeyer
Admissions Advisor	Wallace Barksdale
	Grace Enriquez
	Charisse Howard Westbrook
	Robert Grant
	Devone McCullough

CAREER SERVICES

Director of Career & Student Services	Xavier Henry
Career Services Advisor	Renata Bass
	Lemes Hejazi
	Shakira Jackson

FINANCIAL AID

Director of Financial Aid	Luis Cruz
Financial Aid Officer	Shanita Brown
	Jacorae Frazier
	Kia Hopper

LIBRARY

Learning Resource Center Manager

ACADEMIC LEADERSHIP

DIRECTOR OF EDUCATION

Asma Hijazi

Master of Science, University of Maryland at Baltimore, Laboratory Management, MD
Bachelor of Science, University of Maryland at Baltimore, Medical and Research Technology, MD
Associate of Science, Prince George's Community College, General Studies, MD

DIRECTOR OF THE DENTAL ASSISTING PROGRAM:

Julia Miller

Master of Science, Human Resource Management, Walden University, MN
Bachelor of Science, Human Resource Management, University of Maryland, MD
Certificate, Expanded Functions Dental Assistant, Fortis College
Licensed Dental Radiation Technologist, Maryland

DIRECTOR OF THE DENTAL HYGIENE PROGRAM:

Heather Schudel

Master of Science, Education, Concordia Portland, OR
Bachelor of Science, Dental Hygiene, Oregon Institute of Technology, OR

DIRECTOR OF THE MEDICAL ASSISTING PROGRAM:

Leslie Landrum

*Bachelor of Science, Fitness and Wellness Management,
Associate of Applied Science in Medical Assisting, Kaplan University Online
Medical Assisting Diploma, Everest College
Registered Medical Assistant
American Medical Technologist*

DIRECTOR OF THE MEDICAL BILLING & CODING PROGRAM:

Ponsella Woody-Poindexter

*Associate of Applied Science, Ashworth University, Healthcare
Management Certificate, AMT Registered Medical Assistant Certificate*

DIRECTOR OF THE RADIOLOGIC TECHNOLOGY PROGRAM:

Olive Peart

*Master of Science in Education, University of Bridgeport, CT
Bachelor of Science in Health Science Writing, Empire State College, NY
Certified Radiographer, Maryland Board of Physicians
Radiologic Technologist in Radiography, American Registry of Radiologic Technologists (ARRT)
Radiologic Technologist in Mammography, American Registry of Radiologic Technologists (ARRT)*

FACULTY

DENTAL ASSISTING

Liana De la Cruz-Rhoden (Full-time)

Associate of Arts, Expanded Function Dental Assisting, Palm Beach State College

Ayreon Jackson (Full-time)

*Certified Dental Assistant
Medical Assisting Certificate, Sanz School*

Ahdi Khalili Sangsari (Full-time)

Bachelor of Science, Dental Surgery, Sri-Ramachandra University

DENTAL HYGIENE

Farisha Aziz (Full-time)

*Bachelor of Science Microbiology Barry University
Associate of Science, Dental Hygiene, Fortis College, MD*

Angela Balaba (Full-time)

*Bachelor of Science, Biology University of Queen Elizabeth
Doctor of Dental Medicine, Washington University of St. Louis, MO*

Jhynell Christy (Full-time)

*Master of Business Administration, University of Maryland Global Campus, MD
Bachelor of Science, Dental Hygiene, University of Bridgeport, CT*

Corrine Walsh (Full-time)

*Applied Associate of Science, Dental Hygiene Middlesex College
Master of Science Dental Hygiene, Massachusetts College of Pharmacy, MA*

MEDICAL ASSISTING

Janice Creighton, (Full time Faculty)

*Associate of Applied Science, Healthcare Management, Ultimate Medical Academy
Certified Phlebotomist, National Phlebotomy Academy
Registered Medical Assistant, American Medical Technologist
CPR Instructor American Health Association
NHA Proctor, National Healthcare Association*

Lolita Smith, (Full time Faculty)

Certified Registered Medical Assistant, National Education Center

Portia Thomas, (Full time Faculty)

*Associate's Degree, Medical Assisting, Sanford Brown College
Registered Medical Assistant*

Michaya Walker, (Full time Faculty)

Certified Medical Assistant, National Center for Competency Testing

Certified Phlebotomist, National Center for Competency Testing

RADIOLOGIC TECHNOLOGY

Rochelle Boursiquot, (Full time Faculty)

Bachelor of Science Degree, Medical Imaging, Washington Adventist University, Medical Imaging

Associates of Applied Science, Washington Adventist University, Medical Imaging

Shavon Bailey (Full time clinical faculty)

Bachelor of General Studies minor in psychology, Southern New Hampshire University (pending)

Associate in applied science, New York College Of Technology

Matthew Oh, Clinical Coordinator (Full time faculty)

Bachelor of Science Degree, Medical Imaging, Washington Adventist University, Medical Imaging

Associates of Applied Science, Washington Adventist University, Medical Imaging

Fortis College

CATALOG SUPPLEMENT

Supplement to catalog: 2024-2025

AHA CERTIFICATION(S) PREPARATION

Description

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

- **HeartSaver**-The AHA's HeartSaver course is offered in a classroom setting. This course teaches basic CPR skills such as performing chest compressions, the use of an AED, and basic first aid.
- **ACLS**-Healthcare professionals who respond to cardiovascular emergencies in and out of the hospital enhance their treatment knowledge and skills through the AHA's ASCLS training course. This course emphasizes the importance of Basic Life Support (BLS), integration of effective BLS with ACLS interventions, and effective team interaction and communication during resuscitation. Must have an AHA BLS Certification prior to attending class.
- **BLS**-the AHA's BLS courses reinforce healthcare professionals' understanding of the importance of early CPR and defibrillation, performing basic steps of CPR, relieving choking, using an AED, the role of each link in the Chain of Survival, and to recognize several life-threatening emergencies.
- **PALS**- the AHA's pediatrics-focused course provides advanced assessment and recognition training for healthcare professionals who treat emergencies in infants, children, and adolescents. This course uses a scenario-based learning approach to teach pediatric emergency respiratory and cardiac arrest management. Must have an AHA BLS Certification prior to attending class.

TUITION AND FEES

BLS (Non-Students)	\$60
BLS (Fortis Graduate)	\$30
BLS Skills Session (15 Minutes)	\$25
ACLS Full Course	\$150
ACLS Skills Session	\$50
PALS Full Course	\$150
PALS Skills Session	\$50
Heart Saver Full Course	\$70
Heart Saver Skills Session	\$50

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

ADMISSION REQUIREMENTS

Enter specific admission requirements HERE. See comments to the right.

Students enrolled in distance education courses must have access to a laptop or desktop computer. distance education courses are not compatible with smart phones or tablets with mobile operating systems.

COURSE START AND END DATES

START DATE	END DATE
08.24.2020	09.04.2020
09.7.2020	09.18.2020

Each course is 2 weeks in length. New student start dates are subject to change.

CLASS SCHEDULE

Day classes are scheduled from 1:00 pm to 6:00 pm on Monday, Tuesday, Wednesday, and Thursday for four weeks and clinical classes are scheduled from 8:00am to 5:00pm on Saturday and Sunday for two weeks.

COURSE DESCRIPTIONS

BLS

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

ACLS

ACLS is geared towards healthcare professionals who either direct or participate in the management of cardiopulmonary arrest or other cardiovascular emergencies or personnel in emergency response. Upon successful completion of the course, students receive a course completion card, valid for two years. Please contact your employer to ensure that you are selecting the correct course. (Prerequisite: BLS Certification)

PALS

The goal of the PALS Course is to improve the quality of care provided to seriously ill or injured children, resulting in improved outcomes. To enter the course, students must complete the PALS Precourse Self-Assessment. Throughout the course, students are presented with 12 In-hospital pediatric patient cases and a team dynamics lesson. (Prerequisite: BLS Certification)

HEARTSAVER

HeartSaver courses are designed for anyone with little or no medical training who needs a course completion card for a non-healthcare job, regulatory (for example, OSHA), or other requirements. These courses can also be taken by anyone who wants to be prepared for an emergency in any setting. For many HeartSaver courses, students receive a course completion card that is valid for 2 years.

FACULTY

Janice Creighton
Ponsella Poindexter
Asma Hijazi

A background image of two smiling graduates, a man and a woman, wearing black caps and gowns with red tassels. The image is overlaid with a semi-transparent blue filter.

YOUR LIFE
POWERED BY LEARNING

A stylized yellow flame icon.

FORTIS
Your Life. Powered By Learning

ACCREDITATION



ACCREDITING BUREAU OF HEALTH EDUCATION SCHOOLS | ABHES

7777 Leesburg Pike, Suite 314 N. · Falls Church, Virginia 22043
Tel. 703/917.9503 · Fax 703/917.4109 · E-Mail: info@abhes.org

Transmitted by electronic mail only: wleibig@edaff.com

September 6, 2022

Mr. Wes Leibig
Campus President
Fortis Institute
201 Willowbrook Boulevard, 2nd Floor
Wayne, NJ 07470

Dear Mr. Leibig:

Fortis Institute, Wayne, New Jersey, ID#: I-054
Fortis Institute, Lawrenceville, New Jersey, ID#: I-054-01
Fortis College, Landover, Maryland, ID#: I-054-02

The Accrediting Bureau of Health Education Schools (ABHES) has received and reviewed your response to the Commission's August 11, 2022, letter granting accreditation subject to the receipt of requested information, which has been added to the record¹ of your application. The information supplied addresses the Commission's concerns. The grant of accreditation is based on effective the date of this letter and expires **February 28, 2029**. This grant of accreditation also includes programmatic recognition of the institution's Medical Assisting programs as noted below.

The following programs are included in this grant of accreditation:

WAYNE, NEW JERSEY (ID#: I-054)

Program	Inside Clock Hours	Recognized Outside Clock Hours	Total Clock Hours	Length in Weeks	Academic Credit Hours*	Method of Delivery	Credential Awarded
Dental Assisting I**	1015	334	1349	38/53	43 semester	Residential	Certificate
Electrical Systems Technician	960	360	1320	48	48 semester	Residential	Diploma
Heating, Ventilation, Air Conditioning, and Refrigeration	1200	468.75	1668.75	60	62.5 semester	Residential	Diploma
Lab Technician	980	326.25	1306.25	45	41.5 semester	Residential	Certificate

¹ The accreditation record includes the Application, the November 2021 Self-Evaluation Reports, the February and March 2022 visitation reports, the institution's March and April 2022 responses to the reports, the response to the Commission's August 2022 subject-to letter, the institution's response to the letter, the institution's financial history, and other relevant correspondence and documentation.

Medical Assisting	780	230	1010	36	46 quarter	Residential; Blended	Certificate
Medical Billing and Coding	1020	310	1330	48	62 quarter	Residential; Blended	Certificate

*Based on required academic conversions outlined in IV.G.1. of the *Accreditation Manual*.

**The Dental Assisting program complies with standards outlined in Chapter VIII – DA I of the Accreditation Manual

LAWRENCEVILLE, NEW JERSEY (ID#: I-054-01)

Program	Inside Clock Hours	Recognized Outside Clock Hours	Total Clock Hours	Length in Weeks	Academic Credit Hours* <input checked="" type="checkbox"/> quarter <input type="checkbox"/> semester	Method of Delivery	Credential Awarded
Dental Assisting**	1040	320	1360	48	60	Residential; Blended	Certificate
Electrical and Electronic Systems Technician	720	240	960	36	48	Residential	Certificate
Heating, Ventilation, Air Conditioning, and Refrigeration	960	320	1280	48	64	Residential	Certificate
Medical Assisting	780	195	975	36	46	Residential; Blended	Certificate
Medical Billing and Coding	1020	325	1345	48	62	Residential; Blended	Certificate

*Based on required academic conversions outlined in IV.G.1. of the *Accreditation Manual*.

**The Dental Assisting program complies with standards outlined in Chapter VIII – DA I of the Accreditation Manual

LANDOVER, MARYLAND (ID#: I-054-02)

Program	Inside Clock Hours	Recognized Outside Clock Hours	Total Clock Hours	Length in Weeks	Academic Credit Hours* <input checked="" type="checkbox"/> quarter <input type="checkbox"/> semester	Method of Delivery	Credential Awarded
Dental Assisting**	1040	320	1360	48	60	Residential; Blended; Full Distance Education	Certificate
Dental Hygiene	2514	0	2514	108	105	Residential; Full Distance Education	Associate of Science
Medical Assisting	780	245	1025	36	46	Residential; Blended; Full Distance Education	Certificate
Medical Billing and Coding	1020	325	1345	48	62	Residential; Blended; Full Distance Education	Certificate

Pharmacy Technician	780	430	1210	36	46	Residential; Blended; Full Distance Education	Certificate
Radiologic Technology	1950	0	1950	96	105	Residential; Full Distance Education	Associate of Science

*Based on required academic conversions outlined in IV.G.1. of the *Accreditation Manual*.

**The Dental Assisting program complies with standards outlined in Chapter VIII – DA I of the Accreditation Manual

You are reminded to notify the ABHES office of any changes in program content, including total hours, courses, or credit hours in the current program(s) or change in delivery method (e.g., residential to distance or vice versa) prior to implementation.

A certificate of accreditation is attached to this communication. Please contact the ABHES office if you would like an electronic copy of ABHES logos. When publicizing your accredited status, you must use one of the statements as described in the *Accreditation Manual*.

Accreditation by ABHES signifies that the institution has met the eligibility criteria and evaluation standards of ABHES as evidenced during its most recent on-site review and continues to comply with the policies and procedures for maintenance of accreditation as established by ABHES.

As a reminder, continuous compliance is a requirement to maintain accreditation. The Commission can withdraw accreditation at any time if it determines that an institution is not complying with its policies or standards. **There is a maximum timeframe for required compliance (see Chapter III, Section C of the *Accreditation Manual*).** This includes instances where the retention, licensing, or employment rates fall below 70 percent as reported on the program's annual report or when the reported rates cannot be validated.

As a reminder, institutions accredited by ABHES must submit audited financial statements to the Commission no later than six months after the institution's fiscal year end. See Chapter III, Section A, Subsection 10 in the *Accreditation Manual* for more information.

While ABHES is recognized by the U.S. Secretary of Education, various credentialing bodies, and postsecondary institutions throughout the country, accreditation does not guarantee Title IV or other financial aid eligibility, credentialing opportunities for graduates, or the ability to transfer credits to other institutions. It is the responsibility of institutions accredited by ABHES and individuals seeking to train at an ABHES-accredited institution to explore all necessary aspects associated with their objectives.

As applicable, the institution is encouraged to correspond directly with the U.S. Department of Education and to maintain continuous awareness and understanding of the rules and regulations governing eligibility and continued participation in federal financial aid programs.

The U.S. Department of Education, the appropriate State licensing or authorizing agency, the appropriate accrediting agency, and the public have been notified of this action in compliance with 34 Code of Federal Regulations § 602.26 *et seq* and Chapter III of the *Accreditation Manual*.

Please use the **ABHES identification number** above on all correspondence sent to ABHES. If you have any questions concerning this correspondence, please contact the ABHES office at (703) 917-9503.

Mr. Wes Leibig
Page 4
September 6, 2022

Congratulations on achieving continued accreditation by ABHES!

Sincerely,

A handwritten signature in cursive script that reads "India Y. Tips". The signature is written in black ink and is positioned above the printed name and title.

India Y. Tips
Executive Director

Attachment: Certificate of Accreditation

c: Deanna Green, Fortis Institute – Lawrenceville
Cyndie Shadow, Fortis College – Landover

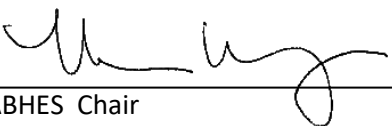
CERTIFICATE OF ACCREDITATION

THIS CERTIFICATE IS AWARDED TO

**FORTIS COLLEGE
LANDOVER, MARYLAND**

ABHES Institutional School

This certifies that the institution named above was evaluated, based upon the accreditation standards of the Accrediting Bureau of Health Education Schools (ABHES) as reviewed by evaluators specializing in the health education fields offered, and found to comply.


ABHES Chair

September 6,, 2022
Date




ABHES Executive Director

September 6,, 2022

February 28, 2029
GRANT EXPIRATION



Commission on Dental Accreditation

Via Email Transmission: cshadow@fortiscollege.edu

August 29, 2022

Dr. Cyndie Shadow
Campus President
Fortis College, Landover
4351 Garden City Drive
Landover, MD 20785

RE: Fortis College, Landover, Landover, Maryland
Dental Hygiene Program
Status: Approval without Reporting Requirements

Dear Dr. Shadow,

At its February 10, 2022 meeting, the Commission on Dental Accreditation (CODA) identified that the dental hygiene program may not be in compliance with Dental Hygiene Standard 3-7 (Faculty) [*Effective July 1, 2022: Dental Hygiene Standard 3-6 (Faculty)*].

At its August 4, 2022 meeting, the Commission considered a report on the program's compliance with this issue. Following careful review of the information provided, the Commission determined the program **has demonstrated compliance** with Standard 3-7 (Faculty) [*Effective July 1, 2022: Dental Hygiene Standard 3-6 (Faculty)*] and adopted a resolution to continue the program's accreditation status of "approval without reporting requirements." The definitions of accreditation classifications are linked below. No additional information is requested at this time from the program. The information you have provided will be reviewed at the next regularly scheduled site visit to the program in **2027**.

General Information

The Commission expects institutions to keep the Commission informed as soon as possible of anticipated changes in any approved educational program offered, particularly in the areas of administration, enrollment, faculty, facilities and curriculum. The Commission's policy and guidelines for reporting program changes are linked below. Guidelines for specific program changes, including reporting enrollment changes, adding sites where educational activity occurs, and developing a teach-out report are found on the Commission's website.

All institutions offering programs accredited by the Commission are expected to adhere to deadlines for requests for program information. If an institution fails to comply with the Commission's request, or a prescribed deadline, it will be assumed that the institution no longer wishes to participate in the accreditation program. In this event, the Commission will immediately notify the chief executive officer of the institution of its intent to withdraw

Dr. Cyndie Shadow

August 29, 2022

Page 2

the accreditation of the program(s) at its next scheduled meeting.

Institutions/Programs are expected to follow Commission policy and procedure on privacy and data security related to compliance with the Health Insurance Portability and Accountability Act (HIPAA). The Commission's statement on HIPAA, as well as the Privacy and Data Security Summary for Institutions/Programs (PDF), are found in the Policies/Guidelines section of the Commission's website at <https://coda.ada.org/en/policies-and-guidelines/hipaa>. Programs that fail to comply with CODA's policy will be assessed an administrative fee of \$4000.

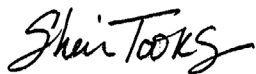
The Commission has authorized use of the following statement by institutions or programs that wish to announce their programmatic accreditation by the Commission. Programs that wish to advertise the specific programmatic accreditation status granted by the Commission may include that information as indicated in italics below (see text inside square brackets); that portion of the statement is optional but, if used, must be complete and current.

The program in dental hygiene is accredited by the Commission on Dental Accreditation [*and has been granted the accreditation status of "approval without reporting requirements"*]. The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611. The Commission's web address is: <https://coda.ada.org/en>.

The staff of the Commission on Dental Accreditation is available for consultation to all educational programs which fall within the Commission's accreditation purview. Educational institutions sponsoring dental education programs are encouraged to obtain such staff counsel and guidance by written or telephone request. Consultation is provided on request prior to, as well as subsequent to, the Commission's granting accreditation to specific programs. The Commission expects to be reimbursed if substantial costs are incurred.

If this office can be of any assistance to you, please contact my office at 312-440-2940 or tookss@ada.org.

Sincerely,



Sherin Tookss, Ed.D., M.S.

Director, Commission on Dental Accreditation

ST/ds

Dr. Cyndie Shadow

August 29, 2022

Page 3

Web Links: [Accreditation Status Definitions](#)
[Guidelines for Reporting Program Changes](#)
[Electronic Submission Guidelines](#)

cc: Ms. Kerri Holloway, dean, Education, Fortis College-Landover,
kholloway@fortiscollege.edu
Ms. Lori Riedel, program director, Dental Hygiene Program, Fortis College Landover,
Lori.Riedel@fortiscollege.edu
Mr. Herman Bounds, Jr., director, Accreditation Division, U.S. Department of
Education (via CODA website)
State Boards of Dentistry (via CODA website)
Institutional Accreditors (via CODA website)
Dr. Bruce E. Rotter, chair, CODA



Joint Review Committee on Education in Radiologic Technology
20 N. Wacker Drive, Suite 2850
Chicago, IL 60606-3182
312.704.5300
www.jrcert.org

April 25, 2024

Cyndie Shadow, Ph.D.
Campus President
Fortis College - Landover
4351 Garden City Drive
Landover, MD 20785

RE: Program #0657

Previous Accreditation Status: Probation
Most Recent Site Visit: 06/2021

Dear Dr. Shadow:

After review of the requested additional progress report, the continuing accreditation status of the associate degree radiography program sponsored by Fortis College - Landover was considered at the April 19, 2024 meeting of the Joint Review Committee on Education in Radiologic Technology (JRCERT). The JRCERT is the only agency recognized by the United States Department of Education (USDE) for the accreditation of traditional and distance delivery educational programs in radiography, radiation therapy, magnetic resonance, and medical dosimetry. Specialized accreditation awarded by the JRCERT offers institutions significant value by providing peer evaluation and by assuring the public of quality professional education in the radiologic sciences. The program was evaluated according to the **Standards for an Accredited Educational Program in Radiography (2021)**. The program now documents compliance with all relevant Standards; therefore, the JRCERT awards:

ACCREDITATION FOR A PERIOD OF THREE YEARS.

Consistent with JRCERT Policy 10.100, this accreditation action is not subject to appeal.

The maximum duration that may be awarded by the Joint Review Committee on Education in Radiologic Technology in this category is eight years. The award is effective from the date of this letter.

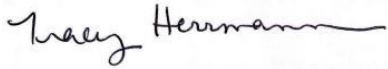
The next site visit is tentatively scheduled for the First Quarter of 2025.

The program is advised that consistent with JRCERT Policy 11.600, the JRCERT reserves the right to conduct unannounced site visits of accredited programs. The sponsoring institution would be responsible for the expenses of any onsite evaluation.

Cyndie Shadow, Ph.D.
April 25, 2024
Page 2

The Joint Review Committee on Education in Radiologic Technology Directors and staff encourage you and the program faculty to continue your efforts in developing a quality educational program. If we can be of further assistance, do not hesitate to contact the office.

Sincerely,

A handwritten signature in black ink, reading "Tracy Herrmann". The signature is fluid and cursive, with a long horizontal flourish at the end.

Tracy Herrmann, Ph.D., R.T.(R), FAEIRS
Chair

TH/JEM/jm

copy: Program Director: Olive Peart, M.S., R.T.(R)(M)
Dean: Asma Hijazi, M.S., MT (ASCP)
Accrediting Bureau of Health Education Schools
Maryland Higher Education Commission
USDE
ARRT



Joint Review Committee on Education in Radiologic Technology
20 N. Wacker Drive, Suite 2850
Chicago, IL 60606-3182
312.704.5300
www.jrcert.org

November 29, 2023

Cyndie Shadow, Ph.D.
Campus President
Fortis College - Landover
4351 Garden City Drive
Landover, MD 20785

RE: Program #0657

Previous Accreditation Status: 3 Years

Most Recent Site Visit: 06/2021

Dear Dr. Shadow:

After review of the requested additional progress report, the continuing accreditation status of the associate degree radiography program sponsored by Fortis College - Landover was considered at the November 17, 2023 meeting of the Joint Review Committee on Education in Radiologic Technology (JRCERT). The JRCERT is the only agency recognized by the United States Department of Education (USDE) for the accreditation of traditional and distance delivery educational programs in radiography, radiation therapy, magnetic resonance, and medical dosimetry. Specialized accreditation awarded by the JRCERT offers institutions significant value by providing peer evaluation and by assuring the public of quality professional education in the radiologic sciences. The program was evaluated according to the **Standards for an Accredited Educational Program in Radiography (2021)**. The JRCERT took the following action:

PROBATION.

Consistent with JRCERT Policy 10.100, this accreditation action is not subject to appeal.

The Committee based this decision on the program's non-compliance with **Standard Six** and requests an additional progress report documenting compliance with the following objective:

Objective 6.1 - Lack of assurance that the program maintains the following program effectiveness data:
Five-year average credentialing examination pass rate of not less than 75 percent at first attempt within six months of graduation.

The program's current five-year (2019-2023) average credentialing examination pass rate at first attempt within six months of graduation is 74% (46/62). Provide updated program credentialing examination pass rate data (2019-2023) to include the December 2023 cohort.

The additional progress report is required by **March 4, 2024**. The progress report must be submitted via the JRCERT Accreditation Management System (AMS) and will be considered by the Board of Directors at the next available meeting after submission. Based on evaluation of the progress report, the Board of Directors will determine the appropriate accreditation action. An additional progress report may be required if the objective is not adequately addressed.

Consistent with JRCERT Policy 11.400, the maximum compliance timeframe is 36 months. Based on the areas of non-compliance, the Board of Directors are extending the program's current 24-month compliance timeframe to a 36-month compliance timeframe. Therefore, the program must document compliance with all accreditation standards no later than **January 18, 2025** or identify mitigating circumstances hindering the attainment of this outcome.

As required by the USDE and consistent with the **maximum** compliance timeframes set forth in JRCERT Policy 11.400, when the JRCERT Board of Directors determines that a program has failed to document compliance with the **Standards** and has not satisfactorily addressed the identified deficiencies, the existing accreditation status will be withdrawn. Such involuntary withdrawal of accreditation is considered an adverse accreditation action. The JRCERT defines an adverse action as involuntary withdrawal of accreditation. Involuntary withdrawal of accreditation will generally, but not necessarily, occur after a Probationary Accreditation status has been awarded. The Board may take adverse action prior to the expiration of the maximum compliance timeframe. Probationary status, as well as an adverse accreditation action, requires written notification to the United States Secretary of Education, the appropriate State licensing or authorizing agency, appropriate institutional and/or other accrediting agencies, and the public.

Consistent with JRCERT Policy 10.700 (enclosed), the program must notify currently enrolled and accepted students, as well as the public via a website posting, of this status within 30 days of receipt of this letter. The program is required to submit a representative sample of such notification and list of recipients to the JRCERT no later than **December 29, 2023**.

The program is advised that consistent with JRCERT Policy 11.600, the JRCERT reserves the right to conduct unannounced site visits of accredited programs. The sponsoring institution would be responsible for the expenses of any on-site evaluation.

The Joint Review Committee on Education in Radiologic Technology Directors and staff wish you and the program faculty continued success in your efforts to provide a quality educational program. If we can be of further assistance, do not hesitate to contact the office.

Sincerely,



Tracy Herrmann, Ph.D., R.T.(R), FAEIRS
Chair

TH/JEM/jm

copy: Program Director: Olive Peart, M.S., R.T.(R)(M)
Dean: Asma Hijazi, M.S., MT (ASCP)
Accrediting Bureau of Health Education Schools
Maryland Higher Education Commission
USDE
ARRT



Excellence in Education

JOINT REVIEW COMMITTEE ON EDUCATION IN RADIOLOGIC TECHNOLOGY

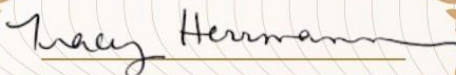
THE ACCREDITING AGENCY FOR PROGRAMS IN RADIOLOGIC SCIENCES
PRESENTS THIS

CERTIFICATE OF ACCREDITATION

TO

Fortis College - Landover

FOR ITS SPONSORSHIP OF AN ACCREDITED RADIOGRAPHY PROGRAM


Tracy Herrmann Ph.D., R.T.(R), FAEIRS
Chair




Leslie F. Winter M.S., R.T.(R)
CEO

REGISTRATION OF OUT OF STATE CORPORATION

STATE OF MARYLAND
Department of Assessments and Taxation

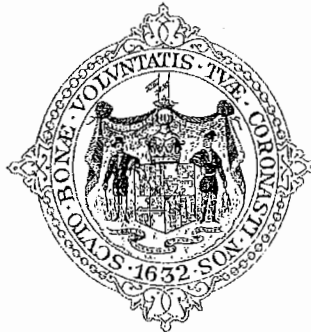
I, PAUL B. ANDERSON OF THE STATE DEPARTMENT OF ASSESSMENTS AND TAXATION OF THE STATE OF MARYLAND, DO HEREBY CERTIFY THAT THE DEPARTMENT, BY LAWS OF THE STATE, IS THE CUSTODIAN OF THE RECORDS OF THIS STATE RELATING TO THE FORFEITURE OR SUSPENSION OF CORPORATE CHARTERS, OR THE RIGHTS OF CORPORATIONS TO TRANSACT BUSINESS IN THIS STATE AND THAT I AM THE PROPER OFFICER TO EXECUTE THIS CERTIFICATE.

I FURTHER CERTIFY THAT TRI-STATE COMPUTER INSTITUTE, INC., QUALIFIED MAY 30, 2007, IS A CORPORATION DULY INCORPORATED AND EXISTING UNDER AND BY VIRTUE OF THE LAWS OF THE STATE OF PENNSYLVANIA AND THE CORPORATION HAS FILED ALL ANNUAL REPORTS REQUIRED, HAS NO OUTSTANDING LATE FILING PENALTIES ON THOSE REPORTS, AND HAS A RESIDENT AGENT. THEREFORE, THE CORPORATION IS AT THE TIME OF THIS CERTIFICATE IN GOOD STANDING WITH THIS DEPARTMENT AND DULY AUTHORIZED TO EXERCISE ALL THE POWERS RECITED IN ITS CHARTER OR CERTIFICATE OF INCORPORATION, AND TO TRANSACT INTERSTATE, INTRASTATE AND FOREIGN BUSINESS IN MARYLAND.

IN WITNESS WHEREOF, I HAVE HEREUNTO SUBSCRIBED MY SIGNATURE AND AFFIXED THE SEAL OF THE STATE DEPARTMENT OF ASSESSMENTS AND TAXATION OF MARYLAND AT BALTIMORE ON THIS APRIL 06, 2011.



Paul B. Anderson
Charter Division



301 West Preston Street, Baltimore, Maryland 21201
Telephone Balto. Metro (410) 767-1340 / Outside Balto. Metro (888) 246-5941
MRS (Maryland Relay Service) (800) 735-2258 TT/Voice
Fax (410) 333-7097

State of Maryland
Department of
Assessments and Taxation

Charter Division



Martin O'Malley
Governor

C. John Sullivan, Jr.
Director

Paul B. Anderson
Administrator

Date: 04/29/2010

CORPORATION SERVICE COMPANY
ELINAM RENNER
STE 1660
7 SAINT PAUL ST
BALTIMORE MD 21202-1626

THIS LETTER IS TO CONFIRM ACCEPTANCE OF THE FOLLOWING FILING:

TRADE NAME : FORTIS COLLEGE
DEPARTMENT ID : T00311436
TYPE OF REQUEST : TRADE NAME REGISTRATION
DATE FILED : 04-29-2010
TIME FILED : 10:58-AM
RECORDING FEE : \$25.00
EXPEDITED FEE: : \$70.00
COPY FEE : \$22.00
FILING NUMBER : 1000361999699550
CUSTOMER ID : 0002421430
WORK ORDER NUMBER : 0001864468

PLEASE VERIFY THE INFORMATION CONTAINED IN THIS LETTER. NOTIFY THIS DEPARTMENT
IN WRITING IF ANY INFORMATION IS INCORRECT. INCLUDE THE CUSTOMER ID AND THE WORK
ORDER NUMBER ON ANY INQUIRIES:

Charter Division
Baltimore Metro Area (410) 767-1350
Outside Metro Area (888) 246-5941

301 West Preston Street-Room 801-Baltimore, Maryland 21201-2395
Telephone (410)767-4950 / Toll free in Maryland (888)246-5941
MRS (Maryland Relay Service) (800)735-2258 TTY/Voice- Fax (410)333-7097
Website: www.dat.state.md.us

0006352994

CACCEP

State of Maryland
Department of Assessments and Taxation
Charter Division

TRADE NAME APPLICATION

1) Only one trade name may appear on this line

TRADE NAME: Fortis College

2) STREET ADDRESS(ES) WHERE NAME IS USED: 4351 Garden City Drive

CITY: Landover STATE: MD ZIP: 20785

P.O. Box address is not acceptable anywhere on this form.

3) FULL LEGAL NAME OF OWNER OF BUSINESS OR INDIVIDUAL USING THE TRADE NAME:

Tri-State Computer Institute, Inc.

F11953346

If more than one owner, attach an additional sheet listing each owner with their address. Be sure each owner signs this form.

4) If the owner is an individual or general partnership, does it have a personal property account (an "L" number)? Check one box YES ☐ NO ☒

If YES, WHAT IS THAT NUMBER? _____

If NO, see Instruction 4 under How To Complete Trade Name Application.

5) ADDRESS OF OWNER: 5024-A Campbell Boulevard

CITY: Baltimore STATE: MD ZIP: 21236

6) DESCRIPTION OF BUSINESS: post secondary education

I affirm and acknowledge under penalties of perjury that the foregoing is true and correct to the best of my knowledge.

7)

SIGNATURE OF OWNER

Name & Title: Stephen J. Budosh, CFO

SIGNATURE OF OWNER

Name & Title:

SIGNATURE OF OWNER

CUST ID: 0002421430

WORK ORDER: 0001864468

DATE: 04-29-2010 11:24 AM

AMT. PAID: \$117.00

STATE OF MARYLAND

I hereby certify that this is a true and complete copy of the 2 page document on file in this office. DATED: 4-29-10

STAT DEPARTMENT OF ASSESSMENTS AND TAXATION

Stamp replaces our previous certification system. Effective: 6/95

TRADE NAME APPROVAL SHEET
**** EXPEDITED SERVICE ** ** KEEP WITH DOCUMENT ****



1000361999699550

TRANSACTION TYPE

FEES REMITTED

TN - Trade Name Registration
TA - Amendment
TA1 - Amendment Owner Added
TA2 - Amendment Owner Deleted
TA3 - Amendment Owner Name Change
TA4 - Amendment Location Added
TA5 - Amendment Location Deleted
TA6 - Amendment Location Changed
TC - Cancellation
TR - Renewal

25.00

ID # T00311436 ACK # 1000361999699550
PAGES: 0002
FORTIS COLLEGE

04/29/2010 AT 10:58 A WO # 0001864468

Expedited Fee

70.00

☒ Certified Copies

Copy Fee: 22.00

☐ Certificates

Certificate of Fact Fee: _____

TOTAL FEES: 117.00

Other Change(s) _____

NO FEE TRANSACTION TYPES

99T - Departmental Action
99TA - Departmental Action - Name Change
220T - Void Non-Payment
220TA - Departmental Action - Amendment
220TA1 - Departmental Action - Owner Added
220TA2 - Departmental Action - Owner Deleted
220TA3 - Departmental Action - Owner Name Change
220TA4 - Departmental Action - Location Added
220TA5 - Departmental Action - Location Deleted

Code _____

Attention: _____

Mail to Address:

CORPORATION SERVICE COMPANY
ELINAM RENNER
STE 1660
7 SAINT PAUL ST
BALTIMORE MD 21202-1626

Credit Card _____ Check ☒ Cash _____

Documents on _____ Checks

Approved By: FRS

Keyed By: FRS

COMMENT(S): _____

Stamp Work Order and Customer Number

CUST ID: 0002421430
WORK ORDER: 0001864468
DATE: 04-29-2010 11:46 AM
AMT. PAID: \$117.00

**Maryland Department of Assessments and Taxation****Taxpayer Services Division**

301 West Preston Street ■ Baltimore, MD 21201 (2007 vw3.1)

[Main Menu](#) | [Security Interest Filings \(UCC\)](#) | [Business Entity Information \(Charter/Personal Property\)](#) | [New Search](#) | [Rate Stabilization Notices](#) | [Get Forms](#) | [Certificate of Status](#) | [SPAT Home](#)**Taxpayer Services Division****Entity Name: EDUCATION AFFILIATES INC.****Dept ID #: F12711792****General Information** Amendments Personal Property Certificate of Status**Principal Office** 5024-A CAMPBELL BOULEVARD
(Current): BALTIMORE, MD 21236**Resident Agent** CSC-LAWYERS INCORPORATING SERVICE
(Current): COMPANY
7 ST. PAUL STREET, SUITE 1660
BALTIMORE, MD 21202**Status:** INCORPORATED**Good Standing:** Yes**Business Code:** Ordinary Business - Stock**Date of**
Formation or 09/11/2008
Registration:**State of**
Formation: DE**Stock/Nonstock:** Stock**Close/Not Close:** Unknown**Link Definition**

General Information	General Information about this entity
Amendments	Original and subsequent documents filed
Personal Property	Personal Property Return Filing Information and Property Assessments
Certificate of Status	Get a Certificate of Good Standing for this entity

**CERTIFICATE
OF COMPLIANCE
WITH FIRE AND
SAFETY CODES**

Quarterly Water-Based Fire Protection Systems Inspection

2135 Espey Court Suite 6
Crofton, MD 21114



Inspector: Larry Heflin

Job Number: #32374812

Inspection date: 12/29/2023

Inspection Location

Garden City Drive

4351 Garden City Drive

Landover, MD 20785

Phone:

Customer

Site Realty Group

2141 Industrial Parkway, Suite 200

Silver Spring, MD 20904

Phone:

Inspection performed in accordance with
NFPA 25 Standard for the Inspection, Testing, and Maintenance
of Water-Based Fire Protection Systems, 2020 edition.

Main Drain Test

Type	Area/Location	Size	Static before open	Residual when open	Static after close	Without reduction of flow
Main Drain Test - Quarterly	Basement pump room	2"	95	65	95	Pass

Valves

Check Valve	
Penthouse stair 1	
Riser check valves gauges show normal water pressure is maintained (13.4.1.1)	N/A
Valves & trim free of physical damage, & valves in normal position. (13.4.1.1)	N/A

Valves

Check Valve	
6th. Fl. St. 1	
Riser check valves gauges show normal water pressure is maintained (13.4.1.1)	N/A
Valves & trim free of physical damage, & valves in normal position. (13.4.1.1)	N/A

Valves

Check Valve	
5th. Fl. St. 1	
Riser check valves gauges show normal water pressure is maintained (13.4.1.1)	N/A
Valves & trim free of physical damage, & valves in normal position. (13.4.1.1)	N/A

Valves

Check Valve	
4th. Fl. St. 1	
Riser check valves gauges show normal water pressure is maintained (13.4.1.1)	N/A
Valves & trim free of physical damage, & valves in normal position. (13.4.1.1)	N/A

Valves

Check Valve	
3rd. Fl. St. 1	
Riser check valves gauges show normal water pressure is maintained (13.4.1.1)	N/A
Valves & trim free of physical damage, & valves in normal position. (13.4.1.1)	N/A

Valves

Check Valve	
2nd. Fl. St. 1	
Riser check valves gauges show normal water pressure is maintained (13.4.1.1)	N/A
Valves & trim free of physical damage, & valves in normal position. (13.4.1.1)	N/A

Valves

Check Valve	
1st. Fl. St. 1	
Riser check valves gauges show normal water pressure is maintained (13.4.1.1)	N/A
Valves & trim free of physical damage, & valves in normal position. (13.4.1.1)	N/A

Valves

Check Valve	
6th. Fl. St. 3	
Riser check valves gauges show normal water pressure is maintained (13.4.1.1)	N/A
Valves & trim free of physical damage, & valves in normal position. (13.4.1.1)	N/A

<i>Valves</i>	
Check Valve	
5th. Fl. St. 3	
Riser check valves gauges show normal water pressure is maintained (13.4.1.1)	N/A
Valves & trim free of physical damage, & valves in normal position. (13.4.1.1)	N/A

<i>Valves</i>	
Check Valve	
4th. Fl. St. 3	
Riser check valves gauges show normal water pressure is maintained (13.4.1.1)	N/A
Valves & trim free of physical damage, & valves in normal position. (13.4.1.1)	N/A

<i>Valves</i>	
Check Valve	
3rd. Fl. St. 3	
Riser check valves gauges show normal water pressure is maintained (13.4.1.1)	N/A
Valves & trim free of physical damage, & valves in normal position. (13.4.1.1)	N/A

<i>Valves</i>	
Check Valve	
2nd. Fl. St. 3	
Riser check valves gauges show normal water pressure is maintained (13.4.1.1)	N/A
Valves & trim free of physical damage, & valves in normal position. (13.4.1.1)	N/A

<i>Valves</i>	
Check Valve	
1st. Fl. St. 2	
Riser check valves gauges show normal water pressure is maintained (13.4.1.1)	N/A
Valves & trim free of physical damage, & valves in normal position. (13.4.1.1)	N/A

<i>Valves</i>	
Check Valve	
Pump room bypass	
Riser check valves gauges show normal water pressure is maintained (13.4.1.1)	N/A
Valves & trim free of physical damage, & valves in normal position. (13.4.1.1)	N/A

<i>Valves</i>	
Check Valve	
Pump room discharge	
Riser check valves gauges show normal water pressure is maintained (13.4.1.1)	N/A
Valves & trim free of physical damage, & valves in normal position. (13.4.1.1)	N/A

<i>Control Valves</i>							
Type	Area/Location	Model Size	Accessible	Condition	Secured	Exercised	Valve Test
Control Valve - Tamper	Penthouse stair 1	OS&Y 2"	Pass	Pass	Pass		Pass
Control Valve - Tamper	6th. Fl. St. 1	OS&Y 2"	Pass	Pass	Pass		Pass
Control Valve - Tamper	5th. Fl. St. 1	OS&Y 2"	Pass	Pass	Pass		Pass
Control Valve - Tamper	4th. Fl. St. 1	OS&Y 2"	Pass	Pass	Pass		Pass

<i>Control Valves</i>							
Type	Area/Location	Model Size	Accessible	Condition	Secured	Exercised	Valve Test
Control Valve - Tamper	3rd. Fl. St. 1	OS&Y 2"	Pass	Pass	Pass		Pass
Control Valve - Tamper	2nd. Fl. St. 1	OS&Y 2"	Pass	Pass	Pass		Pass
Control Valve - Tamper	1st. Fl. St. 1	OS&Y 2"	Pass	Pass	Pass		Pass
Control Valve - Tamper	Basement stair 1	Butterfly 4"	Pass	Pass	Pass		Pass
Control Valve - Tamper	6th. Fl. St. 3	OS&Y 2"	Pass	Pass	Pass		Pass
Control Valve - Tamper	5th. Fl. St. 2	OS&Y 2"	Pass	Pass	Pass		Pass
Control Valve - Tamper	4th. Fl. St. 3	OS&Y 2"	Pass	Pass	Pass		Pass
Control Valve - Tamper	3rd. Fl. St. 3	OS&Y 2"	Pass	Pass	Pass		Pass
Control Valve - Tamper	2nd. Fl. St. 3	OS&Y 2"	Pass	Pass	Pass		Pass
Control Valve - Tamper	1st. Fl. St. 2	OS&Y 2"	Pass	Pass	Pass		Pass
Control Valve - Tamper	Basement stair 2	Butterfly 4"	Pass	Pass	Pass		Pass
Control Valve - Tamper	Basement pump room	OS&Y 2"	Pass	Pass	Pass		Pass
Control Valve - Tamper	Basement in church	Butterfly 4"	Pass	Pass	Pass		Pass
Control Valve - Tamper	Pump room suction	Butterfly 4"	Pass	Pass	Pass		Pass
Control Valve - Tamper	Pump room discharge	Butterfly 4"	Pass	Pass	Pass		Pass
Control Valve - Tamper	Pump room bypass suction	Butterfly 4"	Pass	Pass	Pass		Pass
Control Valve - Tamper	Pump room bypass discharge	Butterfly 4"	Pass	Pass	Pass		Pass
Control Valve - Tamper	Pump room test header	Butterfly 4"	Pass	Pass	Pass		Pass

<i>Supervisory Devices</i>			
Type	Area/Location	Visual Insp	Functional Test
Tamper Switch	Penthouse stair 1	Pass	
Tamper Switch	6th. Fl. St. 1	Pass	
Tamper Switch	5th. Fl. St. 1	Pass	
Tamper Switch	4th. Fl. St. 1	Pass	
Tamper Switch	3rd. Fl. St. 1	Pass	
Tamper Switch	3rd. Fl. St. 1	Pass	
Tamper Switch	2nd. Fl. St. 1	Pass	
Tamper Switch	1st. Fl. St. 1	Pass	
Tamper Switch	Basement. St. 1	Pass	
Tamper Switch	6th. Fl. St. 3	Pass	
Tamper Switch	5th. Fl. St. 3	Pass	
Tamper Switch	4th. Fl. St. 3	Pass	
Tamper Switch	3rd. Fl. St. 3	Pass	
Tamper Switch	2nd. Fl. St. 3	Pass	
Tamper Switch	1st. Fl. St. 2	Pass	
Tamper Switch	Basement stair 2	Pass	
Tamper Switch	Basement pump room	Pass	
Tamper Switch	Basement in church	Pass	
Tamper Switch	Pump room suction	Pass	
Tamper Switch	Pump room discharge	Pass	

Supervisory Devices			
Type	Area/Location	Visual Insp	Functional Test
Tamper Switch	Pump room bypass	Pass	
Tamper Switch	Pump room bypass	Pass	
Tamper Switch	Pump room test header	Pass	

Alarm Devices			
Type	Area/Location	Visual Insp	Functional Test
Waterflow Alarm - Vane Type	Penthouse stair 1	Pass	
Waterflow Alarm - Vane Type	6th. Fl. St. 1	Pass	
Waterflow Alarm - Vane Type	5th. Fl. St. 1	Pass	
Waterflow Alarm - Vane Type	4th. Fl. St. 1	Pass	
Waterflow Alarm - Vane Type	3rd. Fl. St. 1	Pass	
Waterflow Alarm - Vane Type	2nd. Fl. St. 1	Pass	
Waterflow Alarm - Vane Type	1st. Fl. St. 1	Pass	
Waterflow Alarm - Vane Type	6th. Fl. St. 3	Pass	
Waterflow Alarm - Vane Type	5th. Fl. St. 3	Pass	
Waterflow Alarm - Vane Type	4th. Fl. St. 3	Pass	
Waterflow Alarm - Vane Type	3rd. Fl. St. 3	Pass	
Waterflow Alarm - Vane Type	2nd. Fl. St. 3	Pass	
Waterflow Alarm - Vane Type	1st. Fl. St. 2	Pass	
Waterflow Alarm - Vane Type	Basement pump room	Pass	

Liability Release Statement:

The owner and/or designated representative acknowledges the responsibility of the operating condition of the component parts at the time of this inspection. It is agreed that the inspection service provided by the contractor as prescribed herein is limited to performing a visual inspection and/or routine testing, and any investigation or unscheduled testing, modification, maintenance, repair, etc., of the component parts is not included as part of the inspection work performed. It is further understood that all information contained herein is provided to the best of the knowledge of the party providing such information.



12/29/2023

Customer: Site Realty



12/29/2023

Tech: Larry Heflin

**BOARD
OF
TRUSTEES
RESOLUTION OF
FINANCIAL
SOLVENCY**

CONSOLIDATED FINANCIAL STATEMENTS
AND SUPPLEMENTARY INFORMATION

Education Affiliates Inc. and Subsidiaries
Years Ended June 30, 2023 and 2022
With Reports of Independent Auditors

Education Affiliates Inc. and Subsidiaries

Consolidated Financial Statements
and Supplementary Information

Years Ended June 30, 2023 and 2022

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PROFESSIONAL ACCOUNTING,
CONSULTING & BUSINESS
ADVISORY SERVICES

To the Board of Directors and Stockholders
Education Affiliates Inc. and Subsidiaries
Baltimore, MD

INDEPENDENT AUDITORS' REPORT

Opinion

We have audited the accompanying consolidated financial statements of Education Affiliates Inc., and subsidiaries which comprise the consolidated balance sheets as of June 30, 2023 and 2022, and the related consolidated statements of operations, changes in stockholders' equity, and cash flows for the years then ended, and the related notes to the financial statements.

In our opinion, the accompanying consolidated financial statements present fairly, in all material respects, the financial position of Education Affiliates Inc. and subsidiaries as of June 30, 2023 and 2022, and the results of its operations and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis of Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Education Affiliates Inc., and subsidiaries and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Education Affiliates Inc. and subsidiaries' ability to continue as a going concern for one year after the date that the financial statements are issued.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Education Affiliates Inc. and subsidiaries' internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events considered in the aggregate, that raise substantial doubt about Education Affiliates Inc. and subsidiaries' ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the consolidated financial statements as a whole. The accompanying consolidating balance sheets and related consolidating statements of operations are presented for purposes of additional analysis and is not a required part of the consolidated financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 23, 2023 on our consideration of Education Affiliates Inc. and subsidiaries' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and on compliance and the results of that testing, and not to provide an opinion on the effectiveness of Education Affiliates Inc. and subsidiaries' internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Education Affiliates Inc. and subsidiaries' internal control over financial reporting and compliance.

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Certified Public Accountants
Pittsburgh, PA
October 23, 2023

Education Affiliates Inc. and Subsidiaries

Consolidated Balance Sheets

(In Thousands, Except Shares)

	June 30	
	2023	2022
Assets		
Current assets:		
Cash and cash equivalents	\$ 2,746	\$ 10,647
Accounts receivable, net of allowance for doubtful accounts of \$5,656 and \$5,643 at June 30, 2023 and 2022, respectively	11,268	11,577
Prepays and other current assets	11,734	9,414
Income taxes receivable	301	1,279
Inventory	3,667	2,875
Total current assets	29,716	35,792
Property and equipment, net of accumulated depreciation and amortization of \$118,413 and \$131,733 at June 30, 2023 and 2022, respectively	17,622	15,187
Right of use asset operating lease	60,754	—
Other intangible assets, net of accumulated amortization of \$16,193 and \$14,686 at June 30, 2023 and 2022, respectively	4,522	4,013
Deferred tax assets, net	14,083	12,803
Other assets	5,562	5,446
Total assets	\$ 132,259	\$ 73,241
Liabilities and stockholders' equity		
Current liabilities:		
Accounts payable	\$ 20,950	\$ 12,411
Accrued expenses	8,172	14,113
Short-term operating lease liability	11,731	—
Student credit balance liability	6,493	6,485
Self insurance liability for health claims	2,242	788
Unearned tuition	9,685	10,231
Total current liabilities	59,273	44,028
Deferred rent and tenant improvement allowance liability	—	6,351
Long-term operating lease liability	58,119	—
Other liabilities	3,368	3,328
Total liabilities	120,760	53,707
Stockholders' equity:		
Preferred Series A-1 Stock, \$0.000001 par value, 100,000 shares authorized; 14,913 shares issued and outstanding as of June 30, 2022 and 2021	1	1
Preferred Series A-2 Stock, \$0.000001 par value, 18,333 shares authorized; 18,333 shares issued and outstanding as of June 30, 2022 and 2021	1	1
Preferred Series A Stock, \$0.000001 par value, 100,000 shares authorized; 27,500 shares issued and outstanding as of June 30, 2022 and 2021	1	1
Common Stock, \$0.000001 par value; 900,000,000 shares authorized; 421,755,000 shares issued and outstanding as of June 30, 2022 and 2021	1	1
Additional paid-in capital	237,987	237,987
Accumulated deficit	(226,492)	(218,457)
Total stockholders' equity	11,499	19,534
Total liabilities and stockholders' equity	\$ 132,259	\$ 73,241

See accompanying notes.

Education Affiliates Inc. and Subsidiaries

Consolidated Statements of Operations
(In Thousands)

	Year Ended June 30	
	2023	2022
Revenues:		
Gross tuition	\$ 239,241	\$ 242,631
Less: Institutional scholarships	(2,657)	(2,562)
Net tuition	236,584	240,069
Other	22,817	22,670
Total Revenues	259,401	262,739
Costs and expenses:		
Sales	51,289	49,722
Training	112,484	112,190
Facilities	32,164	30,075
General and administrative	57,986	61,499
Non-recurring legal and other	4,699	245
Depreciation and amortization	5,568	5,132
Total costs and expenses	264,190	258,863
(Loss) Income from operations	(4,789)	3,876
Other expenses:		
Interest expense, net	4,421	4,082
Other expense	—	228
Total other expenses	4,421	4,310
(Loss) before benefit for income taxes	(9,210)	(434)
Benefit for income taxes	(1,175)	(601)
Net (loss) income	(8,035)	167

See accompanying notes.

Education Affiliates Inc. and Subsidiaries

Consolidated Statements of Stockholders' Equity (In Thousands, Except Shares)

	Preferred Stock		Common Stock		Additional	Accumulated	
	Shares	Par Value	Shares	Par Value	Paid-In Capital	Deficit	Total
Balance at June 30, 2021	60,746	\$ 3	421,755,000	\$ 1	\$ 237,987	\$ (218,624)	\$ 19,367
Net income	—	—	—	—	—	167	167
Balance at June 30, 2022	60,746	3	421,755,000	1	237,987	(218,457)	19,534
Net loss	—	—	—	—	—	(8,035)	(8,035)
Balance at June 30, 2023	60,746	\$ 3	421,755,000	\$ 1	\$ 237,987	\$ (226,492)	\$ 11,499

See accompanying notes.

Education Affiliates Inc. and Subsidiaries

Consolidated Statements of Cash Flows (In Thousands)

	Year Ended June 30	
	2023	2022
Operating activities		
Net (loss) income	\$ (8,035)	\$ 167
Adjustments to reconcile net income to net cash flows provided by operating activities:		
Depreciation and amortization	5,568	5,132
Loss (gain) on disposal/sale of assets	56	(146)
Deferred income taxes	(1,280)	(683)
Changes in operating assets and liabilities:		
Accounts receivable, net of allowance for doubtful accounts	308	2,081
Prepaid expenses and other assets	(2,436)	(206)
Inventory	(792)	(141)
Right of use asset	(60,754)	—
Accounts payable	8,541	49
Accrued expenses	(6,045)	(4,416)
Student credit balance liability	8	617
Self insurance liability for health claims	1,454	101
Income taxes receivable/payable	978	(1,646)
Deferred rent and tenant improvement allowance liability	—	384
Operating lease liabilities	61,261	—
Other liabilities	39	(1,365)
Unearned tuition	(545)	(1,895)
Net cash provided by (used in) operating activities	(1,674)	(1,967)
Investing activities		
Purchases of property and equipment	(4,237)	(1,475)
Internally developed intangibles	(2,011)	(1,951)
Net cash used in investing activities	(6,248)	(3,426)
Financing activities		
Proceeds from sale of assets	21	5
Principal payments on notes payable	—	(6,331)
Net cash provided by (used in) financing activities	21	(6,326)
Net decrease in cash, cash equivalents and restricted cash	(7,901)	(11,719)
Cash, cash equivalents and restricted cash, beginning of year	10,647	22,366
Cash, cash equivalents and restricted cash, end of year	\$ 2,746	\$ 10,647
Supplemental cash flows information		
Cash paid (received) for:		
Interest	\$ 4,421	\$ 3,294
Income taxes	\$ 873	\$ 1,962
Non cash investing		
Non cash purchases of property and equipment sitting in lease liability	\$ 2,237	\$ —

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements

June 30, 2023 and 2022

1. Nature of Operations and Summary of Significant Accounting Policies

Nature of Operations

Education Affiliates Inc. and subsidiaries, referred to as the “Company,” “we,” “our,” and “us” in these notes to the consolidated financial statements, operates private, for-profit, post-secondary schools. As of June 30, 2023, we owned and operated 14 institutions in 16 states in the United States (U.S.), all of which are certified by the U.S. Department of Education (ED) as eligible to participate in the federal financial aid programs under Title IV of the Higher Education Act of 1965, as amended (Title IV Programs). Including branch locations of these institutions, our 37 campuses grant undergraduate degrees, diplomas or certificates and offer career training in a wide variety of occupational fields, including among other things, nursing, allied health, commercial driving, welding, and HVACR. Revenues from our schools consist primarily of tuition and fees paid by our students. The majority of our students rely on funds received from the Title IV Programs to pay for a portion of their tuition.

Basis of Accounting

These consolidated financial statements are presented on the accrual basis of accounting in accordance with accounting principles which are generally accepted in the United States of America (commonly referred to as GAAP).

Principles of Consolidation

The accompanying consolidated financial statements include our accounts and those of our wholly owned subsidiaries. All intercompany transactions and account balances have been eliminated in consolidation.

Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles in the United States (U.S. GAAP) requires management to make estimates and assumptions that affect certain reported amounts of assets, liabilities, revenues, expenses, and disclosures. Accordingly, actual results could differ from those estimates.

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

1. Nature of Operations and Summary of Significant Accounting Policies (continued)

Cash and Cash Equivalents

We consider all highly liquid investments with an original maturity of three months or less when purchased to be cash equivalents.

Accounts Receivable

Accounts receivable are recorded at the net realizable value expected to be received from students or third-party payors. Accounts receivable, which are uncollateralized and which are generally non-interest bearing, include amounts billed to students less payments received and allowances for doubtful accounts. We continually monitor and adjust our allowances associated with these receivables to address any credit risks associated with them. When uncertainty exists as to the collectability of receivables, we record an allowance for doubtful accounts and a corresponding charge to bad debt expense. For the years ending June 30, 2023 and 2022, we recorded bad debt expense related to accounts receivable of \$9.1 million and \$9.6 million within general and administrative expenses in our consolidated statements of operations, respectively. We generally will write off accounts receivable against the bad debt reserve when they are deemed uncollectible.

Student Notes Receivable

Student notes receivable represent student loans extended pursuant to a promissory note or retail installment contract that contain specific repayment terms and conditions. Due to the lack of availability of private lending sources, we have extended credit to our students to help fund the difference between total tuition and fees and the amount covered by Title IV funding and private loans. Most of our student notes receivable represent loans with an average maturity date of four years from the loan origination date depending on amounts borrowed and the length of the program in which the student is enrolled. Student notes receivable are recorded at the net realizable value expected to be received from students. Notes receivable, which are uncollateralized and not guaranteed by any third party, include amounts billed to students less payments received and allowances for doubtful accounts. Any related fees and costs are expensed as incurred.

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

1. Nature of Operations and Summary of Significant Accounting Policies (continued)

For these receivables, there is a short-term component and a long-term component. As of June 30, 2023, the short-term balance, net of allowance for doubtful accounts of \$3.6 million, was \$5.5 million and was included in prepaids and other current assets. As of June 30, 2022, the short-term balance, net of allowance for doubtful accounts of \$3.4 million, was \$3.5 million and was included in prepaids and other current assets. As of June 30, 2023, the long-term balance, net of allowance for doubtful accounts of \$0.9 million, was \$3.1 million and was included in other assets. As of June 30, 2022, the long-term balance, net of allowance for doubtful accounts of \$1.2 million, was \$3.1 million and was included in other assets. We continually monitor and adjust our allowances associated with these receivables to address any credit risks associated with them. When uncertainty exists as to the collectability of receivables, we record an allowance for doubtful accounts and a corresponding charge to bad debt expense.

During the years ended June 30, 2023 and 2022, we recorded bad debt expense related to notes receivable of \$0.8 and \$0.9 million, respectively within general and administrative expenses in our consolidated statements of operations. We generally will write off notes receivable against the bad debt reserve when they are deemed uncollectible.

Inventory

Inventory consists primarily of books and other course materials that we sell or provide to our students. Inventory is stated at the lower of cost or market; cost is on a first-in, first-out basis and is generally our cost to purchase the books and course materials at wholesale or discounted prices.

Property and Equipment

Property and equipment are stated at cost less accumulated depreciation and are depreciated over the assets' estimated useful lives ranging from 5 to 15 years using the straight-line method. Leasehold improvements are stated at cost less accumulated amortization and are amortized over the shorter of their estimated useful lives or the term of the lease. Accelerated depreciation methods are generally used for income tax purposes.

Software Development Costs

The Company capitalizes direct internal and external costs incurred to develop internal-use computer software during the application development stage pursuant to Accounting Standards Codification (ASC) 350-40, *Intangibles – Goodwill and Other*. Internal-use software is amortized under the straight-line method using an estimated life of seven years. The amortization expense was \$0.9 million and \$0.6 million for the years ended June 30, 2023 and 2022, respectively. The Company has no plans to market the software externally.

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

1. Nature of Operations and Summary of Significant Accounting Policies (continued)

Self-Insurance

The Company is self-insured for a portion of the costs of medical insurance for its employees. The Company accrues for losses up to the retention amounts when such amounts are reasonably estimable and probable. Refer to Note 9 for additional details.

Capitalized Course Development Costs

We internally develop curriculum and electronic instructional materials for certain courses. The curriculum is primarily developed by employees and contractors. The curriculum is integral to the learning system. Students do not acquire the curriculum or future rights to it.

The Company capitalizes certain course development costs that are integral to the course curriculum. Costs that qualify for capitalization are external direct costs, payroll, and payroll related costs. Costs related to general and administrative functions are not capitalized and are expensed as incurred. Capitalization ends at such time that the course and/or material is available for general use by faculty and students. After becoming available for general use, the costs are amortized over a period of three years. After the amortization period commences, the cost of maintenance and support is expensed as incurred. If it is determined that the curriculum will not be used, the capitalized curriculum costs are written off and expensed in the period of this determination. Capitalized course development costs are included in other intangible assets in the consolidated balance sheets.

Impairment of Long-Lived Assets

Long-lived assets, such as property, plant, and equipment, and purchased intangibles subject to amortization, are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount of an asset group may not be recoverable in accordance with ASC 360, *Property, Plant, and Equipment*. Recoverability of assets to be held and used is measured by a comparison of the carrying amount of an asset group to estimated undiscounted future cash flows expected to be generated by the asset group. If the carrying amount of an asset exceeds its estimated future cash flows, an impairment charge is recognized by the amount in which the carrying amount of the asset exceeds the fair value of the asset group.

Cash flow projections, although subject to a degree of uncertainty, are based on trends of historical performance and management's estimate of future performance, giving consideration to existing and anticipated competitive and economic conditions. Additionally, in conjunction with the review for impairment, the remaining estimated lives of certain of our long-lived assets are assessed. No impairment of long-lived assets in the accompanying Consolidated Balance Sheet existed during the years ended June 30, 2023 and 2022.

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

1. Nature of Operations and Summary of Significant Accounting Policies (continued)

Stockholders' Equity

On May 21, 2020 (Restructuring Date), the Company amended and restated its Certificate of Incorporation to allow for, among other things, a new series of preferred stock. The total number of shares the Company has authority to issue is 1,000,000,000 shares, consisting of 100,000,000 shares of Preferred Stock, par value \$0.000001, of which 100,000 shares shall be designated as Series A Preferred Stock, 100,000 shares shall be designated as Series A-1 Preferred Stock, and 18,333 shares shall be designated as Series A-2 Preferred Stock, and 900,000,000 shares of Common Stock, par value \$0.000001.

The Series A-1 Preferred Stock ranks senior to all other equity securities, including any other series of preferred stock, common stock or other capital stock. Upon any sale of the company, liquidation, dissolution or winding up of the Company, each holder of Series A-1 Preferred Stock shall be entitled to be paid out of the assets of the Company legally available for distribution to the stockholders, before any distribution or payments to any junior securities, an amount in cash equal to the aggregate Series A-1 Liquidation Value for all shares of Series A-1 Preferred Stock held by such holder, plus all accrued and unpaid dividends. Series A-1 Preferred Stock is not-convertible into shares of common stock or any other security and is generally non-voting.

The Series A Preferred Stock ranks junior to the Series A-1 Preferred Stock, *pari passu* to the Series A-2 Preferred Stock and senior to all other equity securities including any other series of preferred stock, common stock or other capital stock. Upon any sale of the Company, liquidation, dissolution or winding up of the Company, each holder of Series A Preferred Stock shall be entitled to be paid out of the assets of the Company legally available for distribution to the stockholders, before any distribution or payments are made upon any junior securities, but subject to the rights of the Series A-1 Preferred Stock and the Series A-2 Preferred Stock, an amount in cash equal to the aggregate Series A Liquidation Value and the Series A Accumulated Amount for all shares of Series A Preferred Stock held by such holder, plus all accrued and unpaid dividends. Series A Preferred Stock is not convertible into shares of common stock or any other security and is generally non-voting.

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

1. Nature of Operations and Summary of Significant Accounting Policies (continued)

The Series A-2 Preferred Stock ranks junior to the Series A-1 Preferred Stock, *pari passu* to the Series A Preferred Stock and senior to all other equity securities, including any other series of preferred stock, common stock or other capital stock. Upon any sale of the Company, liquidation, dissolution or winding up of the Company, each holder of Series A-2 Preferred Stock shall be entitled to be paid out of the assets of the Company legally available for distribution to the stockholders, before any distribution or payments to any junior securities, but subject to the rights of the Series A-1 Preferred Stock and the Series A Preferred Stock, an amount in cash equal to the aggregate Series A-2 Liquidation Value and the Series A-2 Accumulated Amount for all shares of Series A-2 Preferred Stock held by such holder, plus all accrued and unpaid dividends. Series A-2 Preferred Stock is not convertible into shares of common stock or any other security and is generally non-voting.

Series A-1 Preferred Stock has a Liquidation Value of \$1,100 per share as of any particular date prior to the addition of accrued but unpaid dividends. Series A and A-2 Preferred Stock have a Liquidation Value of \$765.85 per share (plus a Series A or Series A-2 Accumulated Amount of \$451.86921 per share) as of any particular date prior to the addition of accrued but unpaid dividends. Dividends on each share of Series A-1, Series A and Series A-2 Preferred Stock accrue from and after May 21, 2021 at the rate of 5% per annum, when and if declared, compounded quarterly, of the sum of the Liquidation Value thereof (and, for the Series A or Series A-2 Preferred Stock, the Series A or Series A-2 Accumulated Amount) plus all accumulated and unpaid dividends thereon from and including the date of issuance of such share.

From and after May 21, 2022 to and including May 20, 2023, the dividend rate shall increase to 7.5% per annum, compounded quarterly. From and after May 21, 2023, the dividend rate shall increase to 10% per annum, compounded quarterly. Dividends, subject to the declaration thereof by the Board of Directors from funds legally available for the purpose, shall be payable in arrears on March 31, June 30, September 30, and December 31 of each year. No dividends were declared for the years ended June 30, 2023 and 2022.

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

1. Nature of Operations and Summary of Significant Accounting Policies (continued)

Common Stockholders are entitled to vote and shall vote together as a single class. If dividends are declared or paid, the holders of Common Stock shall receive such dividends pro rata at the same rate per share. Dividends on Common Stock shall not be paid until all outstanding shares of Series A-1, Series A, and Series A-2 Preferred Stock have been redeemed or the holders of sixty-six and two thirds percent of the Series A Preferred Stock (voting as a separate class) and each of the holders of the Series A-1 Preferred Stock have consented in writing to such dividend; except that in each case, any shares held by Education Affiliates LLC, EA II LLC or their affiliates are not able to vote. Upon liquidation, the holders of Common Stock shall be entitled to participate pro rata at the same rate per share but only after the holders of Series A-1 Preferred Stock are paid the Series A-1 Liquidation Value plus all accrued and unpaid dividends in full, the holders of Series A Preferred Stock are paid the Series A Liquidation Value and the Series A Accumulated Amount plus all accrued and unpaid dividends in full, and the holders of Series A-2 Preferred Stock are paid the Series A-2 Liquidation Value and the Series A-2 Accumulated Amount plus all accrued and unpaid dividends in full or the holders of sixty-six and two thirds percent of the Series A Preferred Stock (voting as a separate class) and each of the holders of the Series A-1 Preferred Stock have consented in writing to such distribution; except that in each case, any shares held by Education Affiliates LLC, EA II LLC or their affiliates are not able to vote.

Fair Value Measurements

ASC 820, *Fair Value Measurements and Disclosures*, provides enhanced guidance for using fair value to measure assets and liabilities. ASC 820 does not require any new fair value measurements, but does require expanded disclosures to provide information about the extent to which fair value is used to measure assets and liabilities, the methods and assumptions used to measure fair value, and the effect of fair value measures on earnings. The standard does not expand the use of fair value to any new circumstances.

ASC 820 discusses valuation techniques, such as the market approach (comparable market prices), the income approach (present value of future income or cash flow), and the cost approach (cost to replace the service capacity of an asset or replacement cost). The standard utilizes a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value into three broad levels. The following is a brief description of those three levels:

- Level 1 – Observable inputs that reflect quoted market prices (unadjusted) for identical assets and liabilities in active markets;
- Level 2 – Observable inputs, other than quoted market prices, that are either directly or indirectly observable in the marketplace for identical or similar assets and liabilities, quoted prices in markets that are not active, or other inputs that are observable or can be corroborated by observable market data for substantially the full term of the assets and liabilities; and

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

1. Nature of Operations and Summary of Significant Accounting Policies (continued)

- Level 3 – Unobservable inputs that are supported by little or no market activity that are significant to the fair value of assets or liabilities.

There were no transfers in or out of Level 3 during the years ended June 30, 2023 and 2022. Certain assets and liabilities are measured at fair value on a nonrecurring basis using Level 3 inputs but may be subject to fair value adjustments in certain circumstances. Intangible assets that are written down to fair value when they are determined to be impaired are examples of such assets. There was no impairment related to intangible assets during the years ended June 30, 2023 and 2022.

Fair Value of Financial Instruments

The carrying amounts of financial instruments reported on the balance sheet for cash and cash equivalents, restricted cash, accounts receivable, accounts payable, accrued expenses, and unearned tuition approximate their fair values due to their short maturity periods. The carrying amounts for our notes payable reasonably approximate their fair values due to the stated interest rates approximating current market interest rates of debt with similar terms. The notes receivable, net balances are presented within current and noncurrent assets on the consolidated balance sheets. It is not practicable to estimate the fair value of these financial instruments as no reasonable estimation methodology exists since observable market data is not readily available.

Revenue Recognition and Unearned Tuition

During the year 2021, the Company adopted a new accounting standard for recognition of revenue which was mandated by the Financial Accounting Standards Board Accounting Standards Codification Topic 606 “Revenue from Contracts with Customers”. The Financial Accounting Standards Board Accounting Standards Codification Topic 606 “Revenue from Contracts with Customers” accounting standard creates a five-step model for determining when it is appropriate to recognize revenue. The Company adopted the new standard using the Modified Retrospective Approach permitted by Topic 606, and has presented student accounts and notes receivable at June 30, 2023 and 2022 on a basis which nets the total of the balances which are due from each student against the student’s unearned tuition liability. Based on an evaluation of the five factors, the Company believes that the new accounting standard is materially consistent with the previous standard recognized by the Company, and that the effect of the adoption was not material to the June 30, 2021 audited financial statements.

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

1. Nature of Operations and Summary of Significant Accounting Policies (continued)

Revenues are derived primarily from tuition for courses taught to students who attend our schools. We segregate our revenue into two general categories: 1) tuition and 2) other. Tuition revenue represents the cost to our students for education provided by our schools. In general, we charge each student for tuition at the beginning of the term of instruction and we recognize this tuition as revenue on a straight-line basis over the term, including any applicable externship period. The tuition charge, the length of each term of instruction, and the start dates for each term vary by school and by program of study within each school. Students generally fund their education through grants and/or loans under Title IV Programs, private loans or grants, agency payments, tuition assistance from their employers, or personal funds. We also offer institutional scholarships to some of our students who enroll in one or more of certain eligible programs. These scholarships reduce their tuition costs. As such, we have included a reduction to our tuition revenue for these scholarships.

Other revenue primarily consists of sales of books, uniforms, tool kits, and other education related items and charges for certain student services. These revenues are charged and recognized at the time the books and other items are delivered or as the services are provided. It also consists of certain fees and e-books that are recognized over time. The following table depicts the timing of revenue recognition (in thousands):

	June 30	
	2023	2022
Revenue Recognized Over Time	\$ 240,990	\$ 243,040
Revenue Recognized at a Point in Time	18,411	19,699
Total Revenue	<u>\$ 259,401</u>	<u>\$ 262,739</u>

Advertising Expenses

Advertising expenses are recorded in the period when incurred.

Total advertising expenses for the years ended June 30, 2023 and 2022, were \$30.9 million and \$30.7 million, respectively, and are recorded in sales expense in the consolidated statements of operations.

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

1. Nature of Operations and Summary of Significant Accounting Policies (continued)

Debt Modification and Related Legal Expense

During the years ended June 30, 2023 and 2022, the Company incurred significant costs related to our debt modification and other legal expenses. These costs are included in non-recurring legal and other expenses in the consolidated statements of operations.

Leases

Leases are recognized under Accounting Standards Codification 842, Leases (“Topic 842”). The Company determines whether a contract contains a lease at contract inception and classifies it as either finance or operating. A contract contains a lease if there is an identified asset, and the Company has the right to control the asset.

Finance leases are generally those that allow the Company to substantially utilize or pay for the entire asset over its estimated useful life. Finance leases are recorded in property, plant and equipment, net, and finance lease liabilities within current maturities of long-term debt and long-term debt on the Consolidated Balance Sheets. Finance lease right-of-use assets are amortized in operating expenses on a straight-line basis over the shorter of the estimated useful lives of the assets or the lease term, with the interest component for lease liabilities included in interest expense and recognized using the effective interest method over the lease term.

Operating lease right-of-use assets represent the Company's right to use an underlying asset for the lease term, and lease liabilities represent the Company's obligation to make lease payments arising from the lease. Operating leases are recorded in operating lease right-of-use assets, other current liabilities, and long-term operating lease liabilities on the Company's Consolidated Balance Sheet. In the Consolidated Statements of Operations, lease expense for operating lease payments is recognized on a straight-line basis over the lease term.

Topic 842 allows lessees an option to not recognize right-of-use assets and lease liabilities arising from short-term leases. A short-term lease is defined as a lease with an initial term of 12 months or less. The Company elected to not recognize short-term leases as right-of-use assets and lease liabilities on the Consolidated Balance Sheets. All short-term leases which are not included on the Company's balance sheet will be recognized within lease expense. Leases that have an initial term of 12 months or less with an option for renewal will need to be assessed in order to determine if the lease qualifies for the short-term lease exception. If the option is reasonably certain to be exercised, the lease does not qualify as a short-term lease.

Finance and operating lease right-of-use assets and lease liabilities are recognized at commencement date based on the present value of lease payments over the lease term. The Company's lease liabilities are recognized based on the present value of the remaining fixed lease

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

1. Nature of Operations and Summary of Significant Accounting Policies (continued)

payments, over the lease term, using a discount rate. For the purpose of lease liability measurement, the Company considers only payments that are fixed and determinable at the time of commencement. Some leasing arrangements require variable payments that are dependent upon usage or output, or may vary for other reasons, such as insurance or tax payments. Any variable payments are expensed as incurred. The Company uses its incremental borrowing rate at the commencement date in determining the present value of the lease payments for all asset classes, unless the implicit rate is readily determinable. The Company's lease terms may include options to extend or terminate the lease and are recognized when it is reasonably certain that the Company will exercise that option. The Company has lease agreements with lease and non-lease components, which are accounted for as a single lease component for all classes of leased assets for which the Company is the lessee. For certain equipment leases, the portfolio approach is applied to account for the operating lease right-of-use assets and lease liabilities. Lease assets are tested for impairment in the same manner as long-lived assets used in operations. See Note 6 for additional information.

Income Taxes

Deferred tax assets and liabilities are recognized for the future tax consequences attributable to differences between the financial statement carrying amounts of existing assets and liabilities and their respective tax bases. Deferred tax assets and liabilities are measured using enacted tax rates expected to apply to taxable income in the years in which those temporary differences are expected to be recovered or settled. The effect of a change in tax rates on deferred tax assets and liabilities is recognized in income in the period that includes the enactment date.

Recent Accounting Pronouncements

In February 2016, the FASB issued an update to ASC 840, *Leases*. The update increases transparency and comparability among organizations by recognizing lease assets and liabilities on the balance sheet and disclosing key information about leasing arrangements. The main difference between previous U.S. GAAP and this update is the recognition of a liability to make lease payments and a right-for-use asset representing the right to use the asset for the term of the lease for leases that are classified as an operating lease. The Company adopted this standard on July 1, 2022, and has elected to utilize the optional transition method. See Note 6. In June 2020, the FASB issued ASU No. 2020-05, *Revenue from Contracts with Customers (Topic 606) and Leases (Topic 842) – Effective Dates for Certain Entities*, which delayed the effective date of ASU 2016-02. As a result, the amendments in this update became effective for fiscal years beginning after December 15, 2021, and became effective for the Company beginning July 1, 2022. In November 2021, FASB issued ASU 2021-09, *Leases (Topic 842) Discount Rate for Leases That Are Not Public Business Entities*, which permits lessees to elect to use a risk-free discount rate by class of underlying asset or at the entity-wide level, except for leases whose discount rate is readily determinable. The company did not adopt the use of the risk-free discount rate. All of our leases

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

1. Nature of Operations and Summary of Significant Accounting Policies (continued)

are classified as operating leases under current GAAP. This update has resulted in significant additional assets and liabilities to our consolidated balance sheets.

In November 2019, FASB issued ASU 2019-10 *Financial Instruments – Credit Losses* (Topic 326), which deferred the effective date for ASU 2016-13 *Financial Instruments – Credit Losses* (Topic 326): *Measurement of Credit Losses on Financial Instrument*. ASU 2016-13 was published to apply a “current expected credit loss” concept to the recognition of Allowance for Doubtful Accounts for student Accounts Receivable and Notes Receivable, in addition to other types of financial instruments. The amended effective date for ASU 2016-13 is for fiscal years beginning after December 15, 2022. In March 2022, FASB issued ASU 2022-02 *Financial Instruments – Credit Losses* (Topic 326) which provided clarification on two subtopics, Troubled Debt Restructurings and Vintage Disclosures by SEC registrants. Management has not yet determined the effect of adoption of ASU 2016-13 and ASU 2022-02 on its consolidated financial statements.

In December 2019, FASB issued ASU 2019-12 *Income Taxes* (Topic 740) *Simplifying the Accounting for Income Taxes*. ASU 2019-12 was published to remove exceptions to Income Tax accounting arising from uncommon circumstances, and to clarify that franchise and similar taxes which are partially based on income should be accounted for as Income Taxes. The effective date for ASU 2019-12 is for fiscal years beginning after December 15, 2021. The Company adopted these Accounting Standards Updates as of July 1, 2022 and it did not have a material impact to our consolidated financial statements.

In October 2020, FASB issued ASU 2020-10, *Codification Improvements*, which makes minor technical corrections and clarifications to the ASU. The amendments in Sections B and C of the ASU are effective for annual periods beginning after December 15, 2022, and interim periods within annual periods beginning after December 15, 2021. The Company adopted these Accounting Standards Updates as of July 1, 2022 and it did not have a material impact to our consolidated financial statements.

In November 2021, FASB issued ASU 2021-10, *Government Assistance* (Topic 832): *Disclosures by Business Entities About Government Assistance*. ASU 2021-10 is effective for fiscal years beginning after December 15, 2021, and it requires informative disclosures about the nature and amounts of government grants and contributions, including disclosures of significant terms which condition eligibility for the grants. ASU 2021-10 also requires identification of the balance sheet and statement of operations line items which recognize grants and contributions. The Company adopted these Accounting Standards Updates as of July 1, 2022 and it did not have a material impact to our consolidated financial statements.

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

2. Liquidity

The Company continually projects its anticipated cash needs, which include, but are not limited to, its operating needs and capital requirements. Management's most recent revenue, operating income and cash flow projections considered the current industry environment. Consistent with our evaluation under FASB Accounting Standards Codification Topic 205-40, and as of the filing of these consolidated financial statements, management believes we can meet our liquidity needs for the next twelve months and thereafter for the foreseeable future.

Management's projections are highly dependent on the stability of the overall economic environment but may be affected by unanticipated regulatory actions or negative media. If economic or industry conditions deteriorate unexpectedly or if other extreme adverse factors outside our control arise, our operations could be negatively impacted. If the Company would need additional liquidity due to the above-listed factors, we would implement several additional measures, which could include, but would not be limited to, operating cost and capital expenditure reductions and deferrals.

Institutions participating in Title IV programs are also required by ED to demonstrate financial responsibility. ED determines an institution's financial responsibility through the calculation of a composite score based upon certain financial ratios as defined in regulations. Institutions receiving a composite score of 1.5 or greater are considered fully financially responsible. Institutions receiving a composite score between 1.0 and 1.4 are subject to additional monitoring. Institutions receiving a composite score below 1.0 are considered not to be financially responsible as defined by ED for this purpose, but are permitted to continue participation in the Title IV programs under what is termed their zone alternative with the submission of a letter of credit specified by ED. As of June 30, 2023 and 2022, we had irrevocable letters of credit in ED's favor in the amount of \$30.5 million and \$33.5 million, respectively. This amount is subject to further adjustment by ED based upon changes in our annual federal student aid funding, and based on ED's determination of the percentage of our annual federal student aid funding that must be maintained. Over the past thirteen years, ED has maintained a 15% letter of credit requirement for the Company. If, in the unlikely event, ED were to increase the required balance of the irrevocable letters of credit, we might have to obtain additional credit facilities to satisfy this requirement.

Effective June 23, 2021, the Company replaced its prior credit facilities with a Letter of Credit Agreement with an institution that has furnished the Company's current letter of credit. The obligations of that Agreement are supported by a Performance Bond issued under the terms of an Indemnification and Reimbursement Agreement with a separate financing source. The Indemnification and Reimbursement Agreement has an expiration date of November 30, 2024, subject to its terms. See note 5 for further details.

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

3. Property and Equipment

Property and equipment consisted of the following (in thousands):

	June 30	
	2023	2022
Furniture and fixtures	\$ 66,378	\$ 70,308
Leasehold improvements	66,534	76,204
	<u>132,912</u>	<u>146,512</u>
Less accumulated depreciation and amortization	(118,413)	(131,733)
	<u>14,499</u>	<u>14,779</u>
Construction in process	3,123	408
Property and equipment, net	<u>\$ 17,622</u>	<u>\$ 15,187</u>

Depreciation expense for the years ended June 30, 2023 and 2022, was \$4.1 million and \$4.2 million, respectively.

4. Intangible Assets

Intangible assets consisted of the following (in thousands):

	June 30, 2023		June 30, 2022	
	Gross Carrying Account	Accumulated Amortization	Gross Carrying Account	Accumulated Amortization
Definite-lived trade names	4,162	4,081	4,162	4,081
Curriculum – internally developed	6,987	5,991	6,201	5,356
Internally developed software	9,566	6,121	8,336	5,249
Total	<u>\$ 20,715</u>	<u>\$ 16,193</u>	<u>\$ 18,699</u>	<u>\$ 14,686</u>

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

4. Intangible Assets (continued)

Amortization expense related to intangible assets for the years ended June 30, 2023 and 2022, was \$1.5 million and \$0.9 million, respectively. The estimated aggregate amortization expense for other intangibles for each of the succeeding five fiscal years ending June 30 is as follows (in thousands):

2024	\$ 1,302
2025	1,210
2026	615
2027	531
2028	446
Thereafter	335

5. Credit Agreement

Insurance Surety Bond and Current Letter of Credit Agreement and Subsequent Event

Effective June 23, 2021, the Company replaced its prior credit facilities with a Letter of Credit Agreement with an institution that has furnished the Company's current letter of credit. The obligations of that Agreement are supported by a Performance Bond issued under the terms of an Indemnification and Reimbursement Agreement with a separate financing source. The Indemnification and Reimbursement Agreement is subject to covenants which are common to such financial arrangements. The purpose of the Agreement is to fund the letter of credit required by the DOE.

The Performance Bond has an Aggregate Bond Limit of \$30,528,159. The amount may be reduced without premium or penalty with at least thirty days written notice to an amount that is greater than or equal to the Available Bond Limit. The Available Bond Limit is the amount which the bond issuer could be obligated to pay should a draw be made under the DOE Letter of Credit. The Available Bond Limit is calculated as the lesser of the exposure of the LOC Issuer under the DOE Letter of Credit and the Aggregate Bond Limit. As of June 30, 2023, the Available Bond Limit was \$30,528,159.

As of June 30, 2022 and through June 20, 2023, the Company paid a quarterly premium amount equal to the Base Premium plus the Capacity Premium assuming no Step-Up Premium Event occurs. The Base Premium is calculated using a rate of 10.2% per annum multiplied by the Available Bond Limit. The Capacity Premium is calculated using a rate of 1.02% per annum multiplied by the difference between the Aggregate Bond Limit and the Available Bond Limit, rounded to the nearest dollar. Should a Step-Up Premium Event occur, the premium amount would be equal to the Available Bond Limit multiplied by 25.51% per annum.

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

Insurance Surety Bond and Current Letter of Credit Agreement and Subsequent Event (Continued)

Effective June 20, 2023 to October 9, 2023, the company entered into the second amendment of the Indemnification and Reimbursement Agreement. This reduced the available bond limit to \$30,528,159 and increased the base rate premium from 10.2% to 15.46% only through September 30, 2023 and extended the bond termination date to August 19, 2024. The Performance Bond Is secured by the assets of the Company.

A third amendment to the Indemnification and Reimbursement Agreement was entered into on October 9, 2023 that reduced the bond premium from 15.46% to 14.00% and extended the expiration date to November 30, 2024, subject to its terms.

6. Commitments and Contingencies

Facility and Equipment Leases

We lease our corporate offices and campus facilities under non-cancellable operating leases expiring at various dates as early as September 2023 and as late as June 2034. These leases require minimum monthly base rent payments of \$1.8 million. These lease payments are subject to periodic cost-of-living adjustments or include stipulated increases throughout their terms, and certain of the leases contain rent abatement periods. Rent expense is recorded straight-line over the terms of the leases.

We also lease office equipment under the terms of non-cancellable lease agreements expiring at various dates as early as February 2025 and as late as June 2026.

Future minimum payments under the terms of these lease agreements, as of June 30, 2022, consisted of the following (in thousands):

	Equipment Leases	Facility Leases	Total
2023	\$ 199	\$ 22,347	\$ 22,546
2024	200	20,107	20,307
2025	150	16,661	16,811
2026	—	15,547	15,547
2027	—	13,183	13,183
2028 and beyond	—	38,677	38,677
	<u>\$ 549</u>	<u>\$ 126,522</u>	<u>\$ 127,071</u>

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

6. Commitments and Contingencies (Continued)

On June 30, 2022, the Company adopted Topic 842 using the “comparatives under 840 options” as amended by ASU 2018-11. The reported results for the year ended June 30, 2023, reflect the application of Topic 842, while prior period amounts have not been adjusted and continue to be reported in accordance with historical accounting under Topic 840.

The Company elected the practical expedient package permitted under the transition approach. As such, the Company did not reassess whether any expired or existing contracts are or contain leases, did not reassess historical lease classification, and did not reassess initial direct costs for any leases that existed prior to June 30, 2022.

Facility rent expense for each of the years ended June 30, 2023 and 2022, was \$22.5 million and \$21.5 million and is reflected within facilities expense in the accompanying consolidated statements of operations, respectively. Equipment lease expense for the years ended June 30, 2023 and 2022, was \$0.3 million and is reflected within general and administrative expense in the accompanying consolidated statements of operations.

As of the date of adoption, the Company recognized operating lease right-of-use assets and liabilities of approximately \$60,754 and \$69,850 on the Consolidated Balance Sheet, respectively.

Year Ending June 30,	Operating Leases
Right of use asset (pre-implementation)	\$ 7,182
Right of use asset (post-implementation)	53,572
Right of use asset	<u>60,754</u>
Short-term lease liability (pre-implementation)	2,997
Short-term lease liability (post-implementation)	8,734
Short-term lease liability	<u>11,731</u>
Long-term lease liability (pre-implementation)	6,334
Long-term lease liability (post-implementation)	51,785
Long-term lease liability	<u>58,119</u>
Total lease liability	<u>\$ 69,850</u>

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

6. Commitments and Contingencies (Continued)

The components of lease expense within the Consolidated Statements of Operations were as follows for the year ended June 30, 2023:

Operating lease cost	<u>\$ 21,148</u>
Short-term lease cost	<u>419</u>
Variable lease cost	<u>1,281</u>
Total lease cost	<u>\$ 22,848</u>

The cash flow components of the leases were as follows for the year ended June 30, 2023:

Cash paid for amounts included in the measurement of lease liabilities:

Operating cash flows from operating leases	<u>\$ 19,268</u>
Total cash paid for amounts included in the measurement of lease liabilities:	<u><u>19,268</u></u>
Right-of-use assets obtained in exchange for new lease liabilities:	
Operating leases	<u>(3,417)</u>
Total right-of-use assets obtained in exchange for new lease liabilities	<u><u>\$ (3,417)</u></u>

The weighted-average remaining lease term (in years) and discount rate were as follows for the year ended June 30, 2023:

	<u>June 30, 2023</u>
Operating lease weighted-average remaining lease term	6.15 Years
Operating lease weighted-average discount rate	14.61%

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

6. Commitments and Contingencies (Continued)

As of June 30, 2023, estimated annual maturities of lease liabilities for the year ending June 30, 2024 and thereafter were as follows:

Year Ending June 30,	Operating Leases
2024	\$ 20,882
2025	17,280
2026	15,568
2027	13,379
2028	11,741
Thereafter	28,758
Total minimum lease payments	107,608
Less: amounts representing interest	(37,758)
Present value of total lease liabilities	\$ 69,850

In March 2014, we entered into a sales/leaseback agreement whereby we sold a building and the land on which it is situated that was entirely occupied by one of our schools. We continue to occupy the building under a lease agreement with the new owners. We signed a 15-year lease with rent payments of \$0.4 million for the first year subject to annual escalations. The proceeds from the sale were \$6.1 million and the net book value of the assets was \$3.9 million resulting in a \$2.2 million gain that is being recognized over the 15-year lease agreement as a reduction to facilities expense in the consolidated statements of operations.

Contingencies

We are involved in various investigations, claims and lawsuits from time to time arising in the ordinary course of business. Actions currently pending are in various stages and, other than as discussed below, no material findings, decisions or judgments have been rendered in connection with such actions. In the opinion of our management, except as discussed below, the ultimate disposition of such matters will not have a material adverse effect upon our financial condition.

There can be no assurance that the ultimate outcome of any of the matters threatened or pending against us will not have a material adverse effect on our financial condition or results of operations.

Amounts received or receivable from ED under its Title IV Programs are subject to annual audit and potential disallowance for noncompliance related issues. We are not aware of any proposed material disallowances at this time.

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

7. Income Taxes

We file a consolidated federal income tax return and separate company state tax returns. We provide for income taxes using an asset and liability approach, under which deferred income taxes are provided based upon enacted tax laws and rates applicable to periods in which the taxes become payable. The provision for income taxes consisted of the following for the years ended (in thousands):

	June 30	
	2023	2022
Current:		
Federal	\$ -	\$ -
State	105	82
Total current	105	82
Deferred:		
Federal	(1,845)	280
State	565	(963)
Total deferred	(1,280)	(683)
Total (benefit) provision for income taxes	\$ (1,175)	\$ (601)

For the years ended June 30, 2023 and 2022, the provision for income taxes differs from the expected tax provision computed by applying the statutory tax rate primarily due to state taxes and the recording of a valuation allowance on deferred tax assets which are more-likely-than-not realizable.

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

7. Income Taxes (continued)

Temporary differences between the financial reporting carrying amounts and the tax basis of assets and liabilities give rise to deferred taxes. Total deferred tax assets and deferred tax liabilities were as follows (in thousands):

	June 30	
	2023	2022
Current and long-term deferred tax assets:		
Federal and state net operating loss carryforwards	\$ 16,591	\$ 14,729
Allowance for doubtful accounts	2,806	2,851
Deferred rent	503	1,415
Accrued expenses	4,162	2,689
	<u>24,062</u>	<u>21,684</u>
Valuation allowance for deferred tax assets	(6,122)	(6,256)
Total deferred tax assets	<u>17,941</u>	<u>15,428</u>
Current and long-term deferred tax liabilities:		
Property and equipment	(2,184)	(1,415)
Intangibles	(1,157)	(990)
Other	(517)	(220)
Total deferred tax liabilities	<u>(3,858)</u>	<u>(2,625)</u>
Net long-term deferred tax assets	<u>\$ 14,083</u>	<u>\$ 12,803</u>

At June 30, 2023 and 2022, the Company had federal net operating loss carryforwards available to offset future taxable income of \$35.7 million and \$18.3 million, respectively, which some will begin to expire in 2034. The federal net operating losses beginning from the year ended June 30, 2018 will not expire. State net operating loss carryforwards will expire between 2026 and 2040.

In accordance with ASC Topic 740, future realization of a tax benefit depends on the existence of sufficient taxable income of the appropriate character within the carryback/carryforward period available under tax law. The weight given to the potential effects of negative and positive evidence is commensurate with the extent to which it can be objectively verified.

In assessing the realization of deferred tax assets, management considers the reversal of deferred tax liabilities, as well as whether it is more likely than not that all or some portion of the deferred tax assets will not be realized. The ultimate realization of the deferred tax assets is dependent upon generation of future taxable income during the periods in which temporary differences are expected to reverse.

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

7. Income Taxes (continued)

The Company has considered all available evidence, including its historical levels of taxable income, the future reversal of existing temporary differences, and estimated future taxable income in determining the need for a valuation allowance.

A valuation allowance has been provided for deferred tax assets relating to certain of the Company's federal and state net operating losses that are carried forward and certain other timing differences resulting in future tax benefits based on expected timing of the reversals of existing temporary book/tax basis differences, tax planning strategies, and projected future taxable income. The valuation allowance on federal and state net deferred tax assets as a percent of total deferred tax assets decreased from 28.9% as of June 30, 2022 to 25.4% as of June 30, 2023.

At June 30, 2023, the Company had no material unrecognized income tax benefits and recognized no interest or penalties on income tax liabilities. The Company's policy is to recognize interest and penalties related to uncertain tax positions, if any, in income tax expense. It is anticipated that the Company's unrecognized tax benefits will not change in the next 12 months.

The Company is subject to U.S. federal income tax and state and local income tax in multiple jurisdictions. The statute of limitations is open for the federal and certain state income tax returns for the years ended December 31, 2018, and later. Currently, no state and local income tax returns are under examination that would have a material impact on our consolidated financial statements.

8. 401(k) Plan

We maintain a 401(k) defined contribution profit-sharing plan which covers substantially all of our full-time employees and our part-time employees who have met certain minimum hours-worked requirements.

Contributions into the 401(k) plan include an employee elected salary reduction amount, company matching contributions, and an additional discretionary contribution as determined by the Board of Directors. Effective January 1, 2021, we match 100% of employee contributions up to 2% of their annual salary. During the years ended June 30, 2023 and 2022, the Company made matching contributions of \$1.4 million.

9. Self-Insured Employee Health Plan

The Company participates in a self-funded employee health plan. A specific stop-loss policy has been purchased to reduce a portion of the plan risk. The specific stop-loss reimbursement policy covers medical and drug claims totaling more than \$250,000 per member per calendar year. Cigna provides the excess coverage and reimburses the plan for amounts over the specific stop-loss deductible. The self-insurance liability for health claims was \$2.2 million and \$0.8 million at

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

9. Self-Insured Employee Health Plan (Continued)

June 30, 2023 and 2022, respectively. The liability associated with this risk is estimated based on, among other things, historical claims experience and severity factors. The expected liability is based on estimates, and while we believe the amount recorded is accurate, the ultimate loss may differ from the amount recorded.

10. Higher Education Emergency Relief Fund (HEERF) Grants

On March 27, 2020, The Coronavirus Aid, Relief, and Economic Security Act (CARES Act) was enacted, under which funding was made available to designated post-secondary schools to provide emergency grants to students on a pass-through basis, and to reimburse post-secondary schools for costs associated with significant changes to the delivery of instruction due to the coronavirus. Subsequently, on December 27, 2021, the Coronavirus Response and Relief Supplemental Appropriations Act (“HEERF II”) was enacted, followed by the American Rescue Plan Act (“HEERF III”) on March 2021. Although the CARES Act designated the U.S. Department of Education to disburse the HEERF grant funds to eligible Institutions, the grant funds are not an element of Title IV Federal Student Aid.

HEERF Student Pass-through Grants

Student pass-through grant proceeds cannot be retained by the Institution for any reason, and only students who are eligible to participate in academic programs governed by section 484 of the Higher Education Act of 1965 are eligible to receive the grants. The post-secondary Institution is responsible for determining supplemental eligibility criteria for the HEERF pass-through grants, and for disbursing the grants to eligible students and maintaining appropriate records.

In accordance with FASB Accounting Standards Codification Topic 958-605, HEERF student grant proceeds were recognized as Restricted Cash and Refundable Advance liability upon their receipt. When the grant funds are disbursed to eligible students, the applicable balance of the Restricted Cash and Refundable Advance liability are eliminated. Since the Institution is acting solely as a fiduciary in trust for the HEERF student pass-through grants, no revenue or expense is recognized by the Institution. During the year ended June 30, 2022, the Institution received and disbursed \$32.0 million of HEERF II and III student pass-through grants to 17,040 students. There was no student HEERF activity during the fiscal year ended June 30, 2023.

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

10. Higher Education Emergency Relief Fund (“HEERF”) Grants (continued)

HEERF Grants to the Institution

In accordance with FASB Topic 958-605, HEERF I Institutional grant proceeds which were retained by the Institution as reimbursement for eligible expenditures and lost revenues was recognized as income or reduction of applicable expenses in the June 30, 2021 consolidated statement of operations. HEERF grants to the Institution may be retained for costs incurred after March 12, 2020 associated with the significant changes to the delivery of instruction due to the coronavirus. Instead of retaining the Institution HEERF grant for reimbursement of eligible school expenses, the Institution may elect to transfer some or all of the Institution HEERF grant funds to the HEERF Student pass-through grants program, for use as described above. During the year ended June 30, 2022, the Institution received \$0.3 million of HEERF I funds. The Institution disbursed \$0.3 million to eligible students and retained \$0 as reimbursement for eligible costs. There was no institutional HEERF activity during the fiscal year ended June 30, 2023.

11. Concentration of Credit Risk and Regulatory Considerations

Concentration of Credit Risk

We maintain our cash and cash equivalents accounts in financial institutions. Accounts at these institutions are insured by the Federal Deposit Insurance Corporation (FDIC) up to \$250,000. Our cash and cash equivalent balances may exceed FDIC limits by millions of dollars for extended periods. We perform ongoing evaluations of these institutions to limit our concentration risk exposure. We extend credit for tuition to a majority of our students. A substantial portion is repaid through the student’s participation in federally funded financial aid programs. Transfers of funds from the financial aid programs to us are made in accordance with ED requirements. Approximately 74.4% of our revenues, on a cash basis, were collected from funds distributed under Title IV Programs of the Higher Education Act of 1965, as amended (the HEA) for the year ended June 30, 2023. The financial aid and assistance programs are subject to political and budgetary considerations. There is no assurance that such funding will be maintained at current levels. Extensive and complex regulations govern the financial assistance programs in which our students participate.

Our administration of these programs is periodically reviewed by various regulatory agencies. Any material violation could be the basis for the initiation of potential adverse actions including a suspension, limitation, placement on reimbursement status, or termination proceeding which could have a material adverse effect on the Company.

If any of our institutions were to lose its eligibility to participate in the federal student financial aid programs, the students at that institution would lose access to funds derived from those programs and would have to seek alternative sources of funds to pay their tuition and fees. Students obtain access to federal student financial aid through an ED prescribed application and eligibility

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

11. Concentration of Credit Risk and Regulatory Considerations (continued)

certification process. Student financial aid funds are generally made available to students at prescribed intervals throughout their predetermined expected length of study. The receipt of financial aid funds reduces the amount due from the student to us and has no impact on revenue recognition, as the transfer relates to the source of funding for the costs of education which may occur either through Title IV or other funds and resources available to the student.

90/10 Calculation

We participate in Title IV Programs administered by ED for the payment of student tuition. Substantial portions of the revenue and collection of ending accounts receivable as of June 30, 2023 and 2022 are dependent upon our continued participation in the Title IV Programs. Institutions participating in Title IV Programs may not receive more than 90% of tuition collections (90/10 revenue test as defined in regulations) from Federal funding sources. If an institution fails to meet this 90% limitation for one year, the institution will be placed on provisional certification for at least two years. If an institution fails to meet this 90% limitation for two consecutive years, that institution will lose the ability to participate in such programs for at least two consecutive years. ED requires an institution to provide additional information with respect to its 90/10 revenue test. See Note 13 with regard to the 90/10 revenue test for our subsidiary institutions. None of our institutions exceeded this limitation for the years ended June 30, 2023 and 2022.

Regulatory Authorization

To participate in Title IV Programs, an institution is subject to extensive regulation and periodic reviews by various federal and state governmental agencies and accrediting bodies. An institution must be authorized to offer its programs of instruction by the relevant agencies of the state in which it is located, accredited by an agency recognized by ED, and certified as eligible by ED.

On a periodic basis, an institution must be re-approved by these agencies to continue to receive Title IV funds. An institution must also demonstrate to the ED its compliance with the HEA and all related regulations on a regular basis. As of June 30, 2023 and 2022, each of our subsidiary institutions participating in the Title IV Programs was properly authorized by the relevant regulatory agencies.

An accrediting agency probation or show cause order may be issued based upon the agency's concerns that an accredited institution may be out of compliance with one or more accrediting standards. Probation or show cause orders afford the institution an opportunity to respond before the institution loses accreditation. The institution may demonstrate that the concern is unfounded, that it has taken corrective action to resolve the concern, or that it has implemented an ongoing plan of action which is deemed appropriate to resolve the concern. The accrediting agency may then vacate the probation or show cause order, continue the probation or show cause order, or seek

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

11. Concentration of Credit Risk and Regulatory Considerations (continued)

additional information from the institution or take other measures. If the agency's concerns are not resolved, it may act to withdraw accreditation from the institution. Institutions on probation or under show cause orders remain accredited while they are on probation. The institutions can continue to enroll new students, and students at the affected institutions remain eligible to receive federal student financial aid.

On June 8, 2015, the Company, the DOJ, ED and certain individuals entered into an agreement which fully and finally settled and resolved the matters that were the subject of three prior subpoenas from ED, matters incorporated within two Final Program Review Determinations issued by ED, and five False Claims Act cases initially filed by private individuals and then joined by the DOJ against the Company (and certain of its subsidiaries). The DOJ Settlement agreement is not an admission of any violation of law by the Company or any of its schools. This agreement resulted in a DOJ note payable that fully settled as of June 30, 2022.

From time to time, ED conducts program reviews of institutions that participate in federal student financial aid programs. Program reviews begin with site visits at the relevant locations. ED then prepares a program review report and the institution has an opportunity to respond. After the institution responds, ED issues a final program review determination, which may be appealed. The Company currently has no open program reviews.

Cohort Default Rate

Regulations have been established which impose limitations on institutions whose former students default on the repayment of their federally guaranteed or funded student loans above specific rates (cohort default rate). An institution whose cohort default rate equals or exceeds 30% for three consecutive years will no longer be eligible to participate in the Federal Direct Loan program or the Pell program.

An institution whose cohort default rate exceeds 40% in any one year may have its eligibility to participate in the federal student loan programs limited, suspended or terminated by the ED. For 2019, the latest year for which the final cohort default rates have been published, none of our subsidiary institutions participating in one or more of these programs had a cohort default rate that exceeded 30%.

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

12. Related-Party Transactions

The Company participates in Student Financial Aid (SFA) under the Title IV programs administered by the U.S. Department of Education pursuant to the HEA. The Company's institutions must comply with the regulations promulgated under HEA. Those regulations require that all related party transactions be disclosed, regardless of their materiality to the consolidated financial statements.

There were no related party transactions during the years ending June 30, 2023 and June 30, 2022.

13. 90/10 Revenue Percentage

The Company derives a substantial portion of its revenues from SFA received by its students under the Title IV programs administered by ED pursuant to the HEA. To continue to participate in the SFA programs, each of our institutions, as identified by an OPEID number (institutions), must comply with the regulations promulgated under HEA. The regulations restrict the proportion of cash receipts for tuition and fees from the Title IV program to not more than 90%. The failure of the institutions to meet the 90% limitation for two consecutive fiscal years will result in the loss of the institution's ability to participate in SFA programs for at least two consecutive fiscal years. If an institution receives more than 90% of its revenue from Title IV programs during its fiscal year, the school becomes provisionally certified for the next two fiscal years. This information is required by ED and is presented for purpose of additional analysis and is not a required part of the basic financial statements. For the year ended June 30, 2023, the institutions' 90/10 revenue test percentages were computed as follows:

Notes to Consolidated Financial Statements (continued)

13. 90/10 Revenue Percentage (continued)

For the year ended June 30, 2023, the institutions' 90/10 revenue test percentages were computed as follows:

	All-State Career School, Inc. (Essington OPE - 02495500)	
	Amount Disbursed	Adjusted Amount
Adjusted Student Title IV Revenue		
Subsidized Loan	\$ 2,421,342	\$ 2,421,342
Unsubsidized Loan up to pre-ECASLA loan limits	\$ 3,671,856	\$ 3,671,856
PLUS Loan	\$ 536,546	\$ 536,546
Federal Pell Grant	\$ 3,862,092	\$ 3,862,092
FSEOG (subject to matching reduction, the amount of FSEOG funds disbursed to a student and the amount of FWS funds credited to the student's account are reduced by the amount of the school matching (25% of \$500 = \$125; \$500 - \$125 = \$375)	\$ 144,133	\$ 108,100
Federal Work Study Applied to Tuition and Fees (subject to matching reduction)		\$ -
Student Title IV Revenue		\$ 10,599,936
Revenue Adjustment (If the amount of Funds Applied First plus Student Title IV Revenue is more than Tuition and fees, then reduce Student Title IV Revenue by the amount over Tuition and Fees)		\$ (747,339)
Title IV funds returned for a student under 34 C.F.R. § 668.22 (withdrawal), reduce Student Title IV Revenue		\$ (683,044)
Adjusted Student Title IV Revenue		<u>\$ 9,169,553</u>
Student Non-Title IV Revenue		
Grant funds for the student from non-Federal public agencies or private sources independent of the school	\$ 971,117	
Funds provided for the student under a contractual arrangement with a Federal, State, or local government agency for the purpose of providing job training to low-income individuals	\$ 38,871	
Funds used by a student from savings plans for educational expenses established by or on behalf of the student that qualify for special tax treatment under the Internal Revenue Code	\$ 3,888	
School scholarships disbursed to the student	\$ -	
Student payments on current charges	\$ 1,279,871	
Student Non-Title IV Revenue	<u>\$ 2,293,747</u>	
Revenue from Other Sources (Totals for the Fiscal Year)		
Activities conducted by the school that are necessary for education and training (34 C.F.R. § 668.28(a)(3)(ii))	\$ 4,112	
Funds paid by a student, or on behalf of a students by a party other than the school for an education or training program that is not eligible (34 C.F.R. § 668.28(a)(3)(iii))	\$ 343,885	
Allowable student payments + allowable amounts from account receivable or institutional loan sales – any required payments under a recourse agreement	\$ -	
Revenue from Other Sources	<u>\$ 347,997</u>	
Total Non-Title IV Revenue (Student Non-Title IV Revenue + Revenue from Other Sources)		<u>\$ 2,641,744</u>
Total Revenue (Adjusted Student Title IV Revenue + Student Non-Title IV Revenue + Revenue from Other Sources)		<u>\$ 11,811,297</u>
Percentage of Revenue Derived from Title IV Sources	77.63%	

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

13. 90/10 Revenue Percentage (continued)

For the year ended June 30, 2023, the institutions' 90/10 revenue test percentages were computed as follows

		All-State Career, Inc. (ASC Baltimore OPE - 03493300)	
	Amount Disbursed	Adjusted Amount	
Adjusted Student Title IV Revenue			
Subsidized Loan	\$ 4,159,844	\$ 4,159,844	
Unsubsidized Loan up to pre-ECASLA loan limits	\$ 6,400,396	\$ 6,400,396	
PLUS Loan	\$ 631,527	\$ 631,527	
Federal Pell Grant	\$ 7,663,602	\$ 7,663,602	
FSEOG (subject to matching reduction, the amount of FSEOG funds disbursed to a student and the amount of FWS funds credited to the student's account are reduced by the amount of the school matching (25% of \$500 = \$125; \$500 - \$125 = \$375)	\$ 307,551	\$ 230,663	
Federal Work Study Applied to Tuition and Fees (subject to matching reduction)		\$ -	
Student Title IV Revenue		\$ 19,086,032	
Revenue Adjustment (If the amount of Funds Applied First plus Student Title IV Revenue is more than Tuition and fees, then reduce Student Title IV Revenue by the amount over Tuition and Fees)		\$ (941,801)	
Title IV funds returned for a student under 34 C.F.R. § 668.22 (withdrawal), reduce Student Title IV Revenue		\$ (951,415)	
Adjusted Student Title IV Revenue		<u>\$ 17,192,816</u>	
Student Non-Title IV Revenue			
Grant funds for the student from non-Federal public agencies or private sources independent of the school	\$ 1,032,806		
Funds provided for the student under a contractual arrangement with a Federal, State, or local government agency for the purpose of providing job training to low-income individuals	\$ 200,649		
Funds used by a student from savings plans for educational expenses established by or on behalf of the student that qualify for special tax treatment under the Internal Revenue Code	\$ 14,373		
School scholarships disbursed to the student	\$ -		
Student payments on current charges	\$ 1,948,120		
Student Non-Title IV Revenue	<u>\$ 3,195,948</u>		
Revenue from Other Sources (Totals for the Fiscal Year)			
Activities conducted by the school that are necessary for education and training (34 C.F.R. § 668.28(a)(3)(ii))	\$ -		
Funds paid by a student, or on behalf of a student by a party other than the school for an education or training program that is not eligible (34 C.F.R. § 668.28(a)(3)(iii))	\$ 1,706,176		
Allowable student payments + allowable amounts from account receivable or institutional loan sales - any required payments under a recourse agreement	\$ -		
Revenue from Other Sources	<u>\$ 1,706,176</u>		
Total Non-Title IV Revenue (Student Non-Title IV Revenue + Revenue from Other Sources)		<u>\$ 4,902,124</u>	
Total Revenue (Adjusted Student Title IV Revenue + Student Non-Title IV Revenue + Revenue from Other Sources)		<u>\$ 22,094,941</u>	
Percentage of Revenue Derived from Title IV Sources	77.81%		

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

13. 90/10 Revenue Percentage (continued)

For the year ended June 30, 2023 , the institutions ' 90/10 revenue test percentages were computed as follows

	AMTC-II, Inc. (Scranton OPE - 03011600)	
	Amount Disbursed	Adjusted Amount
Adjusted Student Title IV Revenue		
Subsidized Loan	\$ 1,221,267	\$ 1,221,267
Unsubsidized Loan up to pre-ECASLA loan limits	\$ 1,701,172	\$ 1,701,172
PLUS Loan	\$ 179,144	\$ 179,144
Federal Pell Grant	\$ 1,817,227	\$ 1,817,227
FSEOG (subject to matching reduction, the amount of FSEOG funds disbursed to a student and the amount of FWS funds credited to the student's account are reduced by the amount of the school matching (25% of \$500 = \$125; \$500 - \$125 = \$375)	\$ 77,600	\$ 58,200
Federal Work Study Applied to Tuition and Fees (subject to matching reduction)		\$ -
Student Title IV Revenue		\$ 4,977,010
Revenue Adjustment (If the amount of Funds Applied First plus Student Title IV Revenue is more than Tuition and fees, then reduce Student Title IV Revenue by the amount over Tuition and Fees)		\$ (492,943)
Title IV funds returned for a student under 34 C.F.R. § 668.22 (withdrawal), reduce Student Title IV Revenue		\$ (351,192)
Adjusted Student Title IV Revenue		\$ 4,132,875
Student Non-Title IV Revenue		
Grant funds for the student from non-Federal public agencies or private sources independent of the school	\$ 378,308	
Funds provided for the student under a contractual arrangement with a Federal, State, or local government agency for the purpose of providing job training to low-income individuals	\$ 83,863	
Funds used by a student from savings plans for educational expenses established by or on behalf of the student that qualify for special tax treatment under the Internal Revenue Code	\$ -	
School scholarships disbursed to the student	\$ -	
Student payments on current charges	\$ 695,119	
Student Non-Title IV Revenue	\$ 1,157,290	
Revenue from Other Sources (Totals for the Fiscal Year)		
Activities conducted by the school that are necessary for education and training (34 C.F.R. § 668.28(a)(3)(ii))	\$ 9,243	
Funds paid by a student, or on behalf of a students by a party other than the school for an education or training program that is not eligible (34 C.F.R. § 668.28(a)(3)(iii))	\$ -	
Allowable student payments + allowable amounts from account receivable or institutional loan sales – any required payments under a recourse agreement	\$ -	
Revenue from Other Sources	\$ 9,243	
Total Non-Title IV Revenue (Student Non-Title IV Revenue + Revenue from Other Sources)		\$ 1,166,533
Total Revenue (Adjusted Student Title IV Revenue + Student Non-Title IV Revenue + Revenue from Other Sources)		\$ 5,299,408
Percentage of Revenue Derived from Title IV Sources	77.99%	

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

13. 90/10 Revenue Percentage (continued)

For the year ended June 30, 2023, the institutions' 90/10 revenue test percentages were computed as follows

	Capps College, Inc. (Mobile OPE - 02341000)	
	Amount Disbursed	Adjusted Amount
Adjusted Student Title IV Revenue		
Subsidized Loan	\$ 3,459,520	\$ 3,459,520
Unsubsidized Loan up to pre-ECASLA loan limits	\$ 4,963,771	\$ 4,963,771
PLUS Loan	\$ 523,509	\$ 523,509
Federal Pell Grant	\$ 5,210,276	\$ 5,210,276
FSEOG (subject to matching reduction, the amount of FSEOG funds disbursed to a student and the amount of FWS funds credited to the student's account are reduced by the amount of the school matching (25% of \$500 = \$125; \$500 - \$125 = \$375)	\$ 271,661	\$ 203,746
Federal Work Study Applied to Tuition and Fees (subject to matching reduction)		\$ -
Student Title IV Revenue		\$ 14,360,822
Revenue Adjustment (If the amount of Funds Applied First plus Student Title IV Revenue is more than Tuition and fees, then reduce Student Title IV Revenue by the amount over Tuition and Fees)		\$ (575,920)
Title IV funds returned for a student under 34 C.F.R. § 668.22 (withdrawal), reduce Student Title IV Revenue		\$ (914,049)
Adjusted Student Title IV Revenue		\$ 12,870,853
Student Non-Title IV Revenue		
Grant funds for the student from non-Federal public agencies or private sources independent of the school	\$ 1,107	
Funds provided for the student under a contractual arrangement with a Federal, State, or local government agency for the purpose of providing job training to low-income individuals	\$ 60,364	
Funds used by a student from savings plans for educational expenses established by or on behalf of the student that qualify for special tax treatment under the Internal Revenue Code	\$ 18,603	
School scholarships disbursed to the student	\$ -	
Student payments on current charges	\$ 2,522,529	
Student Non-Title IV Revenue	\$ 2,602,604	
Revenue from Other Sources (Totals for the Fiscal Year)		
Activities conducted by the school that are necessary for education and training (34 C.F.R. § 668.28(a)(3)(ii))	\$ 5,981	
Funds paid by a student, or on behalf of a student by a party other than the school for an education or training program that is not eligible (34 C.F.R. § 668.28(a)(3)(iii))	\$ 60,717	
Allowable student payments + allowable amounts from account receivable or institutional loan sales - any required payments under a recourse agreement	\$ -	
Revenue from Other Sources	\$ 66,698	
Total Non-Title IV Revenue (Student Non-Title IV Revenue + Revenue from Other Sources)		\$ 2,669,302
Total Revenue (Adjusted Student Title IV Revenue + Student Non-Title IV Revenue + Revenue from Other Sources)		\$ 15,540,154
Percentage of Revenue Derived from Title IV Sources	82.82%	

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

13. 90/10 Revenue Percentage (continued)

For the year ended June 30, 2023, the institutions' 90/10 revenue test percentages were computed as follows

	Career Consultants, Inc. (Dothan OPE - 03361400)	
	Amount Disbursed	Adjusted Amount
Adjusted Student Title IV Revenue		
Subsidized Loan	\$ 2,984,067	\$ 2,984,067
Unsubsidized Loan up to pre-ECASLA loan limits	\$ 4,508,300	\$ 4,508,300
PLUS Loan	\$ 459,930	\$ 459,930
Federal Pell Grant	\$ 4,553,190	\$ 4,553,190
FSEOG (subject to matching reduction, the amount of FSEOG funds disbursed to a student and the amount of FWS funds credited to the student's account are reduced by the amount of the school matching (25% of \$500 = \$125; \$500 - \$125 = \$375)	\$ 249,128	\$ 186,846
Federal Work Study Applied to Tuition and Fees (subject to matching reduction)		\$ -
Student Title IV Revenue		\$ 12,692,333
Revenue Adjustment (If the amount of Funds Applied First plus Student Title IV Revenue is more than Tuition and fees, then reduce Student Title IV Revenue by the amount over Tuition and Fees)		\$ (536,284)
Title IV funds returned for a student under 34 C.F.R. § 668.22 (withdrawal), reduce Student Title IV Revenue		\$ (725,567)
Adjusted Student Title IV Revenue		<u>\$ 11,430,482</u>
Student Non-Title IV Revenue		
Grant funds for the student from non-Federal public agencies or private sources independent of the school	\$ -	
Funds provided for the student under a contractual arrangement with a Federal, State, or local government agency for the purpose of providing job training to low-income individuals	\$ 152,224	
Funds used by a student from savings plans for educational expenses established by or on behalf of the student that qualify for special tax treatment under the Internal Revenue Code	\$ 11,138	
School scholarships disbursed to the student	\$ -	
Student payments on current charges	\$ 1,883,851	
Student Non-Title IV Revenue	<u>\$ 2,047,213</u>	
Revenue from Other Sources (Totals for the Fiscal Year)		
Activities conducted by the school that are necessary for education and training (34 C.F.R. § 668.28(a)(3)(ii))	\$ 5,846	
Funds paid by a student, or on behalf of a students by a party other than the school for an education or training program that is not eligible (34 C.F.R. § 668.28(a)(3)(iii))	\$ 395,755	
Allowable student payments + allowable amounts from account receivable or institutional loan sales - any required payments under a recourse agreement	\$ -	
Revenue from Other Sources	<u>\$ 401,601</u>	
Total Non-Title IV Revenue (Student Non-Title IV Revenue + Revenue from Other Sources)		<u>\$ 2,448,814</u>
Total Revenue (Adjusted Student Title IV Revenue + Student Non-Title IV Revenue + Revenue from Other Sources)		<u>\$ 13,879,296</u>
Percentage of Revenue Derived from Title IV Sources	82.36%	

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

13. 90/10 Revenue Percentage (continued)

For the year ended June 30, 2023, the institutions' 90/10 revenue test percentages were computed as follows

	EFC Trade, Inc. (Towson OPE - 01031900)	
	Amount Disbursed	Adjusted Amount
Adjusted Student Title IV Revenue		
Subsidized Loan	\$ 8,571,349	\$ 8,571,349
Unsubsidized Loan up to pre-ECASLA loan limits	\$ 12,678,433	\$ 12,678,433
PLUS Loan	\$ 1,194,671	\$ 1,194,671
Federal Pell Grant	\$ 12,254,995	\$ 12,254,995
FSEOG (subject to matching reduction, the amount of FSEOG funds disbursed to a student and the amount of FWS funds credited to the student's account are reduced by the amount of the school matching (25% of \$500 = \$125; \$500 - \$125 = \$375))	\$ 565,687	\$ 424,265
Federal Work Study Applied to Tuition and Fees (subject to matching reduction)		\$ -
Student Title IV Revenue		\$ 35,123,713
Revenue Adjustment (If the amount of Funds Applied First plus Student Title IV Revenue is more than Tuition and fees, then reduce Student Title IV Revenue by the amount over Tuition and Fees)		\$ (1,955,754)
Title IV funds returned for a student under 34 C.F.R. § 668.22 (withdrawal), reduce Student Title IV Revenue		\$ (2,128,741)
Adjusted Student Title IV Revenue		\$ 31,039,218
Student Non-Title IV Revenue		
Grant funds for the student from non-Federal public agencies or private sources independent of the school	\$ 621,149	
Funds provided for the student under a contractual arrangement with a Federal, State, or local government agency for the purpose of providing job training to low-income individuals	\$ 269,882	
Funds used by a student from savings plans for educational expenses established by or on behalf of the student that qualify for special tax treatment under the Internal Revenue Code	\$ 37,513	
School scholarships disbursed to the student	\$ -	
Student payments on current charges	\$ 4,986,886	
Student Non-Title IV Revenue	\$ 5,915,430	
Revenue from Other Sources (Totals for the Fiscal Year)		
Activities conducted by the school that are necessary for education and training (34 C.F.R. § 668.28(a)(3)(ii))	\$ 22,705	
Funds paid by a student, or on behalf of a student by a party other than the school for an education or training program that is not eligible (34 C.F.R. § 668.28(a)(3)(iii))	\$ 1,344,598	
Allowable student payments + allowable amounts from account receivable or institutional loan sales – any required payments under a recourse agreement	\$ -	
Revenue from Other Sources	\$ 1,367,303	
Total Non-Title IV Revenue (Student Non-Title IV Revenue + Revenue from Other Sources)		\$ 7,282,733
Total Revenue (Adjusted Student Title IV Revenue + Student Non-Title IV Revenue + Revenue from Other Sources)		\$ 38,321,952
Percentage of Revenue Derived from Title IV Sources	81.00%	

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

13. 90/10 Revenue Percentage (continued)

For the year ended June 30, 2023 , the institutions ' 90/10 revenue test percentages were computed as follows

	EFC Trade, Inc. III (Wayne OPE - 02132300)	
	Amount Disbursed	Adjusted Amount
Adjusted Student Title IV Revenue		
Subsidized Loan	\$ 3,775,248	\$ 3,775,248
Unsubsidized Loan up to pre-ECASLA loan limits	\$ 5,219,284	\$ 5,219,284
PLUS Loan	\$ 785,667	\$ 785,667
Federal Pell Grant	\$ 6,115,081	\$ 6,115,081
FSEOG (subject to matching reduction, the amount of FSEOG funds disbursed to a student and the amount of FWS funds credited to the student's account are reduced by the amount of the school matching (25% of \$500 = \$125; \$500 - \$125 = \$375)	\$ 168,153	\$ 126,115
Federal Work Study Applied to Tuition and Fees (subject to matching reduction)		\$ -
Student Title IV Revenue		\$ 16,021,395
Revenue Adjustment (If the amount of Funds Applied First plus Student Title IV Revenue is more than Tuition and fees, then reduce Student Title IV Revenue by the amount over Tuition and Fees)		\$ (302,042)
Title IV funds returned for a student under 34 C.F.R. § 668.22 (withdrawal), reduce Student Title IV Revenue		\$ (1,101,570)
Adjusted Student Title IV Revenue		\$ 14,617,783
Student Non-Title IV Revenue		
Grant funds for the student from non-Federal public agencies or private sources independent of the school	\$ -	
Funds provided for the student under a contractual arrangement with a Federal, State, or local government agency for the purpose of providing job training to low-income individuals	\$ 82,074	
Funds used by a student from savings plans for educational expenses established by or on behalf of the student that qualify for special tax treatment under the Internal Revenue Code	\$ 11,453	
School scholarships disbursed to the student	\$ -	
Student payments on current charges	\$ 2,511,623	
Student Non-Title IV Revenue	\$ 2,605,149	
Revenue from Other Sources (Totals for the Fiscal Year)		
Activities conducted by the school that are necessary for education and training (34 C.F.R. § 668.28(a)(3)(ii))	\$ 40,263	
Funds paid by a student, or on behalf of a students by a party other than the school for an education or training program that is not eligible (34 C.F.R. § 668.28(a)(3)(iii))	\$ 1,310	
Allowable student payments + allowable amounts from account receivable or institutional loan sales – any required payments under a recourse agreement	\$ -	
Revenue from Other Sources	\$ 41,573	
Total Non-Title IV Revenue (Student Non-Title IV Revenue + Revenue from Other Sources)		\$ 2,646,722
Total Revenue (Adjusted Student Title IV Revenue + Student Non-Title IV Revenue + Revenue from Other Sources)		\$ 17,264,505
Percentage of Revenue Derived from Title IV Sources	84.67%	

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

13. 90/10 Revenue Percentage (continued)

For the year ended June 30, 2023 , the institutions ' 90/10 revenue test percentages were computed as follows

	KIMC Louisiana Holding, LLC aka MedVance Institute Baton Rouge (Baton Rouge OPE - 03480300)	
	Amount Disbursed	Adjusted Amount
Adjusted Student Title IV Revenue		
Subsidized Loan	\$ 5,689,750	\$ 5,689,750
Unsubsidized Loan up to pre-ECASLA loan limits	\$ 8,098,957	\$ 8,098,957
PLUS Loan	\$ 1,473,646	\$ 1,473,646
Federal Pell Grant	\$ 8,198,101	\$ 8,198,101
FSEOG (subject to matching reduction, the amount of FSEOG funds disbursed to a student and the amount of FWS funds credited to the student's account are reduced by the amount of the school matching (25% of \$500 = \$125; \$500 - \$125 = \$375)	\$ 438,204	\$ 328,653
Federal Work Study Applied to Tuition and Fees (subject to matching reduction)		\$ -
Student Title IV Revenue		\$ 23,789,107
Revenue Adjustment (If the amount of Funds Applied First plus Student Title IV Revenue is more than Tuition and fees, then reduce Student Title IV Revenue by the amount over Tuition and Fees)		\$ (1,320,065)
Title IV funds returned for a student under 34 C.F.R. § 668.22 (withdrawal), reduce Student Title IV Revenue		\$ (1,206,621)
Adjusted Student Title IV Revenue		\$ 21,262,421
Student Non-Title IV Revenue		
Grant funds for the student from non-Federal public agencies or private sources independent of the school	\$ 62,903	
Funds provided for the student under a contractual arrangement with a Federal, State, or local government agency for the purpose of providing job training to low-income individuals	\$ 141,229	
Funds used by a student from savings plans for educational expenses established by or on behalf of the student that qualify for special tax treatment under the Internal Revenue Code	\$ 9,773	
School scholarships disbursed to the student	\$ -	
Student payments on current charges	\$ 2,891,417	
Student Non-Title IV Revenue	\$ 3,105,322	
Revenue from Other Sources (Totals for the Fiscal Year)		
Activities conducted by the school that are necessary for education and training (34 C.F.R. § 668.28(a)(3)(ii))	\$ 7,670	
Funds paid by a student, or on behalf of a students by a party other than the school for an education or training program that is not eligible (34 C.F.R. § 668.28(a)(3)(iii))	\$ 4,406,322	
Allowable student payments + allowable amounts from account receivable or institutional loan sales - any required payments under a recourse agreement	\$ -	
Revenue from Other Sources	\$ 4,413,992	
Total Non-Title IV Revenue (Student Non-Title IV Revenue + Revenue from Other Sources)		\$ 7,519,314
Total Revenue (Adjusted Student Title IV Revenue + Student Non-Title IV Revenue + Revenue from Other Sources)		\$ 28,781,735
Percentage of Revenue Derived from Title IV Sources	73.87%	

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

13. 90/10 Revenue Percentage (continued)

For the year ended June 30, 2023, the institutions' 90/10 revenue test percentages were computed as follows

		Career Training Institute Orlando, Inc (Orange Park OPE - 03434300)	
	Amount Disbursed	Adjusted Amount	
Adjusted Student Title IV Revenue			
Subsidized Loan	\$ 1,075,170	\$ 1,075,170	
Unsubsidized Loan up to pre-ECASLA loan limits	\$ 1,564,821	\$ 1,564,821	
PLUS Loan	\$ 181,985	\$ 181,985	
Federal Pell Grant	\$ 1,370,440	\$ 1,370,440	
FSEOG (subject to matching reduction, the amount of FSEOG funds disbursed to a student and the amount of FWS funds credited to the student's account are reduced by the amount of the school matching (25% of \$500 = \$125; \$500 - \$125 = \$375)	\$ 115,500	\$ 86,625	
Federal Work Study Applied to Tuition and Fees (subject to matching reduction)		\$ -	
Student Title IV Revenue		\$ 4,279,041	
Revenue Adjustment (If the amount of Funds Applied First plus Student Title IV Revenue is more than Tuition and fees, then reduce Student Title IV Revenue by the amount over Tuition and Fees)		\$ (394,960)	
Title IV funds returned for a student under 34 C.F.R. § 668.22 (withdrawal), reduce Student Title IV Revenue		\$ (168,828)	
Adjusted Student Title IV Revenue		<u>\$ 3,715,253</u>	
Student Non-Title IV Revenue			
Grant funds for the student from non-Federal public agencies or private sources independent of the school	\$ 74,730		
Funds provided for the student under a contractual arrangement with a Federal, State, or local government agency for the purpose of providing job training to low-income individuals	\$ 146,831		
Funds used by a student from savings plans for educational expenses established by or on behalf of the student that qualify for special tax treatment under the Internal Revenue Code	\$ 18,571		
School scholarships disbursed to the student	\$ -		
Student payments on current charges	\$ 791,175		
Student Non-Title IV Revenue	<u>\$ 1,031,307</u>		
Revenue from Other Sources (Totals for the Fiscal Year)			
Activities conducted by the school that are necessary for education and training (34 C.F.R. § 668.28(a)(3)(ii))	\$ -		
Funds paid by a student, or on behalf of a students by a party other than the school for an education or training program that is not eligible (34 C.F.R. § 668.28(a)(3)(iii))	\$ 20,050		
Allowable student payments + allowable amounts from account receivable or institutional loan sales – any required payments under a recourse agreement	\$ -		
Revenue from Other Sources	<u>\$ 20,050</u>		
Total Non-Title IV Revenue (Student Non-Title IV Revenue + Revenue from Other Sources)		<u>\$ 1,051,357</u>	
Total Revenue (Adjusted Student Title IV Revenue + Student Non-Title IV Revenue + Revenue from Other Sources)		<u>\$ 4,766,610</u>	
Percentage of Revenue Derived from Title IV Sources	77.94%		

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

13. 90/10 Revenue Percentage (continued)

For the year ended June 30, 2023 , the institutions ' 90/10 revenue test percentages were computed as follows

	Nuco Education Corporation (Cuyahoga OPE - 00941200)	
	Amount Disbursed	Adjusted Amount
Adjusted Student Title IV Revenue		
Subsidized Loan	\$ 4,527,351	\$ 4,527,351
Unsubsidized Loan up to pre-ECASLA loan limits	\$ 6,458,595	\$ 6,458,595
PLUS Loan	\$ 616,350	\$ 616,350
Federal Pell Grant	\$ 5,337,054	\$ 5,337,054
FSEOG (subject to matching reduction, the amount of FSEOG funds disbursed to a student and the amount of FWS funds credited to the student's account are reduced by the amount of the school matching (25% of \$500 = \$125; \$500 - \$125 = \$375)	\$ 234,133	\$ 175,600
Federal Work Study Applied to Tuition and Fees (subject to matching reduction)		\$ -
Student Title IV Revenue		\$ 17,114,950
Revenue Adjustment (If the amount of Funds Applied First plus Student Title IV Revenue is more than Tuition and fees, then reduce Student Title IV Revenue by the amount over Tuition and Fees)		\$ (1,219,494)
Title IV funds returned for a student under 34 C.F.R. § 668.22 (withdrawal), reduce Student Title IV Revenue		\$ (835,739)
Adjusted Student Title IV Revenue		\$ 15,059,717
Student Non-Title IV Revenue		
Grant funds for the student from non-Federal public agencies or private sources independent of the school	\$ 268,173	
Funds provided for the student under a contractual arrangement with a Federal, State, or local government agency for the purpose of providing job training to low-income individuals	\$ 461,849	
Funds used by a student from savings plans for educational expenses established by or on behalf of the student that qualify for special tax treatment under the Internal Revenue Code	\$ 25,918	
School scholarships disbursed to the student	\$ -	
Student payments on current charges	\$ 3,086,719	
Student Non-Title IV Revenue	\$ 3,842,660	
Revenue from Other Sources (Totals for the Fiscal Year)		
Activities conducted by the school that are necessary for education and training (34 C.F.R. § 668.28(a)(3)(ii))	\$ 66,576	
Funds paid by a student, or on behalf of a students by a party other than the school for an education or training program that is not eligible (34 C.F.R. § 668.28(a)(3)(iii))	\$ 2,575	
Allowable student payments + allowable amounts from account receivable or institutional loan sales – any required payments under a recourse agreement	\$ -	
Revenue from Other Sources	\$ 69,151	
Total Non-Title IV Revenue (Student Non-Title IV Revenue + Revenue from Other Sources)		\$ 3,911,811
Total Revenue (Adjusted Student Title IV Revenue + Student Non-Title IV Revenue + Revenue from Other Sources)		\$ 18,971,528
Percentage of Revenue Derived from Title IV Sources	79.38%	

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

13. 90/10 Revenue Percentage (continued)

For the year ended June 30, 2023 , the institutions ' 90/10 revenue test percentages were computed as follows

	Professional Education Corporation (Denver OPE - 04148300)	
	Amount Disbursed	Adjusted Amount
Adjusted Student Title IV Revenue		
Subsidized Loan	\$ 3,445,853	\$ 3,445,853
Unsubsidized Loan up to pre-ECASLA loan limits	\$ 5,286,493	\$ 5,286,493
PLUS Loan	\$ 834,685	\$ 834,685
Federal Pell Grant	\$ 1,495,449	\$ 1,495,449
FSEOG (subject to matching reduction, the amount of FSEOG funds disbursed to a student and the amount of FWS funds credited to the student's account are reduced by the amount of the school matching (25% of \$500 = \$125; \$500 - \$125 = \$375)	\$ 112,133	\$ 84,100
Federal Work Study Applied to Tuition and Fees (subject to matching reduction)		\$ -
Student Title IV Revenue		\$ 11,146,580
Revenue Adjustment (If the amount of Funds Applied First plus Student Title IV Revenue is more than Tuition and fees, then reduce Student Title IV Revenue by the amount over Tuition and Fees)		\$ (837,021)
Title IV funds returned for a student under 34 C.F.R. § 668.22 (withdrawal), reduce Student Title IV Revenue		\$ (125,594)
Adjusted Student Title IV Revenue		\$ 10,183,965
Student Non-Title IV Revenue		
Grant funds for the student from non-Federal public agencies or private sources independent of the school	\$ -	
Funds provided for the student under a contractual arrangement with a Federal, State, or local government agency for the purpose of providing job training to low-income individuals	\$ 183,989	
Funds used by a student from savings plans for educational expenses established by or on behalf of the student that qualify for special tax treatment under the Internal Revenue Code	\$ 93,598	
School scholarships disbursed to the student	\$ -	
Student payments on current charges	\$ 11,944,564	
Student Non-Title IV Revenue	\$ 12,222,151	
Revenue from Other Sources (Totals for the Fiscal Year)		
Activities conducted by the school that are necessary for education and training (34 C.F.R. § 668.28(a)(3)(ii))	\$ -	
Funds paid by a student, or on behalf of a students by a party other than the school for an education or training program that is not eligible (34 C.F.R. § 668.28(a)(3)(iii))	\$ -	
Allowable student payments + allowable amounts from account receivable or institutional loan sales – any required payments under a recourse agreement	\$ -	
Revenue from Other Sources	\$ -	
Total Non-Title IV Revenue (Student Non-Title IV Revenue + Revenue from Other Sources)		\$ 12,222,151
Total Revenue (Adjusted Student Title IV Revenue + Student Non-Title IV Revenue + Revenue from Other Sources)		\$ 22,406,116
Percentage of Revenue Derived from Title IV Sources	45.45%	

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

13. 90/10 Revenue Percentage (continued)

For the year ended June 30, 2023 , the institutions ' 90/10 revenue test percentages were computed as follows

	RETS Tech Center, Inc. (Centerville OPE - 02190700)	
	Amount Disbursed	Adjusted Amount
Adjusted Student Title IV Revenue		
Subsidized Loan	\$ 4,310,364	\$ 4,310,364
Unsubsidized Loan up to pre-ECASLA loan limits	\$ 6,243,043	\$ 6,243,043
PLUS Loan	\$ 617,407	\$ 617,407
Federal Pell Grant	\$ 5,144,687	\$ 5,144,687
FSEOG (subject to matching reduction, the amount of FSEOG funds disbursed to a student and the amount of FWS funds credited to the student's account are reduced by the amount of the school matching (25% of \$500 = \$125; \$500 - \$125 = \$375)	\$ 316,824	\$ 237,618
Federal Work Study Applied to Tuition and Fees (subject to matching reduction)		\$ -
Student Title IV Revenue		\$ 16,553,119
Revenue Adjustment (If the amount of Funds Applied First plus Student Title IV Revenue is more than Tuition and fees, then reduce Student Title IV Revenue by the amount over Tuition and Fees)		\$ (1,345,142)
Title IV funds returned for a student under 34 C.F.R. § 668.22 (withdrawal), reduce Student Title IV Revenue		\$ (578,944)
Adjusted Student Title IV Revenue		\$ 14,629,033
Student Non-Title IV Revenue		
Grant funds for the student from non-Federal public agencies or private sources independent of the school	\$ 447,485	
Funds provided for the student under a contractual arrangement with a Federal, State, or local government agency for the purpose of providing job training to low-income individuals	\$ 155,223	
Funds used by a student from savings plans for educational expenses established by or on behalf of the student that qualify for special tax treatment under the Internal Revenue Code	\$ -	
School scholarships disbursed to the student	\$ -	
Student payments on current charges	\$ 1,628,434	
Student Non-Title IV Revenue	\$ 2,231,142	
Revenue from Other Sources (Totals for the Fiscal Year)		
Activities conducted by the school that are necessary for education and training (34 C.F.R. § 668.28(a)(3)(ii))	\$ 1,410	
Funds paid by a student, or on behalf of a students by a party other than the school for an education or training program that is not eligible (34 C.F.R. § 668.28(a)(3)(iii))	\$ 2,182,090	
Allowable student payments + allowable amounts from account receivable or institutional loan sales – any required payments under a recourse agreement	\$ -	
Revenue from Other Sources	\$ 2,183,500	
Total Non-Title IV Revenue (Student Non-Title IV Revenue + Revenue from Other Sources)		\$ 4,414,642
Total Revenue (Adjusted Student Title IV Revenue + Student Non-Title IV Revenue + Revenue from Other Sources)		\$ 19,043,675
Percentage of Revenue Derived from Title IV Sources	76.82%	

Notes to Consolidated Financial Statements (continued)

13. 90/10 Revenue Percentage (continued)

For the year ended June 30, 2023, the institutions' 90/10 revenue test percentages were computed as follows

	SPSON, Inc. Staten Island (Staten Island OPE - 00947900)	
	Amount Disbursed	Adjusted Amount
Adjusted Student Title IV Revenue		
Subsidized Loan	\$ 2,698,407	\$ 2,698,407
Unsubsidized Loan up to pre-ECASLA loan limits	\$ 3,686,632	\$ 3,686,632
PLUS Loan	\$ 630,437	\$ 630,437
Federal Pell Grant	\$ 2,244,715	\$ 2,244,715
FSEOG (subject to matching reduction, the amount of FSEOG funds disbursed to a student and the amount of FWS funds credited to the student's account are reduced by the amount of the school matching (25% of \$500 = \$125; \$500 - \$125 = \$375))	\$ 177,375	\$ 133,031
Federal Work Study Applied to Tuition and Fees (subject to matching reduction)		\$ -
Student Title IV Revenue		\$ 9,393,222
Revenue Adjustment (If the amount of Funds Applied First plus Student Title IV Revenue is more than Tuition and fees, then reduce Student Title IV Revenue by the amount over Tuition and Fees)		\$ (218,239)
Title IV funds returned for a student under 34 C.F.R. § 668.22 (withdrawal), reduce Student Title IV Revenue		\$ (201,352)
Adjusted Student Title IV Revenue		\$ 8,973,631
Student Non-Title IV Revenue		
Grant funds for the student from non-Federal public agencies or private sources independent of the school	\$ 503,685	
Funds provided for the student under a contractual arrangement with a Federal, State, or local government agency for the purpose of providing job training to low-income individuals	\$ 72,005	
Funds used by a student from savings plans for educational expenses established by or on behalf of the student that qualify for special tax treatment under the Internal Revenue Code	\$ 16,577	
School scholarships disbursed to the student	\$ -	
Student payments on current charges	\$ 4,866,867	
Student Non-Title IV Revenue	\$ 5,459,133	
Revenue from Other Sources (Totals for the Fiscal Year)		
Activities conducted by the school that are necessary for education and training (34 C.F.R. § 668.28(a)(3)(ii))	\$ -	
Funds paid by a student, or on behalf of a student by a party other than the school for an education or training program that is not eligible (34 C.F.R. § 668.28(a)(3)(iii))	\$ -	
Allowable student payments + allowable amounts from account receivable or institutional loan sales – any required payments under a recourse agreement	\$ -	
Revenue from Other Sources	\$ -	
Total Non-Title IV Revenue (Student Non-Title IV Revenue + Revenue from Other Sources)		\$ 5,459,133
Total Revenue (Adjusted Student Title IV Revenue + Student Non-Title IV Revenue + Revenue from Other Sources)		\$ 14,432,764
Percentage of Revenue Derived from Title IV Sources	62.18%	

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

13. 90/10 Revenue Percentage (continued)

For the year ended June 30, 2023 , the institutions ' 90/10 revenue test percentages were computed as follows

	SPSON, Inc. Queens (Queens OPE - 01236400)	
	Amount Disbursed	Adjusted Amount
Adjusted Student Title IV Revenue		
Subsidized Loan	\$ 3,592,430	\$ 3,592,430
Unsubsidized Loan up to pre-ECASLA loan limits	\$ 5,249,338	\$ 5,249,338
PLUS Loan	\$ 487,531	\$ 487,531
Federal Pell Grant	\$ 2,544,700	\$ 2,544,700
FSEOG (subject to matching reduction, the amount of FSEOG funds disbursed to a student and the amount of FWS funds credited to the student's account are reduced by the amount of the school matching (25% of \$500 = \$125; \$500 - \$125 = \$375)	\$ 106,400	\$ 79,800
Federal Work Study Applied to Tuition and Fees (subject to matching reduction)		\$ -
Student Title IV Revenue		\$ 11,953,799
Revenue Adjustment (If the amount of Funds Applied First plus Student Title IV Revenue is more than Tuition and fees, then reduce Student Title IV Revenue by the amount over Tuition and Fees)		\$ (239,528)
Title IV funds returned for a student under 34 C.F.R. § 668.22 (withdrawal), reduce Student Title IV Revenue		\$ (304,922)
Adjusted Student Title IV Revenue		\$ 11,409,349
Student Non-Title IV Revenue		
Grant funds for the student from non-Federal public agencies or private sources independent of the school	\$ 487,937	
Funds provided for the student under a contractual arrangement with a Federal, State, or local government agency for the purpose of providing job training to low-income individuals	\$ 33,957	
Funds used by a student from savings plans for educational expenses established by or on behalf of the student that qualify for special tax treatment under the Internal Revenue Code	\$ -	
School scholarships disbursed to the student	\$ -	
Student payments on current charges	\$ 5,118,181	
Student Non-Title IV Revenue	\$ 5,640,075	
Revenue from Other Sources (Totals for the Fiscal Year)		
Activities conducted by the school that are necessary for education and training (34 C.F.R. § 668.28(a)(3)(ii))	\$ -	
Funds paid by a student, or on behalf of a students by a party other than the school for an education or training program that is not eligible (34 C.F.R. § 668.28(a)(3)(iii))	\$ 14,482	
Allowable student payments + allowable amounts from account receivable or institutional loan sales – any required payments under a recourse agreement	\$ -	
Revenue from Other Sources	\$ 14,482	
Total Non-Title IV Revenue (Student Non-Title IV Revenue + Revenue from Other Sources)		\$ 5,654,557
Total Revenue (Adjusted Student Title IV Revenue + Student Non-Title IV Revenue + Revenue from Other Sources)		\$ 17,063,906
Percentage of Revenue Derived from Title IV Sources	66.86%	

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

13. 90/10 Revenue Percentage (continued)

For the year ended June 30, 2022, the institutions' 90/10 revenue test percentages were computed as follows:

	All-State Career School, Inc. (Essington OPE - 02495500)	
	Amount Disbursed	Adjusted Amount
Adjusted Student Title IV Revenue		
Subsidized Loan	\$ 2,230,376	\$ 2,230,376
Unsubsidized Loan up to pre-ECASLA loan limits	\$ 3,436,996	\$ 3,436,996
PLUS Loan	\$ 447,447	\$ 447,447
Federal Pell Grant	\$ 3,785,734	\$ 3,785,734
FSEOG (subject to matching reduction, the amount of FSEOG funds disbursed to a student and the amount of FWS funds credited to the student's account are reduced by the amount of the school matching (25% of \$500 = \$125; \$500 – \$125 = \$375)	\$ 100,000	\$ 75,000
Federal Work Study Applied to Tuition and Fees (subject to matching reduction)		\$ -
Student Title IV Revenue		\$ 9,975,553
Revenue Adjustment (If the amount of Funds Applied First plus Student Title IV Revenue is more than Tuition and fees, then reduce Student Title IV Revenue by the amount over Tuition and Fees)		\$ (897,681)
Title IV funds returned for a student under 34 C.F.R. § 668.22 (withdrawal), reduce Student Title IV Revenue		\$ (778,403)
Adjusted Student Title IV Revenue		\$ 8,299,469
Student Non-Title IV Revenue		
Grant funds for the student from non-Federal public agencies or private sources independent of the school	\$ 870,204	
Funds provided for the student under a contractual arrangement with a Federal, State, or local government agency for the purpose of providing job training to low-income individuals	\$ 36,077	
Funds used by a student from savings plans for educational expenses established by or on behalf of the student that qualify for special tax treatment under the Internal Revenue Code	\$ 53,347	
School scholarships disbursed to the student	\$ -	
Student payments on current charges	\$ 1,360,659	
Student Non-Title IV Revenue	\$ 2,320,287	
Revenue from Other Sources (Totals for the Fiscal Year)		
Activities conducted by the school that are necessary for education and training (34 C.F.R. § 668.28(a)(3)(ii))	\$ 5,435	
Funds paid by a student, or on behalf of a students by a party other than the school for an education or training program that is not eligible (34 C.F.R. § 668.28(a)(3)(iii))	\$ 337,121	
Allowable student payments + allowable amounts from account receivable or institutional loan sales – any required payments under a recourse agreement	\$ -	
Revenue from Other Sources	\$ 342,556	
Total Non-Title IV Revenue (Student Non-Title IV Revenue + Revenue from Other Sources)		\$ 2,662,843
Total Revenue (Adjusted Student Title IV Revenue + Student Non-Title IV Revenue + Revenue from Other Sources)		\$ 10,962,312
Percentage of Revenue Derived from Title IV Sources	75.71%	

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

13. 90/10 Revenue Percentage (continued)

For the year ended June 30, 2022, the institutions' 90/10 revenue test percentages were computed as follows:

All-State Career, Inc. (ASC Baltimore OPE - 03493300)		
	Amount Disbursed	Adjusted Amount
Adjusted Student Title IV Revenue		
Subsidized Loan	\$ 3,997,388	\$ 3,997,388
Unsubsidized Loan up to pre-ECASLA loan limits	\$ 6,367,503	\$ 6,367,503
PLUS Loan	\$ 507,847	\$ 507,847
Federal Pell Grant	\$ 7,052,138	\$ 7,052,138
FSEOG (subject to matching reduction, the amount of FSEOG funds disbursed to a student and the amount of FWS funds credited to the student's account are reduced by the amount of the school matching (25% of \$500 = \$125; \$500 - \$125 = \$375)	\$ 198,400	\$ 148,800
Federal Work Study Applied to Tuition and Fees (subject to matching reduction)		\$ -
Student Title IV Revenue		\$ 18,073,676
Revenue Adjustment (If the amount of Funds Applied First plus Student Title IV Revenue is more than Tuition and fees, then reduce Student Title IV Revenue by the amount over Tuition and Fees)		\$ (611,723)
Title IV funds returned for a student under 34 C.F.R. § 668.22 (withdrawal), reduce Student Title IV Revenue		\$ (1,506,515)
Adjusted Student Title IV Revenue		\$ 15,955,438
Student Non-Title IV Revenue		
Grant funds for the student from non-Federal public agencies or private sources independent of the school	\$ 85,839	
Funds provided for the student under a contractual arrangement with a Federal, State, or local government agency for the purpose of providing job training to low-income individuals	\$ 170,138	
Funds used by a student from savings plans for educational expenses established by or on behalf of the student that qualify for special tax treatment under the Internal Revenue Code	\$ -	
School scholarships disbursed to the student	\$ -	
Student payments on current charges	\$ 1,864,118	
Student Non-Title IV Revenue	\$ 2,120,095	
Revenue from Other Sources (Totals for the Fiscal Year)		
Activities conducted by the school that are necessary for education and training (34 C.F.R. § 668.28(a)(3)(ii))	\$ -	
Funds paid by a student, or on behalf of a students by a party other than the school for an education or training program that is not eligible (34 C.F.R. § 668.28(a)(3)(iii))	\$ 2,069,832	
Allowable student payments + allowable amounts from account receivable or institutional loan sales – any required payments under a recourse agreement	\$ -	
Revenue from Other Sources	\$ 2,069,832	
Total Non-Title IV Revenue (Student Non-Title IV Revenue + Revenue from Other Sources)		\$ 4,189,927
Total Revenue (Adjusted Student Title IV Revenue + Student Non-Title IV Revenue + Revenue from Other Sources)		\$ 20,145,365
Percentage of Revenue Derived from Title IV Sources	79.20%	

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

13. 90/10 Revenue Percentage (continued)

For the year ended June 30, 2022, the institutions' 90/10 revenue test percentages were computed as follows:

	AMTC-II, Inc. (Scranton OPE - 03011600)	
	Amount Disbursed	Adjusted Amount
Adjusted Student Title IV Revenue		
Subsidized Loan	\$ 1,493,830	\$ 1,493,830
Unsubsidized Loan up to pre-ECASLA loan limits	\$ 2,139,863	\$ 2,139,863
PLUS Loan	\$ 282,275	\$ 282,275
Federal Pell Grant	\$ 2,107,510	\$ 2,107,510
FSEOG (subject to matching reduction, the amount of FSEOG funds disbursed to a student and the amount of FWS funds credited to the student's account are reduced by the amount of the school matching (25% of \$500 = \$125; \$500 - \$125 = \$375)	\$ 90,867	\$ 68,150
Federal Work Study Applied to Tuition and Fees (subject to matching reduction)		\$ -
Student Title IV Revenue		\$ 6,091,628
Revenue Adjustment (If the amount of Funds Applied First plus Student Title IV Revenue is more than Tuition and fees, then reduce Student Title IV Revenue by the amount over Tuition and Fees)		\$ (591,039)
Title IV funds returned for a student under 34 C.F.R. § 668.22 (withdrawal), reduce Student Title IV Revenue		\$ (388,146)
Adjusted Student Title IV Revenue		\$ 5,112,443
Student Non-Title IV Revenue		
Grant funds for the student from non-Federal public agencies or private sources independent of the school	\$ 154,975	
Funds provided for the student under a contractual arrangement with a Federal, State, or local government agency for the purpose of providing job training to low-income individuals	\$ 152,929	
Funds used by a student from savings plans for educational expenses established by or on behalf of the student that qualify for special tax treatment under the Internal Revenue Code	\$ 2,720	
School scholarships disbursed to the student	\$ -	
Student payments on current charges	\$ 594,401	
Student Non-Title IV Revenue	\$ 905,025	
Revenue from Other Sources (Totals for the Fiscal Year)		
Activities conducted by the school that are necessary for education and training (34 C.F.R. § 668.28(a)(3)(ii))	\$ 4,543	
Funds paid by a student, or on behalf of a students by a party other than the school for an education or training program that is not eligible (34 C.F.R. § 668.28(a)(3)(iii))	\$ 6,290	
Allowable student payments + allowable amounts from account receivable or institutional loan sales – any required payments under a recourse agreement	\$ -	
Revenue from Other Sources	\$ 10,833	
Total Non-Title IV Revenue (Student Non-Title IV Revenue + Revenue from Other Sources)		\$ 915,858
Total Revenue (Adjusted Student Title IV Revenue + Student Non-Title IV Revenue + Revenue from Other Sources)		\$ 6,028,302
Percentage of Revenue Derived from Title IV Sources	84.81%	

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

13. 90/10 Revenue Percentage (continued)

For the year ended June 30, 2022, the institutions' 90/10 revenue test percentages were computed as follows:

	Capps College, Inc. (Mobile OPE - 02341000)	
	Amount Disbursed	Adjusted Amount
Adjusted Student Title IV Revenue		
Subsidized Loan	\$ 3,735,520	\$ 3,735,520
Unsubsidized Loan up to pre-ECASLA loan limits	\$ 5,416,088	\$ 5,416,088
PLUS Loan	\$ 631,915	\$ 631,915
Federal Pell Grant	\$ 5,484,073	\$ 5,484,073
FSEOG (subject to matching reduction, the amount of FSEOG funds disbursed to a student and the amount of FWS funds credited to the student's account are reduced by the amount of the school matching (25% of \$500 = \$125; \$500 - \$125 = \$375)	\$ 253,933	\$ 190,450
Federal Work Study Applied to Tuition and Fees (subject to matching reduction)		\$ -
Student Title IV Revenue		\$ 15,458,046
Revenue Adjustment (If the amount of Funds Applied First plus Student Title IV Revenue is more than Tuition and fees, then reduce Student Title IV Revenue by the amount over Tuition and Fees)		\$ (612,949)
Title IV funds returned for a student under 34 C.F.R. § 668.22 (withdrawal), reduce Student Title IV Revenue		\$ (1,105,436)
Adjusted Student Title IV Revenue		\$ 13,739,661
Student Non-Title IV Revenue		
Grant funds for the student from non-Federal public agencies or private sources independent of the school	\$ 10,832	
Funds provided for the student under a contractual arrangement with a Federal, State, or local government agency for the purpose of providing job training to low-income individuals	\$ 85,882	
Funds used by a student from savings plans for educational expenses established by or on behalf of the student that qualify for special tax treatment under the Internal Revenue Code	\$ 4,409	
School scholarships disbursed to the student	\$ -	
Student payments on current charges	\$ 2,186,362	
Student Non-Title IV Revenue	\$ 2,287,485	
Revenue from Other Sources (Totals for the Fiscal Year)		
Activities conducted by the school that are necessary for education and training (34 C.F.R. § 668.28(a)(3)(ii))	\$ 11,999	
Funds paid by a student, or on behalf of a students by a party other than the school for an education or training program that is not eligible (34 C.F.R. § 668.28(a)(3)(iii))	\$ 104,185	
Allowable student payments + allowable amounts from account receivable or institutional loan sales – any required payments under a recourse agreement	\$ -	
Revenue from Other Sources	\$ 116,184	
Total Non-Title IV Revenue (Student Non-Title IV Revenue + Revenue from Other Sources)		\$ 2,403,669
Total Revenue (Adjusted Student Title IV Revenue + Student Non-Title IV Revenue + Revenue from Other Sources)		\$ 16,143,330
Percentage of Revenue Derived from Title IV Sources	85.11%	

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

13. 90/10 Revenue Percentage (continued)

For the year ended June 30, 2022, the institutions' 90/10 revenue test percentages were computed as follows:

	Career Consultants, Inc. (Foley OPE - 03361400)	
	Amount Disbursed	Adjusted Amount
Adjusted Student Title IV Revenue		
Subsidized Loan	\$ 3,254,779	\$ 3,254,779
Unsubsidized Loan up to pre-ECASLA loan limits	\$ 4,743,933	\$ 4,743,933
PLUS Loan	\$ 382,888	\$ 382,888
Federal Pell Grant	\$ 4,504,477	\$ 4,504,477
FSEOG (subject to matching reduction, the amount of FSEOG funds disbursed to a student and the amount of FWS funds credited to the student's account are reduced by the amount of the school matching (25% of \$500 = \$125; \$500 - \$125 = \$375)	\$ 201,333	\$ 151,000
Federal Work Study Applied to Tuition and Fees (subject to matching reduction)		\$ -
Student Title IV Revenue		\$ 13,037,077
Revenue Adjustment (If the amount of Funds Applied First plus Student Title IV Revenue is more than Tuition and fees, then reduce Student Title IV Revenue by the amount over Tuition and Fees)		\$ (432,715)
Title IV funds returned for a student under 34 C.F.R. § 668.22 (withdrawal), reduce Student Title IV Revenue		\$ (785,749)
Adjusted Student Title IV Revenue		\$ 11,818,613
Student Non-Title IV Revenue		
Grant funds for the student from non-Federal public agencies or private sources independent of the school	\$ -	
Funds provided for the student under a contractual arrangement with a Federal, State, or local government agency for the purpose of providing job training to low-income individuals	\$ 109,812	
Funds used by a student from savings plans for educational expenses established by or on behalf of the student that qualify for special tax treatment under the Internal Revenue Code	\$ 44,945	
School scholarships disbursed to the student	\$ -	
Student payments on current charges	\$ 2,073,503	
Student Non-Title IV Revenue	\$ 2,228,260	
Revenue from Other Sources (Totals for the Fiscal Year)		
Activities conducted by the school that are necessary for education and training (34 C.F.R. § 668.28(a)(3)(ii))	\$ 4,319	
Funds paid by a student, or on behalf of a students by a party other than the school for an education or training program that is not eligible (34 C.F.R. § 668.28(a)(3)(iii))	\$ 283,170	
Allowable student payments + allowable amounts from account receivable or institutional loan sales – any required payments under a recourse agreement	\$ -	
Revenue from Other Sources	\$ 287,489	
Total Non-Title IV Revenue (Student Non-Title IV Revenue + Revenue from Other Sources)		\$ 2,515,749
Total Revenue (Adjusted Student Title IV Revenue + Student Non-Title IV Revenue + Revenue from Other Sources)		\$ 14,334,362
Percentage of Revenue Derived from Title IV Sources	82.45%	

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

13. 90/10 Revenue Percentage (continued)

For the year ended June 30, 2022, the institutions' 90/10 revenue test percentages were computed as follows:

EFC Trade, Inc. (Towson OPE - 01031900)		
	Amount Disbursed	Adjusted Amount
Adjusted Student Title IV Revenue		
Subsidized Loan	\$ 9,112,922	\$ 9,112,922
Unsubsidized Loan up to pre-ECASLA loan limits	\$ 13,930,184	\$ 13,930,184
PLUS Loan	\$ 1,079,597	\$ 1,079,597
Federal Pell Grant	\$ 13,180,866	\$ 13,180,866
FSEOG (subject to matching reduction, the amount of FSEOG funds disbursed to a student and the amount of FWS funds credited to the student's account are reduced by the amount of the school matching (25% of \$500 = \$125; \$500 - \$125 = \$375)	\$ 390,203	\$ 292,652
Federal Work Study Applied to Tuition and Fees (subject to matching reduction)		\$ -
Student Title IV Revenue		\$ 37,596,221
Revenue Adjustment (If the amount of Funds Applied First plus Student Title IV Revenue is more than Tuition and fees, then reduce Student Title IV Revenue by the amount over Tuition and Fees)		\$ (1,959,155)
Title IV funds returned for a student under 34 C.F.R. § 668.22 (withdrawal), reduce Student Title IV Revenue		\$ (2,654,156)
Adjusted Student Title IV Revenue		\$ 32,982,910
Student Non-Title IV Revenue		
Grant funds for the student from non-Federal public agencies or private sources independent of the school	\$ 473,956	
Funds provided for the student under a contractual arrangement with a Federal, State, or local government agency for the purpose of providing job training to low-income individuals	\$ 386,500	
Funds used by a student from savings plans for educational expenses established by or on behalf of the student that qualify for special tax treatment under the Internal Revenue Code	\$ 65,307	
School scholarships disbursed to the student	\$ -	
Student payments on current charges	\$ 5,068,451	
Student Non-Title IV Revenue	\$ 5,994,214	
Revenue from Other Sources (Totals for the Fiscal Year)		
Activities conducted by the school that are necessary for education and training (34 C.F.R. § 668.28(a)(3)(ii))	\$ 28,526	
Funds paid by a student, or on behalf of a students by a party other than the school for an education or training program that is not eligible (34 C.F.R. § 668.28(a)(3)(iii))	\$ 1,233,496	
Allowable student payments + allowable amounts from account receivable or institutional loan sales – any required payments under a recourse agreement	\$ -	
Revenue from Other Sources	\$ 1,262,022	
Total Non-Title IV Revenue (Student Non-Title IV Revenue + Revenue from Other Sources)		\$ 7,256,236
Total Revenue (Adjusted Student Title IV Revenue + Student Non-Title IV Revenue + Revenue from Other Sources)		\$ 40,239,146
Percentage of Revenue Derived from Title IV Sources	81.97%	

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

13. 90/10 Revenue Percentage (continued)

For the year ended June 30, 2022, the institutions' 90/10 revenue test percentages were computed as follows:

	EFC Trade, Inc. III (Wayne OPE - 02132300)	
	Amount Disbursed	Adjusted Amount
Adjusted Student Title IV Revenue		
Subsidized Loan	\$ 4,209,998	\$ 4,209,998
Unsubsidized Loan up to pre-ECASLA loan limits	\$ 5,745,750	\$ 5,745,750
PLUS Loan	\$ 1,054,559	\$ 1,054,559
Federal Pell Grant	\$ 6,414,516	\$ 6,414,516
FSEOG (subject to matching reduction, the amount of FSEOG funds disbursed to a student and the amount of FWS funds credited to the student's account are reduced by the amount of the school matching (25% of \$500 = \$125; \$500 - \$125 = \$375)	\$ 171,971	\$ 128,978
Federal Work Study Applied to Tuition and Fees (subject to matching reduction)		\$ -
Student Title IV Revenue		\$ 17,553,801
Revenue Adjustment (If the amount of Funds Applied First plus Student Title IV Revenue is more than Tuition and fees, then reduce Student Title IV Revenue by the amount over Tuition and Fees)		\$ (411,930)
Title IV funds returned for a student under 34 C.F.R. § 668.22 (withdrawal), reduce Student Title IV Revenue		\$ (1,275,619)
Adjusted Student Title IV Revenue		\$ 15,866,252
Student Non-Title IV Revenue		
Grant funds for the student from non-Federal public agencies or private sources independent of the school	\$ -	
Funds provided for the student under a contractual arrangement with a Federal, State, or local government agency for the purpose of providing job training to low-income individuals	\$ 90,745	
Funds used by a student from savings plans for educational expenses established by or on behalf of the student that qualify for special tax treatment under the Internal Revenue Code	\$ 30,389	
School scholarships disbursed to the student	\$ -	
Student payments on current charges	\$ 2,835,836	
Student Non-Title IV Revenue	\$ 2,956,970	
Revenue from Other Sources (Totals for the Fiscal Year)		
Activities conducted by the school that are necessary for education and training (34 C.F.R. § 668.28(a)(3)(ii))	\$ 39,294	
Funds paid by a student, or on behalf of a students by a party other than the school for an education or training program that is not eligible (34 C.F.R. § 668.28(a)(3)(iii))	\$ 1,301	
Allowable student payments + allowable amounts from account receivable or institutional loan sales – any required payments under a recourse agreement	\$ -	
Revenue from Other Sources	\$ 40,595	
Total Non-Title IV Revenue (Student Non-Title IV Revenue + Revenue from Other Sources)		\$ 2,997,565
Total Revenue (Adjusted Student Title IV Revenue + Student Non-Title IV Revenue + Revenue from Other Sources)		\$ 18,863,817
Percentage of Revenue Derived from Title IV Sources	84.11%	

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

13. 90/10 Revenue Percentage (continued)

For the year ended June 30, 2022, the institutions' 90/10 revenue test percentages were computed as follows:

		KIMC Louisiana Holding, LLC aka MedVance Institute Baton Rouge (Baton Rouge OPE - 03480300)	
	Amount Disbursed	Adjusted Amount	
Adjusted Student Title IV Revenue			
Subsidized Loan	\$ 6,446,423	\$ 6,446,423	
Unsubsidized Loan up to pre-ECASLA loan limits	\$ 9,381,061	\$ 9,381,061	
PLUS Loan	\$ 1,153,013	\$ 1,153,013	
Federal Pell Grant	\$ 9,386,603	\$ 9,386,603	
FSEOG (subject to matching reduction, the amount of FSEOG funds disbursed to a student and the amount of FWS funds credited to the student's account are reduced by the amount of the school matching (25% of \$500 = \$125; \$500 – \$125 = \$375)	\$ 374,585	\$ 280,939	
Federal Work Study Applied to Tuition and Fees (subject to matching reduction)		\$ -	
Student Title IV Revenue		\$ 26,648,039	
Revenue Adjustment			
(If the amount of Funds Applied First plus Student Title IV Revenue is more than Tuition and fees, then reduce Student Title IV Revenue by the amount over Tuition and Fees)		\$ (1,634,024)	
Title IV funds returned for a student under 34 C.F.R. § 668.22 (withdrawal), reduce Student Title IV Revenue		\$ (1,460,853)	
Adjusted Student Title IV Revenue		\$ 23,553,162	
Student Non-Title IV Revenue			
Grant funds for the student from non-Federal public agencies or private sources independent of the school	\$ 51,804		
Funds provided for the student under a contractual arrangement with a Federal, State, or local government agency for the purpose of providing job training to low-income individuals	\$ 184,019		
Funds used by a student from savings plans for educational expenses established by or on behalf of the student that qualify for special tax treatment under the Internal Revenue Code	\$ 55,811		
School scholarships disbursed to the student	\$ -		
Student payments on current charges	\$ 2,598,020		
Student Non-Title IV Revenue	\$ 2,889,654		
Revenue from Other Sources (Totals for the Fiscal Year)			
Activities conducted by the school that are necessary for education and training (34 C.F.R. § 668.28(a)(3)(ii))	\$ 7,240		
Funds paid by a student, or on behalf of a students by a party other than the school for an education or training program that is not eligible (34 C.F.R. § 668.28(a)(3)(iii))	\$ 4,014,839		
Allowable student payments + allowable amounts from account receivable or institutional loan sales – any required payments under a recourse agreement	\$ -		
Revenue from Other Sources	\$ 4,022,079		
Total Non-Title IV Revenue (Student Non-Title IV Revenue + Revenue from Other Sources)		\$ 6,911,733	
Total Revenue (Adjusted Student Title IV Revenue + Student Non-Title IV Revenue + Revenue from Other Sources)		\$ 30,464,896	
Percentage of Revenue Derived from Title IV Sources	77.31%		

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

13. 90/10 Revenue Percentage (continued)

For the year ended June 30, 2022, the institutions' 90/10 revenue test percentages were computed as follows:

Career Training Institute Orlando, Inc. (Orange Park OPE - 03434300)		
	Amount Disbursed	Adjusted Amount
Adjusted Student Title IV Revenue		
Subsidized Loan	\$ 1,337,457	\$ 1,337,457
Unsubsidized Loan up to pre-ECASLA loan limits	\$ 2,005,224	\$ 2,005,224
PLUS Loan	\$ 195,628	\$ 195,628
Federal Pell Grant	\$ 1,671,947	\$ 1,671,947
FSEOG (subject to matching reduction, the amount of FSEOG funds disbursed to a student and the amount of FWS funds credited to the student's account are reduced by the amount of the school matching (25% of \$500 = \$125; \$500 - \$125 = \$375)	\$ 100,200	\$ 75,150
Federal Work Study Applied to Tuition and Fees (subject to matching reduction)		\$ -
Student Title IV Revenue		\$ 5,285,406
Revenue Adjustment (If the amount of Funds Applied First plus Student Title IV Revenue is more than Tuition and fees, then reduce Student Title IV Revenue by the amount over Tuition and Fees)		\$ (330,977)
Title IV funds returned for a student under 34 C.F.R. § 668.22 (withdrawal), reduce Student Title IV Revenue		\$ (302,878)
Adjusted Student Title IV Revenue		\$ 4,651,551
Student Non-Title IV Revenue		
Grant funds for the student from non-Federal public agencies or private sources independent of the school	\$ 71,369	
Funds provided for the student under a contractual arrangement with a Federal, State, or local government agency for the purpose of providing job training to low-income individuals	\$ 115,483	
Funds used by a student from savings plans for educational expenses established by or on behalf of the student that qualify for special tax treatment under the Internal Revenue Code	\$ 9,765	
School scholarships disbursed to the student	\$ -	
Student payments on current charges	\$ 799,667	
Student Non-Title IV Revenue	\$ 996,284	
Revenue from Other Sources (Totals for the Fiscal Year)		
Activities conducted by the school that are necessary for education and training (34 C.F.R. § 668.28(a)(3)(ii))	\$ -	
Funds paid by a student, or on behalf of a students by a party other than the school for an education or training program that is not eligible (34 C.F.R. § 668.28(a)(3)(iii))	\$ 16,793	
Allowable student payments + allowable amounts from account receivable or institutional loan sales – any required payments under a recourse agreement	\$ -	
Revenue from Other Sources	\$ 16,793	
Total Non-Title IV Revenue (Student Non-Title IV Revenue + Revenue from Other Sources)		\$ 1,013,077
Total Revenue (Adjusted Student Title IV Revenue + Student Non-Title IV Revenue + Revenue from Other Sources)		\$ 5,664,629
Percentage of Revenue Derived from Title IV Sources	82.12%	

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

13. 90/10 Revenue Percentage (continued)

For the year ended June 30, 2022, the institutions' 90/10 revenue test percentages were computed as follows:

Nuco Education Corporation (Cuyahoga OPE - 00941200)		
	Amount Disbursed	Adjusted Amount
Adjusted Student Title IV Revenue		
Subsidized Loan	\$ 4,759,481	\$ 4,759,481
Unsubsidized Loan up to pre-ECASLA loan limits	\$ 6,938,536	\$ 6,938,536
PLUS Loan	\$ 693,171	\$ 693,171
Federal Pell Grant	\$ 5,337,494	\$ 5,337,494
FSEOG (subject to matching reduction, the amount of FSEOG funds disbursed to a student and the amount of FWS funds credited to the student's account are reduced by the amount of the school matching (25% of \$500 = \$125; \$500 - \$125 = \$375)	\$ 144,364	\$ 108,273
Federal Work Study Applied to Tuition and Fees (subject to matching reduction)		\$ -
Student Title IV Revenue		\$ 17,836,955
Revenue Adjustment (If the amount of Funds Applied First plus Student Title IV Revenue is more than Tuition and fees, then reduce Student Title IV Revenue by the amount over Tuition and Fees)		\$ (1,032,458)
Title IV funds returned for a student under 34 C.F.R. § 668.22 (withdrawal), reduce Student Title IV Revenue		\$ (935,556)
Adjusted Student Title IV Revenue		\$ 15,868,941
Student Non-Title IV Revenue		
Grant funds for the student from non-Federal public agencies or private sources independent of the school	\$ 260,046	
Funds provided for the student under a contractual arrangement with a Federal, State, or local government agency for the purpose of providing job training to low-income individuals	\$ 504,866	
Funds used by a student from savings plans for educational expenses established by or on behalf of the student that qualify for special tax treatment under the Internal Revenue Code	\$ 12,079	
School scholarships disbursed to the student	\$ -	
Student payments on current charges	\$ 3,179,433	
Student Non-Title IV Revenue	\$ 3,956,424	
Revenue from Other Sources (Totals for the Fiscal Year)		
Activities conducted by the school that are necessary for education and training (34 C.F.R. § 668.28(a)(3)(ii))	\$ 70,217	
Funds paid by a student, or on behalf of a students by a party other than the school for an education or training program that is not eligible (34 C.F.R. § 668.28(a)(3)(iii))	\$ 4,652	
Allowable student payments + allowable amounts from account receivable or institutional loan sales – any required payments under a recourse agreement	\$ -	
Revenue from Other Sources	\$ 74,869	
Total Non-Title IV Revenue (Student Non-Title IV Revenue + Revenue from Other Sources)		\$ 4,031,293
Total Revenue (Adjusted Student Title IV Revenue + Student Non-Title IV Revenue + Revenue from Other Sources)		\$ 19,900,234
Percentage of Revenue Derived from Title IV Sources	79.74%	

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

13. 90/10 Revenue Percentage (continued)

For the year ended June 30, 2022, the institutions' 90/10 revenue test percentages were computed as follows:

Professional Education Corporation (Denver OPE - 04148300)		
	Amount Disbursed	Adjusted Amount
Adjusted Student Title IV Revenue		
Subsidized Loan	\$ 3,449,654	\$ 3,449,654
Unsubsidized Loan up to pre-ECASLA loan limits	\$ 4,977,555	\$ 4,977,555
PLUS Loan	\$ 931,941	\$ 931,941
Federal Pell Grant	\$ 1,336,938	\$ 1,336,938
FSEOG (subject to matching reduction, the amount of FSEOG funds disbursed to a student and the amount of FWS funds credited to the student's account are reduced by the amount of the school matching (25% of \$500 = \$125; \$500 - \$125 = \$375)	\$ 117,733	\$ 88,300
Federal Work Study Applied to Tuition and Fees (subject to matching reduction)		\$ -
Student Title IV Revenue		\$ 10,784,388
Revenue Adjustment (If the amount of Funds Applied First plus Student Title IV Revenue is more than Tuition and fees, then reduce Student Title IV Revenue by the amount over Tuition and Fees)		\$ (747,132)
Title IV funds returned for a student under 34 C.F.R. § 668.22 (withdrawal), reduce Student Title IV Revenue		\$ (192,733)
Adjusted Student Title IV Revenue		\$ 9,844,523
Student Non-Title IV Revenue		
Grant funds for the student from non-Federal public agencies or private sources independent of the school	\$ -	
Funds provided for the student under a contractual arrangement with a Federal, State, or local government agency for the purpose of providing job training to low-income individuals	\$ 145,790	
Funds used by a student from savings plans for educational expenses established by or on behalf of the student that qualify for special tax treatment under the Internal Revenue Code	\$ 219,432	
School scholarships disbursed to the student	\$ -	
Student payments on current charges	\$ 11,204,596	
Student Non-Title IV Revenue	\$ 11,569,818	
Revenue from Other Sources (Totals for the Fiscal Year)		
Activities conducted by the school that are necessary for education and training (34 C.F.R. § 668.28(a)(3)(ii))	\$ -	
Funds paid by a student, or on behalf of a students by a party other than the school for an education or training program that is not eligible (34 C.F.R. § 668.28(a)(3)(iii))	\$ -	
Allowable student payments + allowable amounts from account receivable or institutional loan sales – any required payments under a recourse agreement	\$ -	
Revenue from Other Sources	\$ -	
Total Non-Title IV Revenue (Student Non-Title IV Revenue + Revenue from Other Sources)		\$ 11,569,818
Total Revenue (Adjusted Student Title IV Revenue + Student Non-Title IV Revenue + Revenue from Other Sources)		\$ 21,414,341
Percentage of Revenue Derived from Title IV Sources	45.97%	

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

13. 90/10 Revenue Percentage (continued)

For the year ended June 30, 2022, the institutions' 90/10 revenue test percentages were computed as follows:

	RETS Tech Center, Inc. (Centerville OPE - 02190700)	
	Amount Disbursed	Adjusted Amount
Adjusted Student Title IV Revenue		
Subsidized Loan	\$ 4,480,853	\$ 4,480,853
Unsubsidized Loan up to pre-ECASLA loan limits	\$ 6,539,885	\$ 6,539,885
PLUS Loan	\$ 528,962	\$ 528,962
Federal Pell Grant	\$ 4,948,801	\$ 4,948,801
FSEOG (subject to matching reduction, the amount of FSEOG funds disbursed to a student and the amount of FWS funds credited to the student's account are reduced by the amount of the school matching (25% of \$500 = \$125; \$500 - \$125 = \$375)	\$ 234,465	\$ 175,849
Federal Work Study Applied to Tuition and Fees (subject to matching reduction)		\$ -
Student Title IV Revenue		\$ 16,674,350
Revenue Adjustment (If the amount of Funds Applied First plus Student Title IV Revenue is more than Tuition and fees, then reduce Student Title IV Revenue by the amount over Tuition and Fees)		\$ (987,014)
Title IV funds returned for a student under 34 C.F.R. § 668.22 (withdrawal), reduce Student Title IV Revenue		\$ (662,321)
Adjusted Student Title IV Revenue		\$ 15,025,015
Student Non-Title IV Revenue		
Grant funds for the student from non-Federal public agencies or private sources independent of the school	\$ 442,192	
Funds provided for the student under a contractual arrangement with a Federal, State, or local government agency for the purpose of providing job training to low-income individuals	\$ 227,687	
Funds used by a student from savings plans for educational expenses established by or on behalf of the student that qualify for special tax treatment under the Internal Revenue Code	\$ 7,284	
School scholarships disbursed to the student	\$ -	
Student payments on current charges	\$ 1,877,700	
Student Non-Title IV Revenue	\$ 2,554,863	
Revenue from Other Sources (Totals for the Fiscal Year)		
Activities conducted by the school that are necessary for education and training (34 C.F.R. § 668.28(a)(3)(ii))	\$ -	
Funds paid by a student, or on behalf of a students by a party other than the school for an education or training program that is not eligible (34 C.F.R. § 668.28(a)(3)(iii))	\$ 2,114,685	
Allowable student payments + allowable amounts from account receivable or institutional loan sales – any required payments under a recourse agreement	\$ -	
Revenue from Other Sources	\$ 2,114,685	
Total Non-Title IV Revenue (Student Non-Title IV Revenue + Revenue from Other Sources)		\$ 4,669,549
Total Revenue (Adjusted Student Title IV Revenue + Student Non-Title IV Revenue + Revenue from Other Sources)		\$ 19,694,564
Percentage of Revenue Derived from Title IV Sources	76.29%	

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

13. 90/10 Revenue Percentage (continued)

For the year ended June 30, 2022, the institutions' 90/10 revenue test percentages were computed as follows:

SPSON, Inc. Staten Island (Staten Island OPE - 00947900)		
	Amount Disbursed	Adjusted Amount
Adjusted Student Title IV Revenue		
Subsidized Loan	\$ 2,328,416	\$ 2,328,416
Unsubsidized Loan up to pre-ECASLA loan limits	\$ 3,198,556	\$ 3,198,556
PLUS Loan	\$ 147,967	\$ 147,967
Federal Pell Grant	\$ 1,624,407	\$ 1,624,407
FSEOG (subject to matching reduction, the amount of FSEOG funds disbursed to a student and the amount of FWS funds credited to the student's account are reduced by the amount of the school matching (25% of \$500 = \$125; \$500 - \$125 = \$375)	\$ 71,036	\$ 53,277
Federal Work Study Applied to Tuition and Fees (subject to matching reduction)		\$ -
Student Title IV Revenue		\$ 7,352,623
Revenue Adjustment (If the amount of Funds Applied First plus Student Title IV Revenue is more than Tuition and fees, then reduce Student Title IV Revenue by the amount over Tuition and Fees)		\$ (52,829)
Title IV funds returned for a student under 34 C.F.R. § 668.22 (withdrawal), reduce Student Title IV Revenue		\$ (225,205)
Adjusted Student Title IV Revenue		\$ 7,074,589
Student Non-Title IV Revenue		
Grant funds for the student from non-Federal public agencies or private sources independent of the school	\$ 222,496	
Funds provided for the student under a contractual arrangement with a Federal, State, or local government agency for the purpose of providing job training to low-income individuals	\$ 26,432	
Funds used by a student from savings plans for educational expenses established by or on behalf of the student that qualify for special tax treatment under the Internal Revenue Code	\$ 26,156	
School scholarships disbursed to the student	\$ -	
Student payments on current charges	\$ 3,703,087	
Student Non-Title IV Revenue	\$ 3,978,171	
Revenue from Other Sources (Totals for the Fiscal Year)		
Activities conducted by the school that are necessary for education and training (34 C.F.R. § 668.28(a)(3)(ii))	\$ -	
Funds paid by a student, or on behalf of a students by a party other than the school for an education or training program that is not eligible (34 C.F.R. § 668.28(a)(3)(iii))	\$ -	
Allowable student payments + allowable amounts from account receivable or institutional loan sales – any required payments under a recourse agreement	\$ -	
Revenue from Other Sources	\$ -	
Total Non-Title IV Revenue (Student Non-Title IV Revenue + Revenue from Other Sources)		\$ 3,978,171
Total Revenue (Adjusted Student Title IV Revenue + Student Non-Title IV Revenue + Revenue from Other Sources)		\$ 11,052,760
Percentage of Revenue Derived from Title IV Sources	64.01%	

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

13. 90/10 Revenue Percentage (continued)

For the year ended June 30, 2022, the institutions' 90/10 revenue test percentages were computed as follows:

SPSON, Inc. Queens (Queens OPE - 01236400)		
	Amount Disbursed	Adjusted Amount
Adjusted Student Title IV Revenue		
Subsidized Loan	\$ 3,340,561	\$ 3,340,561
Unsubsidized Loan up to pre-ECASLA loan limits	\$ 4,836,569	\$ 4,836,569
PLUS Loan	\$ 400,252	\$ 400,252
Federal Pell Grant	\$ 2,369,045	\$ 2,369,045
FSEOG (subject to matching reduction, the amount of FSEOG funds disbursed to a student and the amount of FWS funds credited to the student's account are reduced by the amount of the school matching (25% of \$500 = \$125; \$500 - \$125 = \$375)	\$ 130,800	\$ 98,100
Federal Work Study Applied to Tuition and Fees (subject to matching reduction)		\$ -
Student Title IV Revenue		\$ 11,044,527
Revenue Adjustment (If the amount of Funds Applied First plus Student Title IV Revenue is more than Tuition and fees, then reduce Student Title IV Revenue by the amount over Tuition and Fees)		\$ (263,332)
Title IV funds returned for a student under 34 C.F.R. § 668.22 (withdrawal), reduce Student Title IV Revenue		\$ (302,526)
Adjusted Student Title IV Revenue		\$ 10,478,669
Student Non-Title IV Revenue		
Grant funds for the student from non-Federal public agencies or private sources independent of the school	\$ 605,013	
Funds provided for the student under a contractual arrangement with a Federal, State, or local government agency for the purpose of providing job training to low-income individuals	\$ 29,471	
Funds used by a student from savings plans for educational expenses established by or on behalf of the student that qualify for special tax treatment under the Internal Revenue Code	\$ -	
School scholarships disbursed to the student	\$ -	
Student payments on current charges	\$ 4,657,721	
Student Non-Title IV Revenue	\$ 5,292,205	
Revenue from Other Sources (Totals for the Fiscal Year)		
Activities conducted by the school that are necessary for education and training (34 C.F.R. § 668.28(a)(3)(ii))	\$ -	
Funds paid by a student, or on behalf of a students by a party other than the school for an education or training program that is not eligible (34 C.F.R. § 668.28(a)(3)(iii))	\$ 9,717	
Allowable student payments + allowable amounts from account receivable or institutional loan sales – any required payments under a recourse agreement	\$ -	
Revenue from Other Sources	\$ 9,717	
Total Non-Title IV Revenue (Student Non-Title IV Revenue + Revenue from Other Sources)		\$ 5,301,922
Total Revenue (Adjusted Student Title IV Revenue + Student Non-Title IV Revenue + Revenue from Other Sources)		\$ 15,780,591
Percentage of Revenue Derived from Title IV Sources	66.40%	

Education Affiliates Inc. and Subsidiaries

Notes to Consolidated Financial Statements (continued)

1. Subsequent Events

As part of the preparation of the consolidated financial statements, we performed an evaluation of subsequent events occurring after the consolidated balance sheet date of June 30, 2023 through October 23, 2023, the date the consolidated financial statements were issued.



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To the Board of Directors and Stockholders
Education Affiliates Inc. and Subsidiaries
Baltimore, MD

**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND
ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF
FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS**

Independent Auditor's Report

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the consolidated financial statements of Education Affiliates Inc. and subsidiaries, which comprise the consolidated balance sheets as of June 30, 2023 and 2022, and the related consolidated statements of operations, changes in stockholders' equity, and cash flows for the years then ended, and the related notes to the consolidated financial statements, and have issued our report thereon dated October 23, 2023.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Education Affiliates Inc. and subsidiaries' internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Education Affiliates Inc. and subsidiaries' internal control. Accordingly, we do not express an opinion on the effectiveness of Education Affiliates Inc. and subsidiaries' internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. *A material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. *A significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether Education Affiliates Inc. and subsidiaries' financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statement. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Education Affiliates Inc. and subsidiaries' internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

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Certified Public Accountants
Pittsburgh, PA
October 23, 2023

Supplementary Information

Education Affiliates Inc. and Subsidiaries

Condensed Consolidating Balance Sheets (In Thousands)

As of June 30, 2023 and 2022

June 30, 2023

(OPEID Number in parentheses)

Assets

	All-State Career School, Inc. (02495500)	All-State Career, Inc. (03493300)	AMTC-II, Inc. (03011600)	Capps College, Inc. (02341000)	Career Consultants, Inc. (03361400)
Cash, cash equivalents, and restricted cash	\$ 6	\$ 1,513	\$ 128	\$ 21	\$ 4,765
Accounts receivable, net	986	1,972	197	693	1,323
Other current assets	4,956	16,483	259	31,031	634
Property and equipment, net	979	1,509	217	1,005	1,158
Right of use asset operating lease	3,513	1,264	1,254	3,646	5,959
Other long-term assets	48	235	92	334	321
Other intangibles, net	14	27	—	—	—
Total assets	<u>\$ 10,502</u>	<u>\$ 23,003</u>	<u>\$ 2,147</u>	<u>\$ 36,730</u>	<u>\$ 14,160</u>

Liabilities and stockholders' equity (deficit)

Accounts payable and accrued expenses	\$ 640	\$ 1,046	\$ 261	\$ 909	\$ 632
Short-term operating lease liability	372	941	690	912	460
Unearned tuition	366	1,249	198	636	456
Other current liabilities	174	175	3,410	469	18,533
Long-term operating lease liability	3,538	722	575	3,152	6,735
Other long-term liabilities	5	11	—	—	18
Total liabilities	<u>5,095</u>	<u>4,144</u>	<u>5,134</u>	<u>6,078</u>	<u>26,834</u>

Stockholders' equity (deficit)

Preferred stock, common stock and additional paid-in capital	10,026	34,128	10,952	9,368	16,955
Retained earnings (accumulated deficit)	(4,619)	(15,269)	(13,939)	21,284	(29,629)
Total stockholders' equity (deficit)	<u>5,407</u>	<u>18,859</u>	<u>(2,987)</u>	<u>30,652</u>	<u>(12,674)</u>
Total liabilities and stockholders' equity (deficit)	<u>\$ 10,502</u>	<u>\$ 23,003</u>	<u>\$ 2,147</u>	<u>\$ 36,730</u>	<u>\$ 14,160</u>

June 30, 2022

Assets

Cash, cash equivalents, and restricted cash	\$ 6	\$ 1,590	\$ 128	\$ 20	\$ 4,769
Accounts receivable, net	578	1,084	65	587	1,645
Other current assets	5,443	18,880	241	30,924	535
Property and equipment, net	1,022	1,424	252	1,334	480
Right of use asset operating lease	—	—	—	—	—
Other long-term assets	50	187	97	336	271
Other intangibles, net	14	27	—	—	—
Total assets	<u>\$ 7,113</u>	<u>\$ 23,192</u>	<u>\$ 783</u>	<u>\$ 33,201</u>	<u>\$ 7,700</u>

Liabilities and stockholders' equity (deficit)

Accounts payable and accrued expenses	\$ 483	\$ 1,094	\$ 279	\$ 550	\$ 756
Short-term operating lease liability	—	—	—	—	—
Unearned tuition	547	1,097	357	756	434
Other current liabilities	235	259	1,853	471	15,400
Long-term operating lease liability	—	—	—	—	—
Other long-term liabilities	430	552	1	558	537
Total liabilities	<u>1,695</u>	<u>3,002</u>	<u>2,490</u>	<u>2,335</u>	<u>17,127</u>

Stockholders' equity (deficit)

Preferred stock, common stock and additional paid-in capital	10,026	34,128	10,952	9,368	16,955
Retained earnings (accumulated deficit)	(4,608)	(13,938)	(12,659)	21,498	(26,382)
Total stockholders' equity (deficit)	<u>5,418</u>	<u>20,190</u>	<u>(1,707)</u>	<u>30,866</u>	<u>(9,427)</u>
Total liabilities and stockholders' equity (deficit)	<u>\$ 7,113</u>	<u>\$ 23,192</u>	<u>\$ 783</u>	<u>\$ 33,201</u>	<u>\$ 7,700</u>

Education Affiliates Inc. and Subsidiaries

Condensed Consolidating Balance Sheets (continued)
(In Thousands)

June 30, 2023	<div> <div>KIMC Louisiana Holding, LLC aka MedVance Institute Baton Rouge (03480300)</div> <div>Career Training Institute Orlando, Inc. (03434300)</div> <div>Nuco Education Corporation (00941200)</div> </div>				
(OPEID Number in parentheses)	EFC Trade, Inc. (01031900)	EFC Trade, Inc. III (02132300)			
Assets					
Cash, cash equivalents, and restricted cash	\$ 27	\$ 5	\$ 423	\$ 304	\$ 21
Accounts receivable, net	2,339	1,312	1,536	211	798
Other current assets	26,820	5,829	1,123	810	5,283
Property and equipment, net	2,390	246	1,638	550	764
Right of use asset operating lease	10,347	5,783	3,836	163	2,621
Other long-term assets	968	475	477	142	350
Other intangibles, net	—	—	—	—	—
Total assets	<u>\$ 42,891</u>	<u>\$ 13,650</u>	<u>\$ 9,033</u>	<u>\$ 2,180</u>	<u>\$ 9,837</u>
Liabilities and stockholders' equity (deficit)					
Accounts payable and accrued expenses	\$ 1,841	\$ 916	\$ 1,433	\$ 201	\$ 877
Short-term operating lease liability	1,833	802	1,778	343	1,131
Unearned tuition	1,377	1,064	928	73	356
Other current liabilities	1,249	249	7,729	192	832
Long-term operating lease liability	9,475	5,211	2,451	128	1,590
Other long-term liabilities	—	—	—	—	—
Total liabilities	<u>15,775</u>	<u>8,242</u>	<u>14,319</u>	<u>937</u>	<u>4,786</u>
Stockholders' equity (deficit)					
Preferred stock, common stock and additional paid-in capital	17,260	4,481	35,008	4,500	15,269
Retained earnings (accumulated deficit)	<u>9,856</u>	<u>927</u>	<u>(40,294)</u>	<u>(3,257)</u>	<u>(10,218)</u>
Total stockholders' equity (deficit)	<u>27,116</u>	<u>5,408</u>	<u>(5,286)</u>	<u>1,243</u>	<u>5,051</u>
Total liabilities and stockholders' equity (deficit)	<u>\$ 42,891</u>	<u>\$ 13,650</u>	<u>\$ 9,033</u>	<u>\$ 2,180</u>	<u>\$ 9,837</u>
June 30, 2022					
Assets					
Cash, cash equivalents, and restricted cash	\$ 30	\$ 6	\$ 430	\$ 306	\$ 18
Accounts receivable, net	1,679	625	1,422	189	810
Other current assets	29,029	6,874	792	2,332	6,342
Property and equipment, net	2,379	268	2,088	760	860
Right of use asset operating lease	—	—	—	—	—
Other long-term assets	972	477	438	161	357
Other intangibles, net	—	—	—	—	—
Total assets	<u>\$ 34,089</u>	<u>\$ 8,250</u>	<u>\$ 5,170</u>	<u>\$ 3,748</u>	<u>\$ 8,387</u>
Liabilities and stockholders' equity (deficit)					
Accounts payable and accrued expenses	\$ 1,731	\$ 704	\$ 1,495	\$ 233	\$ 864
Short-term operating lease liability	—	—	—	—	—
Unearned tuition	1,678	1,166	1,167	129	527
Other current liabilities	1,034	313	6,405	145	728
Long-term operating lease liability	—	—	—	—	—
Other long-term liabilities	999	129	641	497	98
Total liabilities	<u>5,442</u>	<u>2,312</u>	<u>9,708</u>	<u>1,004</u>	<u>2,217</u>
Stockholders' equity (deficit)					
Preferred stock, common stock and additional paid-in capital	17,260	4,481	35,008	4,500	15,269
Retained earnings (accumulated deficit)	<u>11,387</u>	<u>1,457</u>	<u>(39,546)</u>	<u>(1,756)</u>	<u>(9,099)</u>
Total stockholders' equity (deficit)	<u>28,647</u>	<u>5,938</u>	<u>(4,538)</u>	<u>2,744</u>	<u>6,170</u>
Total liabilities and stockholders' equity (deficit)	<u>\$ 34,089</u>	<u>\$ 8,250</u>	<u>\$ 5,170</u>	<u>\$ 3,748</u>	<u>\$ 8,387</u>

Education Affiliates Inc. and Subsidiaries

Condensed Consolidating Balance Sheets (continued)
(In Thousands)

June 30, 2023	Professional Education Corporation (04148300)	RETS Tech Center, Inc. (02190700)	SPSON, Inc. Staten Island (00947900)	SPSON, Inc. Queens (01236400)	Other Non- School Subsidiaries
(OPEID Number in parentheses)					
Assets					
Cash, cash equivalents, and restricted cash	\$ 3,264	\$ 5,047	\$ 7,516	\$ 7,509	\$ (1,468)
Accounts receivable, net	370	921	692	412	—
Other current assets	43,310	1,223	29,785	19,583	25,202
Property and equipment, net	3,522	1,130	166	787	3
Right of use asset operating lease	2,449	5,409	5,963	7,404	—
Other long-term assets	151	631	287	641	—
Other intangibles, net	20	—	—	—	—
Total assets	<u>\$ 53,086</u>	<u>\$ 14,361</u>	<u>\$ 44,409</u>	<u>\$ 36,336</u>	<u>\$ 23,737</u>
Liabilities and stockholders' equity (deficit)					
Accounts payable and accrued expenses	\$ 1,178	\$ 1,641	\$ 549	\$ 1,016	\$ (1)
Short-term operating lease liability	483	966	569	342	—
Unearned tuition	—	318	966	1,701	—
Other current liabilities	914	5,315	91	378	—
Long-term operating lease liability	4,657	4,888	5,718	8,157	—
Other long-term liabilities	7	21	—	—	—
Total liabilities	<u>7,239</u>	<u>13,149</u>	<u>7,893</u>	<u>11,594</u>	<u>(1)</u>
Stockholders' equity (deficit)					
Preferred stock, common stock and additional paid-in capital	14,681	27,375	6,061	3,035	26,121
Retained earnings (accumulated deficit)	31,166	(26,163)	30,455	21,707	(2,383)
Total stockholders' equity (deficit)	<u>45,847</u>	<u>1,212</u>	<u>36,516</u>	<u>24,742</u>	<u>23,738</u>
Total liabilities and stockholders' equity (deficit)	<u>\$ 53,086</u>	<u>\$ 14,361</u>	<u>\$ 44,409</u>	<u>\$ 36,336</u>	<u>\$ 23,737</u>
June 30, 2022					
Assets					
Cash, cash equivalents, and restricted cash	\$ 3,270	\$ 5,050	\$ 2,016	\$ 2,009	\$ (1,407)
Accounts receivable, net	391	977	1,086	330	—
Other current assets	42,314	894	30,497	21,196	25,142
Property and equipment, net	575	1,272	154	267	3
Right of use asset operating lease	—	—	—	—	—
Other long-term assets	149	680	281	574	—
Other intangibles, net	20	—	—	—	—
Total assets	<u>\$ 46,719</u>	<u>\$ 8,873</u>	<u>\$ 34,034</u>	<u>\$ 24,376</u>	<u>\$ 23,738</u>
Liabilities and stockholders' equity (deficit)					
Accounts payable and accrued expenses	\$ 641	\$ 1,273	\$ 500	\$ 894	\$ —
Short-term operating lease liability	—	—	—	—	—
Unearned tuition	7	311	535	1,520	—
Other current liabilities	1,241	3,327	105	326	—
Long-term operating lease liability	—	—	—	—	—
Other long-term liabilities	471	418	278	803	—
Total liabilities	<u>2,360</u>	<u>5,329</u>	<u>1,418</u>	<u>3,543</u>	<u>—</u>
Stockholders' equity (deficit)					
Preferred stock, common stock and additional paid-in capital	14,681	27,375	6,061	3,035	26,121
Retained earnings (accumulated deficit)	29,678	(23,831)	26,555	17,798	(2,383)
Total stockholders' equity (deficit)	<u>44,359</u>	<u>3,544</u>	<u>32,616</u>	<u>20,833</u>	<u>23,738</u>
Total liabilities and stockholders' equity (deficit)	<u>\$ 46,719</u>	<u>\$ 8,873</u>	<u>\$ 34,034</u>	<u>\$ 24,376</u>	<u>\$ 23,738</u>

Education Affiliates Inc. and Subsidiaries

Condensed Consolidating Balance Sheets (continued)
(In Thousands)

June 30, 2023	Education Affiliates Inc.			
	and Discontinued Schools	Subtotal Before Eliminations	Eliminations	Total Consolidated
(OPEID Number in parentheses)				
Assets				
Cash, cash equivalents, and restricted cash	\$ (26,335)	\$ 2,746	\$	\$ 2,746
Accounts receivable, net	(2,494)	11,268	—	11,268
Other current assets	18,856	231,187	(215,485)	15,702
Property and equipment, net	1,558	17,622	—	17,622
Right of use asset operating lease	1,143	60,754	—	60,754
Other long-term assets	375,680	380,832	(361,187)	19,645
Other intangibles, net	4,461	4,522	—	4,522
Total assets	<u>\$ 372,869</u>	<u>\$ 708,931</u>	<u>\$ (576,672)</u>	<u>\$ 132,259</u>
Liabilities and stockholders' equity (deficit)				
Accounts payable and accrued expenses	\$ 18,225	\$ 31,364	\$	\$ 31,364
Short-term operating lease liability	109	11,731	—	11,731
Unearned tuition	(3)	9,685	—	9,685
Other current liabilities	182,268	221,978	(215,485)	6,493
Long-term operating lease liability	1,122	58,119	—	58,119
Other long-term liabilities	3,306	3,368	—	3,368
Total liabilities	205,027	336,245	(215,485)	120,760
Stockholders' equity (deficit)				
Preferred stock, common stock and additional paid-in capital	363,958	599,178	(361,187)	237,991
Retained earnings (accumulated deficit)	(196,116)	(226,492)	—	(226,492)
Total stockholders' equity (deficit)	167,842	372,686	(361,187)	11,499
Total liabilities and stockholders' equity (deficit)	<u>\$ 372,869</u>	<u>\$ 708,931</u>	<u>\$ (576,672)</u>	<u>\$ 132,259</u>
June 30, 2022				
Assets				
Cash, cash equivalents, and restricted cash	\$ (7,594)	\$ 10,647	\$	\$ 10,647
Accounts receivable, net	109	11,577	—	11,577
Other current assets	4,119	225,554	(211,986)	13,568
Property and equipment, net	2,049	15,187	—	15,187
Right of use asset operating lease	—	—	—	—
Other long-term assets	374,466	379,496	(361,247)	18,249
Other intangibles, net	3,952	4,013	—	4,013
Total assets	<u>\$ 377,101</u>	<u>\$ 646,474</u>	<u>\$ (573,233)</u>	<u>\$ 73,241</u>
Liabilities and stockholders' equity (deficit)				
Accounts payable and accrued expenses	\$ 15,027	\$ 26,524	\$ —	\$ 26,524
Short-term operating lease liability	—	—	—	—
Unearned tuition	—	10,231	—	10,231
Other current liabilities	187,417	219,259	(211,986)	7,273
Long-term operating lease liability	—	—	—	—
Other long-term liabilities	3,327	9,739	(60)	9,679
Total liabilities	205,771	265,753	(212,046)	53,707
Stockholders' equity (deficit)				
Preferred stock, common stock and additional paid-in capital	363,958	599,178	(361,187)	237,991
Retained earnings (accumulated deficit)	(192,628)	(218,457)	—	(218,457)
Total stockholders' equity (deficit)	171,330	380,721	(361,187)	19,534
Total liabilities and stockholders' equity (deficit)	<u>\$ 377,101</u>	<u>\$ 646,474</u>	<u>\$ (573,233)</u>	<u>\$ 73,241</u>

Education Affiliates Inc. and Subsidiaries

Condensed Consolidating Statements of Operations
(In Thousands)

Years Ended June 30, 2023 and 2022

June 30, 2023

(OPEID Number in parentheses)

	All-State Career School, Inc. (02495500)	All-State Career, Inc. (03493300)	AMTC-II, Inc. (03011600)	Capps College, Inc. (02341000)	Career Consultants, Inc. (03361400)
Revenues:					
Net tuition	\$ 11,947	\$ 22,337	\$ 5,097	\$ 14,712	\$ 13,151
Other	1,226	1,807	505	1,642	1,232
Total revenues	13,173	24,144	5,602	16,354	14,383
Costs and expenses:					
Sales	2,748	6,404	1,729	3,651	3,583
Training	5,937	9,348	2,662	6,496	6,958
Facilities	1,273	2,703	1,115	1,983	2,282
General and administrative	3,035	6,527	1,321	4,149	4,695
Debt modification and other legal	—	—	—	—	—
Other intangible assets, net of accumulated amortization of \$35,203 and \$34,261 at June 30, 2022 and 2021	190	495	55	291	112
Total costs and expenses	13,183	25,477	6,882	16,570	17,630
Other (income) expenses, net	—	(2)	(1)	(2)	—
Income (loss) before provision (benefit) for income taxes	(10)	(1,331)	(1,279)	(214)	(3,247)
Provision (benefit) for income taxes	—	—	—	—	—
Net income (loss)	<u>\$ (10)</u>	<u>\$ (1,331)</u>	<u>\$ (1,279)</u>	<u>\$ (214)</u>	<u>\$ (3,247)</u>

June 30, 2022

Revenues:

Net tuition	\$ 10,444	\$ 19,971	\$ 5,594	\$ 15,002	\$ 14,915
Other	1,063	1,527	585	1,561	1,326
Total revenues	11,507	21,498	6,179	16,563	16,241
Costs and expenses:					
Sales	2,674	6,167	1,718	3,503	3,849
Training	5,018	8,723	2,732	6,722	8,054
Facilities	1,177	2,401	1,070	1,968	2,276
General and administrative	2,725	5,949	1,530	4,464	4,994
Debt modification and other legal	—	—	—	—	—
Depreciation and amortization	188	489	52	291	106
Total costs and expenses	11,782	23,729	7,102	16,948	19,279
Other (income) expenses, net	—	(2)	—	(2)	(1)
Income (loss) before provision (benefit) for income taxes	(275)	(2,229)	(923)	(383)	(3,037)
Provision (benefit) for income taxes	—	—	—	—	—
Net income (loss)	<u>\$ (275)</u>	<u>\$ (2,229)</u>	<u>\$ (923)</u>	<u>\$ (383)</u>	<u>\$ (3,037)</u>

Education Affiliates Inc. and Subsidiaries

Condensed Consolidating Statements of Operations (continued)
(In Thousands)

Years Ended June 30, 2023 and 2022

	<div> <div>KIMC Louisiana Holding, LLC aka MedVance Institute Baton Rouge (03480300)</div> <div>Career Training Institute Orlando, Inc. (03434300)</div> <div>Nuco Education Corporation (00941200)</div> </div>				
June 30, 2023	EFC Trade, Inc. (01031900)	EFC Trade, Inc. III (02132300)			
(OPEID Number in parentheses)					
Revenues:					
Net tuition	\$ 36,971	\$ 16,466	\$ 27,311	\$ 4,475	\$ 17,781
Other	3,345	1,944	2,304	408	1,762
Total revenues	40,316	18,410	29,615	4,883	19,543
Costs and expenses:					
Sales	8,569	4,327	6,059	1,466	3,712
Training	18,370	7,143	12,747	2,702	9,851
Facilities	4,364	3,037	3,976	480	2,108
General and administrative	9,994	4,358	6,822	1,469	4,788
Debt modification and other legal	—	—	—	—	—
Depreciation and amortization	557	77	761	268	205
Total costs and expenses	41,854	18,942	30,365	6,385	20,664
Other (income) expenses, net	(6)	(3)	(2)	(1)	(2)
Income (loss) before provision (benefit) for income taxes	(1,532)	(529)	(748)	(1,501)	(1,119)
Provision (benefit) for income taxes	—	—	—	—	—
Net income (loss)	\$ (1,532)	\$ (529)	\$ (748)	\$ (1,501)	\$ (1,119)
June 30, 2022					
Revenues:					
Net tuition	\$ 38,714	\$ 17,695	\$ 29,230	\$ 5,410	\$ 18,773
Other	3,430	1,846	2,258	512	1,861
Total revenues	42,144	19,541	31,488	5,922	20,634
Costs and expenses:					
Sales	8,438	4,142	5,872	1,467	3,641
Training	18,473	7,425	12,936	3,018	10,206
Facilities	4,036	2,542	3,978	466	2,067
General and administrative	10,245	4,690	7,477	1,734	4,783
Debt modification and other legal	—	—	—	—	—
Depreciation and amortization	535	77	689	277	188
Total costs and expenses	41,727	18,876	30,952	6,962	20,885
Other (income) expenses, net	(6)	(1)	(1)	(1)	(2)
Income (loss) before provision (benefit) for income taxes	423	666	537	(1,039)	(249)
Provision (benefit) for income taxes	—	—	—	—	—
Net income (loss)	\$ 423	\$ 666	\$ 537	\$ (1,039)	\$ (249)

Education Affiliates Inc. and Subsidiaries

Condensed Consolidating Statements of Operations (continued)
(In Thousands)

Years Ended June 30, 2023 and 2022

June 30, 2023	Professional Education Corporation (04148300)	RETS Tech Center, Inc. (02190700)	SPSON, Inc. Staten Island (00947900)	SPSON, Inc. Queens (01236400)	Other Non- School Subsidiaries
(OPEID Number in parentheses)					
Revenues:					
Net tuition	\$ 19,751	\$ 17,774	\$ 12,787	\$ 16,024	\$ —
Other	2,629	1,321	1,162	1,530	—
Total revenues	22,380	19,095	13,949	17,554	—
Costs and expenses:					
Sales	1,607	4,289	857	1,172	—
Training	7,801	9,504	4,692	6,817	—
Facilities	1,712	2,551	1,763	2,237	—
General and administrative	4,172	4,821	2,701	3,321	—
Debt modification and other legal	—	—	—	40	—
Depreciation and amortization	185	264	37	63	—
Total costs and expenses	15,477	21,429	10,050	13,650	—
Other (income) expenses, net	(5)	(3)	(2)	(3)	—
Income (loss) before provision (benefit) for income taxes	6,908	(2,331)	3,901	3,907	—
Provision (benefit) for income taxes	—	—	—	—	—
Net income (loss)	\$ 6,908	\$ (2,331)	\$ 3,901	\$ 3,907	\$ —
June 30, 2022					
Revenues:					
Net tuition	\$ 18,854	\$ 19,101	\$ 11,702	\$ 14,664	\$ —
Other	2,516	1,292	1,177	1,716	—
Total revenues	21,370	20,393	12,879	16,380	—
Costs and expenses:					
Sales	955	4,039	947	950	—
Training	7,181	9,617	4,657	6,028	—
Facilities	1,415	2,476	1,672	1,950	—
General and administrative	3,464	4,928	2,940	3,040	—
Debt modification and other legal	—	—	—	—	—
Depreciation and amortization	143	244	34	373	—
Total costs and expenses	13,158	21,304	10,250	12,341	—
Other (income) expenses, net	(5)	223	(1)	(3)	—
Income (loss) before provision (benefit) for income taxes	8,217	(1,134)	2,630	4,042	—
Provision (benefit) for income taxes	—	—	—	—	—
Net income (loss)	\$ 8,217	\$ (1,134)	\$ 2,630	\$ 4,042	\$ —

Education Affiliates Inc. and Subsidiaries

Condensed Consolidating Statements of Operations (continued)
(In Thousands)

Years Ended June 30, 2023 and 2022

June 30, 2023	Education Affiliates Inc. And Discontinued Schools	Subtotal Before Eliminations	Education Affiliates Inc. Eliminations	Total Consolidated
(OPEID Number in parentheses)				
Revenues:				
Net tuition	\$	\$ 236,584	\$	\$ 236,584
Other	–	22,817	–	22,817
Total revenues	–	259,401	–	259,401
Costs and expenses:				
Sales	1,116	51,289	–	51,289
Training	1,456	112,484	–	112,484
Facilities	580	32,164	–	32,164
General and administrative	(4,187)	57,986	–	57,986
Debt modification and other legal	4,659	4,699	–	4,699
Depreciation and amortization	2,008	5,568	–	5,568
Total costs and expenses	5,632	264,190	–	264,190
Other (income) expenses, net	4,453	4,421	–	4,421
Income (loss) before provision (benefit) for income taxes	(10,085)	(9,210)	–	(9,210)
Provision (benefit) for income taxes	(1,175)	(1,175)	–	(1,175)
Net income (loss)	\$ (8,910)	\$ (8,035)	\$ –	\$ (8,035)
June 30, 2022				
Revenues:				
Net tuition	\$	\$ 240,069	\$	\$ 240,069
Other	–	22,670	–	22,670
Total revenues	–	262,739	–	262,739
Costs and expenses:				
Sales	1,360	49,722	–	49,722
Training	1,400	112,190	–	112,190
Facilities	581	30,075	–	30,075
General and administrative	(1,464)	61,499	–	61,499
Debt modification and other legal	245	245	–	245
Depreciation and amortization	1,446	5,132	–	5,132
Total costs and expenses	3,568	258,863	–	258,863
Other (income) expenses, net	4,112	4,310	–	4,310
Income (loss) before provision (benefit) for income taxes	(7,680)	(434)	–	(434)
Provision (benefit) for income taxes	–	–	(601)	(601)
Net income (loss)	\$ (7,680)	\$ (434)	\$ 601	\$ 167

ADVERTISEMENTS

Dental Assistants Help People Smile Develop Clinical, Lab and Patient Care Skills

As dental technology advances, more dentists devote more of their time to complex patient care procedures within their dental practice. According to Bureau of Labor Statistics, job prospects for dental assistants are expected to continue to be excellent nationally over the next decade as dentists are expected to hire more dental assistants to perform additional routine tasks and duties.*

Dental assistants perform a wide variety of patient care, office, and laboratory duties at the dental office. They assist the dentist at chair side, they sterilize and disinfect instruments, they obtain and update dental records and they instruct patients on general and post-operative oral healthcare.

In the Dental Assisting program at Fortis, students acquire necessary skills to demonstrate competence in a variety of dental office procedures and laboratory techniques including preliminary examination procedures, four-handed dentistry, dental charting, setting appointments and keeping patient records.

Many dental assistants leverage their skills and experience in this entry-level position to advance their dental careers with additional coursework and instruction. This is a great career with a proven growth path.

* Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Dental Assistants, on the Internet at <http://www.bls.gov/ooh/healthcare/dental-assistants.htm> (visited May 1, 2022).

Visit us online at
www.fortis.edu
or call (301) 459-3650



CAREER OPPORTUNITIES:

- General and group dental practices
- Specialty practices such as periodontics or orthodontics
- Public and private dental clinics
- Nursing homes and pediatric dental clinics
- Many more exciting opportunities

- Financial aid available to those who qualify.
- Career placement assistance available to all graduates.
- For consumer info visit fortis.edu


FORTIS
COLLEGE

Fortis College - Landover
4351 Garden City Drive
Landover, MD 20785

Dental Hygienists Promote Good Oral Health

A Flexible and Rewarding Career Path with Growth Opportunity

Dental Hygienists are licensed oral health care professionals and respected members of the dental team who provide preventative, educational, and therapeutic services. The work of dental hygienists supports the total health of a patient for the control of oral disease and promotion of oral health. The Dental Hygiene program at Fortis prepares students to enter this exciting and rewarding field.

The duties of a dental hygienist include teaching patients how to practice good oral hygiene; examining teeth and gums; recording the presence of oral diseases or abnormalities; removing calculus, stains and plaque from teeth; taking and developing dental x-rays; applying cavity-preventive agents, and placing temporary fillings and periodontal dressings.

To become a dental hygienist, you must be licensed as an oral health professional to provide educational, preventive, and clinical therapeutic services to the public. At Fortis, our dental hygiene program prepares students to sit for a licensure exam after graduation to qualify to work as an entry-level hygienist.

This can be an excellent career path for those with the aptitude and desire to get the proper training. According to the Bureau of Labor Statistics*, dental hygienists rank among the fastest growing occupations nationally and job prospects are expected to be favorable in most areas. Also, about half of all dental hygienists work part time so flexible scheduling is a distinctive feature of this career.

* Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, on the Internet at <https://www.bls.gov/ooh/healthcare/dental-hygienists.htm> (visited January 31, 2023).

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CAREER OPPORTUNITIES:

- General and group dental practices
- Specialty practices such as periodontics or orthodontics
- Public and private dental clinics
- Nursing homes and pediatric dental clinics
- Many more exciting opportunities

- Financial aid available to those who qualify.
- Career placement assistance available to all graduates.
- Flexible day and evening class schedules at many campuses.
- Programs will vary by campus. Not all programs are offered at all locations.
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FORTIS
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4351 Garden City Drive
Landover, MD 20785

Help People and Make a Real Difference With a Career In Medical Assisting

Medical Assistants perform clinical and administrative tasks to keep the offices of physicians, chiropractors, and other health practitioners running smoothly.

Both patients and medical practitioners depend on Medical Assistants, who make a real difference in the level of care provided and patient satisfaction.

In small practices, Medical Assistants often do many tasks, handling many duties and reporting directly to an office manager, physician, or other health practitioner. Those who work in large practices tend to specialize in a particular area, working under the supervision of department administrators.

According to the Bureau of Labor Statistics, employment for Medical Assistants is projected to grow much faster than the average for all occupations over the next decade.* This makes medical assistant a career path with a future.

Local market conditions for job opportunities for Medical Assistants can and will vary depending upon region.

* Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Medical Assistants, on the Internet at <http://www.bls.gov/ooh/healthcare/medical-assistants.htm> (visited October 16, 2023).

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CAREER OPPORTUNITIES:

- Hospitals
- Physicians' offices
- Inpatient and outpatient clinics
- Long-term care facilities
- Corporate offices
- Many more exciting opportunities

- Financial aid available to those who qualify.
- Career placement assistance available to all graduates.
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Medical Billing & Coding: A Key Part of the Medical Team

Medical Billing & Coding Specialists hold a very important position in the medical field since they are responsible for the accurate flow of information and data between physicians, patients and insurance companies. Without them, healthcare businesses could not function efficiently.

The skilled Medical Biller & Coder analyzes health records and completes insurance forms by assigning codes that determine medical billing and insurance payment. This is one of the few health-related occupations in which there is no direct hands-on patient care.

Train as a Medical Billing & Coding Specialist at Fortis and you might become a critical team member administering the patient-doctor business relationship.



CAREER OPPORTUNITIES:

- Hospitals
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- Inpatient and outpatient clinics
- Long-term care facilities
- Corporate offices
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Develop a Career In Radiologic Technology A Healthcare Profession You Can Depend On

X-ray Technology is much more than taking pictures of bones. Doctors use X-rays to see inside the human body to assist in the diagnosis of diseases, medical conditions or bodily injuries.

The Radiologic Technology program at Fortis provides practical, hands-on education to prepare students in a variety of radiologic skills. With this training, students will participate in both classroom and laboratory study of X-ray procedures, learn how to correctly operate X-ray equipment, position patients and provide diagnostic images. Develop clinical skills in exam set up and other areas used in a physician's office, walk-in clinic or hospital setting.

As the population ages there will be increased demand for diagnostic imaging. According to the Bureau of Labor Statistics*, more technologists will be needed to perform the imaging exams that are essential for making diagnoses and creating treatment plans.

Enroll today and let Fortis prepare you for an entry level position as a Radiologic Technologist.

* Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, on the Internet at <https://www.bls.gov/ooh/healthcare/radiologic-technologists.htm> (visited January 31, 2023).

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CAREER OPPORTUNITIES:

- Hospitals & Physicians' Offices
 - Inpatient & Outpatient Clinics
 - Long-Term & Home-Care Facilities
 - Many more exciting opportunities
- Financial aid available to those who qualify.
 - Career placement assistance available to all graduates.
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Landover, MD 20785

TEACH OUT PLAN

1. The number of currently enrolled students and a numbered list of all students by program and their estimated P
Please see the attached Student Enrollment Data Form
2. The expected final graduation date and school closure.
At this time, there is no final graduation date or school closure date identified.
3. A description of how student records, including educational, billing, accounting and financial aid records will be stored in an accessible location and in accordance with applicable legal requirements in the event the school closes.

In the event the institution closes, the educational and financial aid records will be moved to an affiliate campus or office also owned by Education Affiliates ("EA"). All records, including student academic transcripts will be stored in a safe, secure environment that meets all regulatory requirements, and accessible to students and alumni indefinitely. Electronic education, billing, accounting, and financial aid records are also maintained using CampusVue and will be managed by the EA corporate office. The EA corporate office is located at 5026-D Campbell Boulevard, Baltimore, Maryland 21236, and the telephone number is (410) 633-2929.

Additionally, former students may also contact the EA Corporate Registrar Support Specialist through the Fortis.edu website by selecting "Get in Touch" on the landing page: <https://www.fortis.edu/admissions/faqs#transcripts>

4. An explanation of how the school would notify students in the event of closure; a copy of the notice that will be provided to students; a description of the specific additional charges to students, if any; and the school's plan for providing advance notification to students of any additional charges.

There is no current plan to close Fortis College – Landover.

In the event that an unforeseen circumstance would arise and force the closure, students would be notified in writing and offered a total refund of tuition, or the option of transferring to another EA-owned school or another local institution with a comparable program. The Campus President would supervise the closing and transfer of any student who elects to attend another institution.

The Campus President and Director of Financial Aid, along with the Regional Director of Financial Aid, would supervise any refunds due back to students, the federal government, and/or other funding sources. All students involved would go through an exit interview process to assure that all of his or her questions are answered.

It is important to emphasize that the intention of EA and Fortis College for the campus to teach out any and all of its active students should closure arise. In the event of campus closure, the campus will provide a written notice to each student as to the cessation of enrollment and their ability to graduate without interruption.

ADMINISTRATIVE STAFF

Luis Cruz

+1 301 758 6533 | lcruz059008@gmail.com | College Park, MD 20740

SUMMARY

Highly-motivated employee with desire to take on new challenges. Strong work ethic, adaptability and exceptional interpersonal skills. Adept at working effectively unsupervised and quickly mastering new skills.

SKILLS

- Financial Aid
- Workday
- Oil Change
- Automotive Repair
- Analytics
- Google Suite
- Vehicle Maintenance
- Additional Information
- SOFTWARE SYSTEMS
- COD
- NSLDS
- FAA Access
- WorkDay
- Microsoft Office Suite
- CampusVue
- Broadleaf
- Quickbooks
- Intermediate with Excel

EXPERIENCE

Director of Financial Aid, Fortis College, August 2023-Current
Landover, MD

- Batching and Collecting of Title 4 Funds
- Perform audit of Student accounts to confirm accuracy
- Ensured students receive the most current information on financing their education at the college
- Verified and reconciled applications for federal student aid programs such as Direct Loan and Federal Pell Grant
- Performed Title IV verification for students selected by the Federal government (include income verification, selective service compliance, default issues verifying immigration status, etc.) to ensure the accuracy of data reported to the Department of Education
- Notified students of missing information or documents
- Provided exceptional customer service by taking ownership of each customer while empathizing and prioritizing customer needs
- Updated Student Financial Aid (SFA) records as needed to ensure timely payments
- Conducted financial aid workshops and orientations as needed
- Effective verbal and written communication with both external and internal customers

- Required to abide by all applicable regulatory and department practices and procedures
- Performed other duties as required/assigned by Manager

Admissions Advisor, Fortis College, August 2022-August 2023

Landover, MD

- Assisted students in understanding academic application processes, admissions requirements and financial aid options.
- Thoroughly reviewed admissions applications and evaluated credentials to approve students for enrollment.
- Processed admissions applications and transcript requests to facilitate student enrollment.
- Received incoming calls from potential students and provided detailed information about institution.
- Interviewed clients to obtain information about employment history, educational background and career goals, identifying barriers to employment.

Key holder, DXL Big & Tall, July 2021-November 2023

Toledo, OH, Glen Burnie, MD

- Open/ Close Store
- Count money
- Deposit money to bank
- Hold key to store

Senior Financial Aid Advisor, SKILLS INSTITUTE, October 2019-February 2022

Maumee, OH

- Interact with customer, Provided exceptional customer service by taking ownership of each customer,
- Packaging student, Money collection, Company cash deposits, Performed Title IV verification for students selected by the Federal government, Leading a small Team, Training new Employee, often use Google suite for document sharing.

Financial aid, Lincoln tech, May 2019-October 2019

Washington

- Run reports for student status, enrollment packaging, past due, and request SAS report, work with
- Campus vue system, Performed Title IV verification for students selected by the Federal government, assist student with recovering FSA ID, Required to abide by all applicable regulatory and department practices and procedures. Performed other duties as required/assigned by Manager

Financial Aid Specialist, Brightwood College, March 2018-December 2018

Beltsville, MD

- Ensured students receive the most current information on financing their education at the college
- Verified and reconciled applications for federal student aid programs such as Direct Loan and Federal Pell Grant
- Performed Title IV verification for students selected by the Federal government (include income verification, selective service compliance, default issues verifying immigration status, etc.) to ensure the accuracy of data reported to the Department of Education
- Notified students of missing information or documents
- Provided exceptional customer service by taking ownership of each customer while empathizing and prioritizing customer needs
- Updated Student Financial Aid (SFA) records as needed to ensure timely payments
- Conducted financial aid workshops and orientations as needed
- Effective verbal and written communication with both external and internal customers
- Required to abide by all applicable regulatory and department practices and procedures
- Performed other duties as required/assigned by Manager

Financial Aid Administrator, Medtech College, December 2012-August 2016
Washington, DC

- Assist Incoming and current students through the application process for Federal Student Aid; Review information for accuracy; Submit files to Quality Assurance; Process all Re-Entry and Program transfer packaging; Cash Collections
- Systems utilized: COD, NSLDS, FAA Access, CampusVue, MS Excel; Submit weekly reports
- Assist customers

Lincoln College, March 2011-September 2012
Columbia, MD

- With completing FAFSA, Entrance Counseling and Exit Counseling; discuss student loan repayment options with students; chaperone orientation; mail exit packets; document exit interview completion; filing; answer phones
- Assist incoming patients

EDUCATION AND TRAINING

Associate's
Automotive, Lincoln College of Technology, October 2012

High School Diploma
Parkdale High School, June 2008

Willing to relocate: Anywhere

ADDITIONAL INFORMATION

- Willing to relocate: Anywhere, Authorized to work in the US for any employer

LANGUAGES

English:

██

Native/ Bilingual

Spanish:

██

Native/ Bilingual

● XAVIER CORNELL HENRY

OBJECTIVE

To obtain a full time level position in career services, offering opportunities for me to utilize my current skill sets and knowledge. In addition, providing valuable corporate services to increase growth, revenue, efficiency, and productivity.

EXPERIENCE

VA

October, 2014- October, 2021

Empire Education, Richmond,

Senior Recruiter

- I am responsible for recruiting new students for various programs and career choices. I am also responsible for tours of the school, presentations, and recruitment events throughout the community.
- I am also responsible for setting up recruitment events for Empire by networking with local schools and businesses.
- I am also responsible for making 100 plus contacts daily to potential candidates.

October, 2012 - August, 2014

Miller Motte College, Jacksonville NC

Student Advisor / Recruiter

- I am responsible for advising new enrolling students on programs, career choices, and class schedules. I am also responsible for tours of the school, presentations of the programs, and recruitment for different departments. I continue to work with re-enrolling students on future academic decisions. I am also responsible for recruiting events.

E-MAIL HENRY_X_AGGIE2003@HOTMAIL.COM

1569 SKILIFT LN RICHMOND VA 23225 • PHONE 804-549-0281

May, 2011-May, 2012

Comcast Company Lynchburg, VA

Manager

- I am responsible for selling services to customers in a door to door environment. I am also an account specialist assisting customers with Customer service issues and following up with customer installations. I have also sold business to business sales and followed up on business.

August,2008 – August, 2009

Dish Network Baltimore, MD

Field Service Manager

- In charge of a staff of 30 technicians. Responsible for hiring and training new technicians. Conducted daily site inspections and carried out daily tasks for customer relations. I was also responsible for generating new business leads for installations.
- Handled all office and personnel files for technicians.

I have handled recruitment Job Fairs where I have interviewed potential technicians.

November,2005 – August, 2008

Rite Aid Pharmacy Baltimore, MD

Store Manager/ Conversion Specialist

- In charge of a staff of 32 employees. Responsible for hiring and training new staff, as well as, training existing staff on new material. Furthermore, also managed training of managers and former associates of Eckerd on current Rite Aid systems.
- Handles all payable and receivable accounts, in addition to inventory preparations
- Served as Store manager and training manager at several Rite Aid Pharmacies.
- Conducted and Handled Recruitment assignments at job fairs, and internal job interviewing.

June-December, 2005

Radio Shack

Virginia Beach, VA

Manager

- Managed a staff of six sales associates

- Handled all P&L charts, in addition to, payable and receivable accounts
- Trained and hired new employees
- Received several accommodations on customer service from store's District Manager

September, 2004-July, 2005 Enterprise Rent a Car Virginia Beach, VA

Customer Service Specialist

- Followed up on several A.R. accounts
- Created and carried out marketing assignments
- Handled cash box, as well as, prepared daily deposits
- Involved in management- training program
- Trained to be creative and think fast in key selling situations

EDUCATION

8/1999-05/2003 North Carolina A&T University Greensboro, NC
Bachelor of Arts Degree in Speech Communication

TECHNICAL SKILLS

- Microsoft Word
- Microsoft Works
- Excel
- PowerPoint
- Outlook
- QuickBooks
- Profit and Loss

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1569 SKILIFT LN RICHMOND VA • PHONE 804-549-0281

- Management
- Payroll
- Accounts payable and receivable
- Inventory Management

Mark Obermeyer

Objective

Work for an organization that gives opportunities to those who strive to always become better.

Experience

December 2015 to
Present

Fortis College

Landover, MD

Director of Admissions

- Provide leadership, support, and management for the Admissions Department.
- Ensure Admissions Representatives uphold the core values of the school and the highest standards of ethics and truthfulness in providing information to prospective students regarding educational programs, facilities, educational costs, financial aid and completion/graduation/placement and earning data.
- Effectively address students' concerns to the extent possible and assist them with their transition to school.
- Accurately present the responsibilities of the student associated with successfully starting school, being successful in school and graduating.
- Maintain full knowledge of the institution catalog so as to be able to fully explain all course offerings and to assist the student in selecting a program that best fits each student's needs and goals.
- Provide the student with all required student disclosure statements and information.
- Ensure that all prospective students will be given the opportunity to meet with a Financial Aid Associate and given a tour of the school prior to signing an enrollment agreement or contract.
- Assist students in completing relevant applications and assure all required documents are obtained in order to demonstrate that the student meets the admissions requirements of the institution.
- Ensure that satisfactory enrollment agreements are completed with each enrolled student including proof of prior education, test scores, transferable courses and other enrollment variables that may impact a student's enrollment.
- Ensure compliance with all admissions procedures and policies, as well as applicable laws, regulations and standards.
- Document representative reviews through phone and interview observations and conduct annual reviews with the representatives.
- Complete second interviews with enrolled students as needed.
- Interviewing all prospective admissions representative candidates and hiring them with the approval of the appropriate home office staff and Campus President.
- Develop and implement company approved local marketing and responsible for the school's website content being in compliance and up to date.
- Other duties as assigned.

July 2014 to Sept. 2015

Heritage College

Little Rock, AR

Executive Director

- Provide leadership, support, and management for the School.
 - Read regulations and standards affecting the School and monitored accrediting agency, state, and other regulatory bodies to identify changes in requirements and act accordingly.
-

Mark Obermeyer

- Ensure academic quality, operational effectiveness, Human resources development and growth.
 - Prepare, in cooperation with the Home Office, applications, reports, and responses in compliance with regulatory agencies.
 - Provide training, guidance, and resources for departmental managers.
 - Responsible for writing and maintaining the School's Program Effective Plan (PEP).
 - Ensure that the School's advisory committees are serving their attended purpose within the accrediting standard requirements.
 - Address and resolve issues and complaints arising from staff, faculty, students, and/or clients.
 - Participate in the School's objectives of meeting and maintaining goals.
 - Meet with the Home Office and Heritage President on a regular basis to review goals, trends, issues, policies, procedures, and financial activities.
 - Meet with departmental managers on a regular basis to ensure administrative and educational objectives are being met; and for dissemination of information.
-

Jan. 2013 to July 2014

Heritage College

Lake Forest, CA

Executive Director

- Provide leadership, support, and management for the School.
 - Read regulations and standards affecting the School and monitored accrediting agency, state, and other regulatory bodies to identify changes in requirements and act accordingly.
 - Ensure academic quality, operational effectiveness, Human resources development and growth.
 - Prepare, in cooperation with the Home Office, applications, reports, and responses in compliance with regulatory agencies.
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 - Participate in the School's objectives of meeting and maintaining goals.
 - Meet with the Home Office and Heritage President on a regular basis to review goals, trends, issues, policies, procedures, and financial activities.
 - Meet with departmental managers on a regular basis to ensure administrative and educational objectives are being met; and for dissemination of information.
 - Ensure proper staffing levels and staffing requirements are met.
-

Nov. 2012 to Jan. 2013

Heritage College

Denver, CO

School Director in Training

- Provide leadership, support, and management for the School.
- Read regulations and standards affecting the School and monitored accrediting agency, state, and other regulatory bodies to identify changes in requirements and act accordingly.
- Ensure academic quality, operational effectiveness, Human resources development and growth.
- Prepare, in cooperation with the Home Office, applications, reports, and responses in compliance with regulatory agencies.
- Provide training, guidance, and resources for departmental managers.
- Responsible for writing and maintaining the School's Program Effective Plan (PEP).
- Ensure that the School's advisory committees are serving their attended purpose within the accrediting standard requirements.
- Address and resolve issues and complaints arising from staff, faculty, students, and/or clients.
- Participate in the School's objectives of meeting and maintaining goals.
- Meet with the Home Office and Heritage President on a regular basis to review goals, trends, issues, policies, procedures, and financial activities.
- Meet with departmental managers on a regular basis to ensure administrative and educational

Mark Obermeyer

objectives are being met; and for dissemination of information.

- Ensure proper staffing levels and staffing requirements are met.

July 2011 to Nov. 2012

Heritage College

Denver, CO

Regional Director of Admissions

- Assist with training and maintaining quality control by traveling to all campus locations.
- Evaluate Admissions reports
- Assist with conducting Admissions meetings
- Assist with creation of training materials in keeping with accreditation and regulatory requirements.
- Participate in the school objectives of meeting and maintaining goals.
- Analyzing data or information.
- Guiding, directing, and motivating subordinates
- Establishing and maintaining interpersonal relationships
- Train, develop, and evaluate performance of Directors of Admissions, and Admissions Coordinators.
- Consult with managerial or supervisory personnel
- Recommend improvements to work methods or procedures
- Analyze sales activities or trends
- Develop policies, procedures, methods, or standards

May 2007 to June 2011

Heritage College

Oklahoma City, OK

Director of Admissions

- Manage all Admissions Personnel
- Maintain familiarity with regulations and standards associated with this position
- Train Admissions staff on scripts provided by Heritage
- Conduct weekly meetings with Admissions staff to ensure on-going training
- Assist Admissions staff by helping out with overflow of phone calls, appointments, enrollments, and follow-up
- Monitor Admissions calls and interviews to make sure staff follows correct procedures
- Track Admissions staff progress through the evaluation of conversions to make sure start budgets are being met and/or exceeded
- Conduct employee reviews and make salary recommendations

June 2006 to May 2007

Heritage College

Oklahoma City, OK

Senior Admissions Manager

- Perform responsibilities of an Admissions Coordinator
- Consistently set same day appointments on incoming phone calls
- Assist with training of new Admissions staff
- Have no greater than a 50% cancellation rate average
- Assist with or lead PDL classroom drives
- Train and monitor Admissions personnel to ensure procedures are being followed
- Assist with the coordination of new student Orientation
- Exceed expectations and goals in the areas of set appointments, show rate, and referrals on a

Mark Obermeyer

monthly basis

- Assist the Director of Admissions with employment recommendations
- Assist with Admissions one on one weekly meetings
- Participate with open houses, seminars, career fairs, and high school events or other activities sponsored by Heritage
- Guiding, directing, and motivating subordinates
- Communicating with supervisors, peers, or subordinates
- Establishing and maintaining interpersonal relationships
- Developing and building teams
- Monitor processes, materials, or surroundings
- Evaluating information to determine compliance with standards
- Mentor co-workers in school or educational setting
- Work as a team member
- Advise students

May 2004 to June
2006

Heritage College

Oklahoma City, OK

Admissions Coordinator

- Take inquiry calls and set appointments using the scripts provided by Heritage
- Make outgoing phone calls to contact potential students on a daily basis
- Conduct student interviews and enroll students following script and flip chart provided by Heritage
- Participate in start date activities to ensure a smooth start process for new students
- Complete appropriate paperwork and computer work in a timely manner
- Conduct follow-up procedures to ensure students go through appropriate channels for Financial Aid or any remaining pre-admissions procedures
- Keep in contact with students to ensure that the student is committed to the field that he/she has chosen
- Participate in the school objectives of meeting and maintaining goals
- Establish and maintain relationships with team members
- Follow confidentiality procedures
- Obtain information from individuals and compile it through interviews
- Establish and maintain relationships with students
- Make presentations
- Monitor student progress

Jan. 1993 to May 2004

Beachler's IGA Superthrift

Del City, C

Store Director

- Conduct day to day operational procedures
- HR activities for all employees
- Oversee all departments to achieve total store gross profit margins
- Balance ASSET pricing program to ensure proper GP margin as well as preparing invoices for payment
- Oversee POS department for proper pricing and store signage
- Maintain compliance of OSHA regulations as well as State Health Department standards
- Primary purchaser of all direct shipments to all 5 stores in the Beachler's IGA Superthrift

Mark Obermeyer

organization

- Set weekly advertising circulars for all grocery departments in the organization
- Conduct quarterly and annual total store inventories as well as bi-quarterly perishable inventories
- Oversee all maintenance needs to ensure proper functioning of the store and refrigeration units for perishable storage

Education

Aug. 1993 to Dec.
2000

University of Central Oklahoma

Edmond, OK

Majored in General Business Administration

- Focus in Management

References

References are available on request.

Asma Hijazi MS MT (ASCP)^{CM}

1410 Fairlakes Place
Bowie, MD, 20721

(301) 526-1213
Asma.hijazi@gmail.com

Education:

University of Maryland at Baltimore- M.S. Lab Management	May 2010
University of Maryland at Baltimore- B.S. Medical Technology	May 2008
Prince George's Community College- A.A. General Studies	May 2005

Work Experience:

Fortis College Landover

October 2013 to Present

Dean of Education

2023 – Present

Fortis College at Landover

- Ensure that faculty and staff clearly understand their responsibilities and duties.
- Ensure that daily, weekly and term activities are completed in a timely manner (e.g. turnaround time on student schedules, tests and assignments, equipment functioning).
- Assign various projects and duties (determined with the School Director) to appropriate members and monitors progress.
- Monitor regulatory compliance and provide student census and tracking data for annual compliance reports.
- Maintain records and files in accordance with regulations.
- Handle submissions of self-study, program approvals and program revisions to state, programmatic and institutional accrediting agencies.
- Assist with accreditation readiness and accreditation visits.
- Plan, conduct and document advisory board meetings, faculty and in-service meetings, and seminars.
- Evaluate instructional performance at least twice a year for all instructional staff through classroom observation.
- Review course evaluation surveys and discusses results with the respective faculty members, department/program chairperson and School Director.
- Quickly respond to students who demonstrate undesirable behaviors (such as poor attendance/attitudes or a lag in motivation and enthusiasm), and thereby positively influences the entire academic climate.
- Counsel students who are absent or otherwise exhibiting negative behavior, refers to Student Services if needed, and maintains records of those counseling sessions.
- Oversee student clinicals, externship and internship activities and monitors their successful completion.
- Encourage and motivate faculty to participate in activities such as guest speakers, field trips, advisory board activities, evaluation of texts, student evaluation, and curriculum updates and changes.
- Assure that up-to-date course outlines, syllabi and lesson plans for each course are maintained.
- Aid, assist and council students in direction or resolution of personal and academic concerns.
- Review and analyze, for Standards of Academic Progress purposes, the mid- and end-of-term grade reports for every student in the program, and provides academic advice to students not meeting published satisfactory academic progress standards.
- Maintain a proactive stance in the retention of students.
- Administer the transfer policy and determine which courses students may transfer from other institutions.
- Act as a catalyst for the ongoing improvement of educational training programs and the expansion and/or changing of existing programs.
- Interview and recommend new faculty hires to the School Director and conducts orientation of new faculty members.
- Implement a course of action for faculty whose performance needs improvement.
- Conduct initial faculty training utilizing the online Faculty Fast Track Training program upon hiring of new faculty members.
- Regularly identify and monitor faculty professional development activities and programs.

- Review academic policies and procedures at new student orientation.
- Develop updates and enforce academic policies and procedures.
- Oversee the development and continuous updating of the Institutional Effectiveness Plan.
- Oversee the development, approval and timely implementation of new programs and curriculum revisions.
- Participate in activities related to the admissions process including, but not limited to, providing the Admissions team with updated information concerning educational offerings and the licensure, certification, and career aspects of industry areas.
- Develop and implement local articulation and partnership agreements.
- Serve the interests of the school in outside committees and through contacts with local businesses, agencies, and organizations.
- Adhere to and support school policies and procedures as referenced in the employee handbook, faculty handbook and catalog.
- Attend graduation and orientation ceremonies.

Student Services

2019 – 2023

Fortis College at Landover

- Performed as Student Services Coordinator
 - Regularly executing the activities needed to drive student readmission so as to consistently meet and/or exceed campus restart budgets.
 - Served as the initial contact person for campus restarts; contacted potential restarts from approved restart list via multiple communication channels; maintained updated student contact information; met with and discussed restart options with students; addressed students' restart questions; followed up with potential restart students; assisted students with restart paperwork; and tracked required readmission documentation to ensure compliance with reentrance requirements.
 - Consulted with various campus departments to determine students' restart status; served as a liaison within the campus and between students' and campus personnel; updated student contact information in CampusVue (CV) and added contact information in CV using Contact Manager; scheduled students' campus appointments as needed; and sends appointment reminders to students.
 - Prepared and disseminated restart information and reports to the DOE/Director of Education and National Director of Restart Programs as requested; distributed appropriate restart forms and materials to students, and campus personnel.
 - Monitored restart students' status; assisted with campus initiatives for high-risk students; prepared program/meeting materials as needed; and participated in campus orientation or re-orientation programs.
 - Participated in campus restart recruiting events to include such activities as open house campaigns and restart call-a-thons.
 - Participated in individual and team training programs.
 - Acknowledged and resolved campus restart challenges and bottlenecks with assistance from appropriate campus administration, staff, faculty, and National Director of Restart Programs.
 - Complied with and implements appropriate Education Affiliates (EA) and campus academic policies and procedures.
 - handed-off restart students' referrals of family, friends, and co-workers to the campus Admissions Director for enrollment purposes.
 - Performed other duties as assigned by the Dean/Director of Education.
 - Monitored and managed student success by performing advising related to topics such as grades, attendance, schedules, school/life balance, satisfactory academic progress, and behavioral issues.
 - Connected students in need of resources to resources within the school and community
 - Created student success plans to assist students with having the best chance at being successful.
- Performed as Hybrid Coordinator
 - Managed all students enrolled in hybrid programs.
 - Worked with the Dean/Director of Education, Program Directors, and others to schedule and secure space for the Orientation to Online Learning.

- Coordinated with campus staff to ensure textbooks, laptops, and Your Guide to Success are ordered in time for the orientation. Specific responsibility for placing orders varies by campus.
 - Conducted the Orientation to Online Learning for new students.
 - Co-facilitated the Bridge Workshop with the LRC Manager.
 - Followed up with new students who have not engaged in class during the initial weeks of the term.
 - Responded to student issues that are escalated by the Online Advisor and helps resolve
 - issues, involving the appropriate Home Institution leadership and staff as needed.
 - Answered student questions about online classes as needed.
 - Provided face-to-face follow up and support for students who are falling behind in or not attending their online class.
 - Helped students with basic questions about how online classes work and about using Canvas.
 - Connected students to helpful resources, including Smarthinking, technical support, Online Advisors, and online faculty as needed.
 - Escalated student issues to appropriate Home Institution staff as needed, including persistent attendance or grades problems, requests to withdraw, requests for assistance from other departments such as Financial Aid, etc.
 - Answered questions from Home Institution staff about hybrid-specific procedures.
 - Documented their interactions with students in CampusVue Contact Manager
 - using the OA-Hybrid Coordinator activity.
 - Created and Led Hybrid Orientation for all students being enrolled in online courses
 - Monitored grades/attendance of all students enrolled in Online classes and performed outreach to all students who did not meet benchmarks.
 - Performed as Liaison between students and Online Advisor
 - Analyzed end of term data and created data reports for Program Directors, Campus President, and Regional Vice President
- Performed as Support Concierge
 - Facilitated training for cross functional teams to use automated systems, technology, and software for analyzing and interpreting data and information.
 - Spearheaded technology initiatives to support admissions recruitment, student learning, and faculty development for academic excellence.
 - Collaborated with Admissions, Finance, Business, Education, and Corporate departments to transitioning to Office 365, Teams, & Zoom during COVID-19 pandemic.
 - Managed laptop and account setup for all new faculty, staff, students
 - Created & presented laptop and account navigation training.
 - Assisted faculty, staff, and students with any technology issues including password retrievals, software & technical difficulties, and Canvas, 0365, Campsu Vue, etc. account navigation.
 - Collaborate with helpdesk for technology issue resolution.
 - Transition students from the Admissions stage to becoming a successful student.
 - Collaborated with the Program Chairs and Dean of Education to regarding student progress and student needs to ensure student success.
 - Taught and substituted classes as needed.
 - Managed Program Advisory Committee meetings for all education departments programs.

Interim MLT Program Chair

Nov. 2019 – March 2020

Fortis College at Landover- Medical Laboratory Technology Department

- Managed MLT program teach out while ensuring graduation of all remaining students
- Approved MLT graduates for ASCP exam.
- Coordinated & managed equipment transfer to other MLT schools within the Education Affiliates umbrella.
- Submitted all remaining NAACLS required documentation
- Instructed all remaining MLT courses.
- Managed Simulated Clinical Lab

American Heart Association Training Site Coordinator Lead American Heart Association Faculty

2018 – present
2016 – 2018

Fortis College at Landover- Cash Program

- Process CPR and First Aid cards
- Schedule and staff internal and cash program AHA CPR/First Aid classes- BLS and Heartsaver
- Teach and Test CPR/First Aid classes
- Liaison between students, business office, and AHA
- Manage that all paperwork from all instructors be submitted to Florida center in a timely fashion
- Answer all student inquiries including/not limited to scheduling, completion letters, card arrival etc.
- Manage inventory and ordering of CPR supplies
- Manage CPR instructors

Faculty/Clinical Coordinator

2013 – 2019

Fortis College at Landover- Medical Laboratory Technology Department

- Instructed lecture and lab portion of Clinical Lab Science classes including Chemistry, Microbiology, Blood Bank, Urinalysis, and Hematology.
- Managed Simulated Clinical Lab
- Performed as Lead Faculty and managed other adjunct faculty
- Assist in planning, development, and maintenance of program curriculum
- Instructed and monitored students in the use and care of departmental instruments and equipment
- Maintained departmental analyzers and equipment- Quality Control, Calibration, Maintenance
- Managed and maintained department inventory
- Established and maintained affiliation agreements between MLT program and outside labs.
- Managed externship portion of program by scheduling students for externships and maintaining externship files.
- Established and maintained Advisory Board
- Performed as program liaison in community based relations
- Assisted in NACCLS self-study and program accreditation

University Of Maryland at Baltimore

2012 to 2021

Contingent Faculty

2018 –2021

University of Maryland at Baltimore- Department of Medical and Research Technology

- Delivered Blood Bank lectures as needed
- Delivered pre-laboratory lab discussions in Blood Banking
- Guided the contingent staff on laboratory preparation
- Supported and monitored in-class student exercises/activities (such as antibody ID)
- Served as a resource for answering student content questions in blood banking
- Worked with the course coordinator to insure that all materials are ready and prepared for class
- Participated in student evaluation and assessment in blood bank class.
- Delivered post-rotation day Blood Bank reviews

Teaching Technician/ Volunteer Lecture

2012 – 2018

University of Maryland at Baltimore- Department of Medical and Research Technology

- Instructed in lecture and lab portions in Clinical Lab Science classes including Chemistry, Microbiology, Blood Bank, Immunology, Urinalysis, Microbiology, and Hematology.
- Instructed and monitored students in the use and care of instruments, equipment, and materials.
- Tutored and assisted students individually/in groups to reinforce learning concepts
- Observed and evaluated students' performance and recorded relevant data to assess progress.
- Assisted in maintenance and upkeep of program's instruments and equipment.

Clinical/Hospital Experience- DCH & UMMC**Clinical Laboratory Scientist**

2009 - 2011

Doctor's Community Hospital- Laboratory

- Performed testing, calibrations, quality control, and routine maintenance in various areas of the laboratory including Chemistry, Urinalysis, Microbiology, Hematology, and Blood Bank.
- Performed Lead Technician supervisory duties during weekend/holiday shifts
- Performed annual CPT code revision and update
- Tested, analyzed, reported patient samples.
- Performed serological testing in chemistry such as Beta Strep, Influenza, Acetone, RSV, HIV, Bacterial Antigen testing, and Urine Drug Screen
- Performed urine macroscopic and microscopic analysis including secondary testing
- Plated Microbiology specimens
- Made, read, and reported gram stains
- Performed sedrates, buffycoat smears, manual differentials, manual platelet estimates, manual reticulocyte counts, malaria screens, occult blood, stool WBC estimates, and eosinophil smears
- Confirmed CBC flags by making peripheral blood smears for manual differential counts, assessing NRBCs, platelet clumping, RBC/WBC morphology
- Performed manual hemacytometer body fluid cell counts and read cytocentrifuged body fluid differentials
- Performed Type and Screen testing using the gel and tube method
- Identified antibodies utilizing methods such as the saline, peg, gel, and prewarmed technique
- Performed numerous DAT's and elutions on patient samples
- Crossmatched and issued tissue
- Crossmatched units through the tube and gel methods
- Thawed and matched fresh frozen plasma
- Thawed, pooled, assigned, and issued cryoprecipitate
- Assigned and issued platelets
- Retyped and entered units into inventory
- Performed weekly supply inventory

Medical Laboratory Technician

2006 – 2007

University of Maryland Medical Center- Shock Trauma Laboratory

- Received and Accessioned specimens.
- Performed testing, calibrations, quality control, and routine maintenance in various areas of the laboratory including Chemistry, Coagulation, and Hematology
- Performed stat testing with extremely fast turn-around time
- Tested, Analyzed & Reported patient samples
- Performed microscopic examinations on CBCs to correct for NRBCs and assess platelet clumping.
- Notified floors of critical values

Donika Stewart

2577 Robinson Pl | Waldorf, MD 20602 | 202.322.4480 | donikastewart@gmail.com

Objective

To obtain a challenging and rewarding position in order to pursue a career with increasing responsibilities while providing growth and advancement.

Education

- American Public University, WV
- December 2016
- Political Science
- GPA of 2.85 with course work in Accounting, English, and Exploratory Writing.

Experience

Army Navy Club of Washington, DC

May 2021- Current

Front Office Manager | Washington DC

- Establishes, monitors, and analyzes the front desk budget and performance indicators.
- Oversees the proper handling of cash and credit transactions
- Implements all front office standard operating procedures; reviews daily operating procedures to ensure consistency; responsible for on-going training of all reporting personnel; assists with developing and implementing front desk policies and procedures.
- Familiar with Front Office/Reservations training techniques and ensures that all member and Club expectations are exceeded through proper employee training.
- Use a "hands-on" approach to management.
- Strong budgetary, projections, and cost control skills.
- Manages group reservations and relays information to all appropriate departments and Army and Navy Club personnel
- Clear, concise written and verbal communication skills.
- Promotes an atmosphere of teamwork and leads by example through participative management.
- Schedules to optimize financial performance while meeting employee needs
- Work closely with Housekeeping, Engineering, Banquets, Membership, and F&B departments to assure groups and special functions are handled smoothly.
- Acts as a liaison between the front desk and all other departments and communicates relevant information to the front desk staff as needed
- Manages and motivates all reporting staff; including but not limited to hiring, coaching, and performance management

December 2016- May 2021

Accounts receivable coordinator | Washington DC

- Collect all cash transactions
- Collect and post charges from all outlets to accounts
- Process credit cards on a monthly basis for automatic payments
- Reconcile and post charges to correct accounts
- Process month end close and generate billing statements
- Audit point of sale charges; prepare commission reports for payroll
- Respond to routine billing inquiries
- Research and process corrections to accounts
- Determine and post delinquent notices and make follow up calls
- Research credit card charge backs
- Perform general ledger duties as needed

December 2016- February 2020

Night Auditor | Washington DC

Follow all specified procedures to maintain and post a daily balance of all house accounts, including running preliminary reconciliations, detailed transactions and final reports to accounting and profit centers. Balance and audit for room revenue, guest and house accounts ; assist with the preparation of all reports relevant to daily revenues. Balance and audit for accuracy. Complete and transmit daily management and accounting reports and supporting documents. Act as hotel system liaison during night hours. Perform all Guest Service Representative functions as required; may assist in booking room reservations; may assist in answering hotel phone calls and notifying guests of messages. Post city ledger payments in property management system, reconcile and bill all city ledger accounts.

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Assist with other duties as assigned.

March 2015- May 2017

Lead Night Auditor/ Accounting Clerk | Hyatt Place | Washington DC

Follow all specified procedures to maintain and post a daily balance of all house accounts, including running preliminary reconciliations, detailed transactions and final reports to accounting and profit centers. Balance and audit for room revenue, food and beverage revenue, cashier's reports, and guest and house accounts and telephone revenue; assist with the preparation of all reports relevant to daily revenues. Balance and audit for accuracy. Transmit credit card batches. Complete and transmit daily management and accounting reports and supporting documents. Act as hotel system liaison during night hours. Perform all Guest Service Representative functions as required; may assist in booking room reservations; may assist in answering hotel phone calls and notifying guests of messages. Post city ledger payments in property management system, reconcile and bill all city ledger accounts. Perform follow-up billing and credit collection documentation and

inform the Controller of any potential uncollectible accounts. Set up new accounts in accordance with established credit policy. Assist with other duties as assigned.

May 2013- March 2015

Front Desk Agent | University Club | Washington, DC

Provide quotes for room rates and upsell the guest, when possible, assist in coordinating the Front Desk and the Housekeeping Department, verify that guests are billed accordingly, provide administrative and reception support to management and staff. Manage phone activity and provide general Knowledge to callers. Resolve guest complaints within scope of authority. Ensure group bookings and provide assistance throughout their stay. Prepare special packages, with advanced facilities and discount rates to promote group bookings. Verify entries in the booking register to check for any instance of overlapping of bookings. Maintain and update the registration, booking and payments records of groups. Prepare monthly reports to submit an overview of the payments received from group bookings.

October 2011- December 2013

Night Auditor | DoubleTree by Hilton | Washington, DC

Follow all specified procedures to maintain and post a daily balance of all house accounts, including running preliminary reconciliations, detailed transactions and final reports to accounting and profit centers. Balance and audit for room revenue, food and beverage revenue, cashier's reports, and guest and house accounts and telephone revenue; assist with the preparation of all reports relevant to daily revenues. Balance and audit for accuracy. Transmit credit card batches. Complete and transmit daily management and accounting reports and supporting documents. Act as hotel system liaison during night hours. Perform all Guest Service Representative functions as required; may assist in booking room reservations; may assist in answering hotel phone calls and notifying guests of messages. Assist with other duties as assigned.

May 2008 -January 2011

Front Desk Agent | Gaylord National | National Harbor, MD

Answer incoming calls from guests or potential guests to assist with reservations, confirmations, room needs and questions. Explain products, services, schedules and prices. Maintain knowledge of current products, packages, promotions and event tickets that are available to guests including prices, seating, schedules and availability. Sell process and confirm hotel reservations and event tickets. Deliver prepared sales verbiage and use selling techniques to upsell hotel rooms and services. Dispatch and track work orders utilizing the maintenance work order management system and radio. Utilized radio with multiple frequencies to dispatch to appropriate departments as well as usage of multiple operating systems to ensure completion of order and follow up with guests to ensure completion and satisfaction. Enter guest wake up calls as requested. Ensure all guest wake

up calls are completed according to the requested schedule. Enter reservations into the property management system. Enter event ticket orders into the ticketing system. Perform cashiering functions to accept payment for reservation deposits, products, services and tickets. Provide written responses to guest inquiries as required in a two thousand room property and fast paced call center.

CYNDIE SHADOW, PhD

phone: 301-792-9742 location: Bowie, MD 20715
email: cyndieshadow@icloud.com linkedin: <http://www.linkedin.com/pub/cyndie-shadow/8/abb/227/en>



Strategic, Dynamic Senior Leader

Extensive career including diverse, service-focused industry experience with Fortune 500 and privately held companies. Background includes a unique combination of strategic thinking and business savvy to build and retain high performing teams, process re-engineer and drive bottom line profitable growth. Core competencies:

Profit and Loss Accountability	Financial Analysis	Budget Development & Evaluation
Employee Recruitment/Retention	Strategic Planning	Training and Leadership Development
Business Development and Expansion	Change Management	Customer and Employee Relations
Regulatory Compliance	Complaint Resolution	Project Management
Non-Profit Engagement	Talent Development	Salesforce Certification <i>in process</i>

PROFESSIONAL EXPERIENCE

<i>Fortis College</i> President	<i>Landover, MD</i>	<i>2017-present</i>
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- Advise C-Suite officers on implementation of change strategies to improve employee and student KPIs
- Deliver articles and presentations to convey industry trend information to state and national legislators
- Create courses and develop trainings workforce development trend information for director level employees and above
- Doubling net income year over year

<i>Purdue University Global</i> Multi-Site Executive Director on ground & online	<i>Rockville, MD</i>	<i>2015-2017</i>
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- Planned and executed process improvement to improve relationships between consumers and the organization
- Developed and implemented change management process for the use of Salesforce as the primary consumer contact tool; including training, development and execution of the new tool
- Implemented mentoring and coaching program to increase understanding of diversity and inclusion for multiple site locations
- Drove year over year profit margins to an increase of 20%

<i>Anthem Education Group</i> Regional Executive Director / Executive Director on ground & online	<i>North Brunswick, NJ</i>	<i>2013-2015</i>
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- Spearheaded change management strategy for transition in corporate ownership.
- Wrote and delivered training for all director level employees on new communication strategy and accreditation requirements
- Led, managed and directed all activities for nine campuses with a 27% increase in profitability
- P&L responsibility for \$38 million in annual revenues

<i>The Art Institutes - International</i> President on ground & online	<i>Lenexa, KS</i>	<i>2011-2013</i>
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- Created a new practice through developing a pilot project, at one location, for student engagement that improved outcomes and increased profitability which became the organizational standard for 23 additional locations
- Implemented new and re-organized old business processes to deliver an increase in all student KPIs from prior years' performances
- Created communication and training plan for an updated governance initiative to ensure compliance with accreditation standard
- Developed and implemented data management plans for newly released compliance requirements from the U.S. Department of Education
- Analyzed areas of growth, profit, and opportunity for the organization directed implementation

University of Phoenix

Columbia, MD

2004-2011

Territory Vice President on ground & online

- Identified absence of change management knowledge and skills for managers and line employees due to upgraded data management and integrity needs for delivery of content to students
- Developed and delivered change management training for all staff members to meet the new data integrity and compliance standards required by the U.S. Department of Education,
- Grew student population size by 10% year over year
- Increased profitability by 23%
- Oversaw and direct all campus activities for a several campus locations
- Designed training and coaching activities for the development of leadership personnel

Campus Director on ground & online

- Grew student population by 220% in one year
- Drove profitability to increase by 9%

ADDITIONAL EXPERIENCE

Household Finance: Corporation Senior Account Executive

- Personally wrote \$2.2 million in new business in 5 months
- Among top 10 account executives regionally for 3 months

Interdata Consulting: Senior System Design Associate

- Managed the design and construction of a CRM database
- Created data models to evaluate maximization of CRM data
- Standardized large scale data collection and evaluation projects ensuring information integrity.
- Created compliance protocols and data quality management processes

Washington Business Group: Senior Business Consultant

- Launched banking partnerships with Household Bank and other concerns
- Managed multiple database development and data standardization projects simultaneously

HSBC: Senior Marketing Business Analyst

- Launched the GMCard offer to 34 million consumers using database tools
- Designed a training curriculum for users of the internal marketing database
- Delivered training on data management and maintenance of data integrity to executive level users
- Wrote technical documents on database functions for other users

English Conversation Instructor in Osaka, Japan

- Taught ESL to Japanese students of all ages
- Developed 'conversation bars' to encourage practicing conversational English
- Trained other instructors using the pre-cursor to the Rosetta Stone tool

EDUCATION

WALDEN UNIVERSITY

Doctor of Philosophy Applied Management & Decision Science – Knowledge Management

GOLDEN GATE UNIVERSITY

Master of Business Administration Corporate Finance

PRINCETON UNIVERSITY

Bachelor of Arts Economics, Politics & East Asian Studies

SPECIAL QUALIFICATIONS

- Executive Development Program Graduate: University of Phoenix
- MIT Sloan Executive Education Graduate: Leading Operational Excellence
- Certified Advanced Facilitator, University of Phoenix
- Member National Society for Leadership and Success
- Distance Learning Platforms including, Blackboard, Moodle, Canvas, Adobe Connect,

RELEVANT PRESENTATIONS AND INDUSTRY AWARDS

- Winner: Circle of Excellence Award at Education Affiliates
- Keynote Presenter: Passion & Purpose in Career Success. Walden University Inaugural Induction, National Society of Leadership and Success.
- Speaker's Panel Lead: Workforce Development in an uncertain environment. National Black Caucus Institute.
- Career Development Training: Di-vur-si-tee. Washington County Social Service Employees
- Career Development Training: Effective Communication with Difficult People. Washington County Social Service Employees
- Career Development Training: Management for Beginners. Merkel Response Management Group
- 1st Place Award for growth in student population. University of Phoenix
- 1st Place Award for student retention. University of Phoenix

COMMUNITY SERVICE/AFFILIATIONS

Co-Chair Princeton Prize in Race Relations Selection Committee
Treasurer Downtown Silver Spring Rotary Club
Past President Downtown Silver Spring Rotary Club
YMCA Youth and Family Services Advisory Board Member
Prince George's County Chamber of Commerce Workforce Development Committee
Leadership Montgomery Graduate
Paul Harris Society Member
Charter Member Downtown Silver Spring Rotary Club
Student Global Ambassador Project Advisory Board Member
Rasmussen College Medical Assisting Advisory Board Member
Committee Chairperson, Princeton Reunions
Princeton Schools Committee, Interviewer
Delta Sigma Theta Sorority, Inc. various Committee Chair Roles

FACULTY

Instructor Name	Title	FT/PT/Adjunct	Courses Eligible To Teach
Rochelle Boursiquot	Radiology Technology Lead Instructor	Full- Time	AHP 214, RAD 103, RAD 106, RAD 112, RAD 116, RAD 122, RAD 126, RAD 131, RAD 135, RAD 142, RAD 146, RAD 156, RAD 206, RAD 211, RAD 226, RAD 231, RAD 236, RAD 241, RAD 246
Janice Creighton	Medical Assisting Instructor	Full- Time	AHP 101, AHP 105, AHP 106, MA6 110, MAS115, MAS125, MAS135.MAS190
Ayreon Jackson	Dental Assisting Instructor	Full- Time	AHP 101, AHP 105, AHP 106, DAS 110, DAS 116, DAS 120, DAS 125, DAS130, DAS135, DAS140, DAS145, DAS151, DAS 190, DAS190 L, DAS 195, DAS195L
Leslie Landrum	Medical Assisting Program Chair	Full- Time	AHP 101, AHP 105, AHP 106, MA6 110, MAS115, MAS125, MAS135.MAS190
Julia Miller	Dental Assisting Program Chair	Full- Time	AHP 101, AHP 105, AHP 106, DAS 110, DAS 116, DAS 120, DAS 125, DAS130, DAS135, DAS140, DAS145, DAS151, DAS 190, DAS190 L, DAS 195, DAS195L
Matthew Oh	Clinical Coordinator- Non-Nursing	Full- Time	AHP 214, RAD 103, RAD 106, RAD 112, RAD 116, RAD 122, RAD 126, RAD 131, RAD 135, RAD 142, RAD 146, RAD 156, RAD 206, RAD 211, RAD 226, RAD 231, RAD 236, RAD 241, RAD 246
Olive Peart	Radiology Technology Program Chair	Full- Time	AHP 214, RAD 103, RAD 106, RAD 112, RAD 116, RAD 122, RAD 126, RAD 131, RAD 135, RAD 142, RAD 146, RAD 156, RAD 206, RAD 211, RAD 226, RAD 231, RAD 236, RAD 241, RAD 246
Liana Rhoden	Dental Assisting Instructor	Full- Time	AHP 101, AHP 105, AHP 106, DAS 110, DAS 116, DAS 120, DAS 125, DAS130, DAS135, DAS140, DAS145, DAS151, DAS 190, DAS190 L, DAS 195, DAS195L
Ahdi Khalili Sangsari	Dental Assisting Instructor	Full- Time	AHP 101, AHP 105, AHP 106, DAS 110, DAS 116, DAS 120, DAS 125, DAS130, DAS135, DAS140, DAS145, DAS151, DAS 190, DAS190 L, DAS 195, DAS195L
Portia Thomas	Medical Assisting Instructor	Full- Time	AHP 101, AHP 105, AHP 106, MA6 110, MAS115, MAS125, MAS135.MAS190
Michaya Walker	Medical Assisting Instructor	Full- Time	AHP 101, AHP 105, AHP 106, MA6 110, MAS115, MAS125, MAS135.MAS190

SHAVON BAILEY

CLINTON, MD 20735 | 347-316-2220 | SHAVONBAILEY99@GMAIL.COM |
HTTPS://WWW.LINKEDIN.COM/IN/SHAVON-BAILEY-BBB752105/

OBJECTIVE

Dedicated healthcare professional who oversees activities in training of students in the clinical setting. Talented Radiologic Technologist with 7 years' experience in producing clinical diagnostic films and performing routine and advanced diagnostic imaging procedures. Proficient user of hospital information systems. Enthusiastic teacher and mentor to radiography students.

SKILLS

- Process Improvement
- Complex Problem Solving
- Teamwork & Collaboration
- Employee Training
- Microsoft Suite
- Quality Assurance
- Auditing
- Accounting
- MedConnect
- Visage
- Qmatic
- MAC OSX
- Adobe Photoshop
- Aprima System
- Navicure System
- PACS
- DR/CR Radiography

EDUCATION & CERTIFICATIONS

ASSOCIATE DEGREE OF APPLIED SCIENCE IN RADIOGRAPHY • NEW YORK CITY COLLEGE OF TECHNOLOGY (JCERT ACCREDITED PROGRAM)
OBTAINED: 2015

BASIC LIFE SUPPORT CERTIFICATION

AART #545203

NEW YORK STATE LICENSE #439827

MARYLAND BOARD OF PHYSICIANS LICENSE #R0012873

EXPERIENCE

DIDACTIC/CLINICAL INSTRUCTOR • FORTIS COLLEGE (ACCREDITED)
JAN 2022 – PRESENT

- Provide a full range of theory and clinical courses in radiologic technology and general allied health information technology education using a variety of teaching methods including face-to-face, hybrid, and online.
- Prepare instruction and outcomes for 15-20 students using an effective student-centered approach.
- Adhering to and developing policies and procedures that meet regulatory requirements and comply with JRCERT (Joint Review Committee on Education in Radiologic Technology).
- Instructing and supervising students on a clinical site, assessing their performance, and providing feedback to students and the clinical site.
- Maintaining appropriate expertise and competence through continuous professional development.
- Assisting the program director in ensuring effective program operation through Canvas and MyCampusLink.

RADIOLOGIC TECHNOLOGIST/CLINICAL INSTRUCTOR (LEVEL 1 TRAUMA) • MEDSTAR WASHINGTON HOSPITAL CENTER
JUL 2020 – PRESENT

- Position over 60 patients daily for X-Ray examination, adjusts immobilizing devices, and attaches radiation shielding.
- Assists in the administration of medication and/or contrast agents.
- Utilize the correct film/screen combination by processing and developing film by calculating and selecting the appropriate technical factors.
- Enters medical records, billing, statistics, and quality assurance data into Radiology Information System (MARS)
- Provide training, education, and remedial instruction to technologist to ensure optimum patient positioning and selection of equipment technical factors to ensure the highest standard of image production and alignment to ALARA principles.

- Maintain sterile conditions in the exam room by ensuring that the correct supplies are available for the diagnostic procedures, making sure the patient is prepared for radiograph, and lifting the patient onto and off the examination table as necessary.

**RADIOLOGIC TECHNOLOGIST/STUDENT SUPERVISOR • NORTHWELL
HEALTH PLAINVIEW**

MAR 2017 – MAR 2019

- Achieve satisfaction for all patients through effective communication.
- Conducts various X-Ray examinations in accordance with the established standards and procedures of the department.
- Positions the patients for taking of radiographs in accordance with standard operating procedures.
- Operates various digital imaging machines (GE, Siemens, Phillips, Carestream) successfully.
- Verify that all images are legibly labeled with the correct date and patient identification.
- Monitors the competency of radiology clinical students by providing direction and oversight in planning and developing programs to meet their education needs.

Dr. Angela S. V. Balaba
3004 Beaver Creek RD
Russett, MD 20904
(301) 332 5316
viviennebalaba@gmail.com

Objectives: To use my dental knowledge and experience to advance the dental care of individuals in the community and beyond. I wish to further the providence of excellent clinical and administrative dental care to patients, where the patient's needs are the primary goal.

Education:

Washington University, School of Dental Medicine
St. Louis, Missouri, Fall 1983 - Spring 1987
D.M.D. - May 1987

Northeastern Regional Board - May 1987
Annual continuing education
Cardiopulmonary Resuscitation
Hard tissue laser certification

Queen Elizabeth College, University of London,
London, England,
Fall 1980 - Spring 1983
B.S. Degree - Biology

Awards: Washington University, St. Louis, Missouri
Oral Pathology Award - May 1987

Experience:

Fortis College, Landover, MD

Supervising Dentist and Dental Faculty Member, April 2019 to Present.

Provide leadership and professional contributions to the dental program. Responsible for laboratory and clinical teaching, grading and evaluations, student mentoring, counselling and advisement for success and retention. Encourage community service involvement with faculty and students. Promote the program to the community through attendance at local and national conventions.

Briggs Chaney family Dental Center, Silver Spring, Md.

General Practitioner, November 1994 to December 2024.

Provide general dental care for dental and medical center patients in all phases of dentistry. Assessed treatment options and provided treatment plans to patients including preventative, restorative and minor surgical procedures, auxiliary staff training and mentoring. Successfully worked independently providing solid judgement to improve patient outcomes using accurate knowledge and appropriate care.

Dentistry of Bethesda, Bethesda, MD

General Practitioner, May 1997 to June 2012

Provide all aspects of care relating to general dentistry. Hard tissue laser certification.

J.M. Frankel and Associates, Washington DC

General Practitioner, February 1992 - November 1994

Provide general dental care to patients in conjunction with resident specialists. Supervise the dental hygiene department.

Greater Washington Dental Service, Washington DC

Dentist, January 1990 to January 1992

General practitioner- provided care in a multi-specialty practice in all aspects of dentistry.

Group Dental Service, Washington DC

Dentist, June 1989 to December 1989

General Practitioner; staff dentist in a large multi-specialty practice responsible for care of assigned patients.

Doctors Medical Park West, Silver Spring, MD

Dentist, February 1988 - June 1989

Responsible for the periodontal care of patients, as limited to a general practice. Performed preliminary diagnosis of patients in the practice and operative dentistry.

Gentle Dental Care, Silver Spring, MD

Dentist, October 1988 to June 1989

Provided endodontic, periodontal and emergency care for patients of the practice.

Farragut West Dental Associates, Washington DC

Dental Hygiene, October 1987 to January 1988

Provided education and maintenance of patient's dental hygiene, prophylaxis, nonsurgical periodontal treatment and oral hygiene instructions.

Associations:

American Dental Association

American General Dental Association

Robert T Freeman Dental Society

Women's Dentists of Metropolitan DC

Skills:

Established a soft tissue management program for periodontal patients.

Experienced with Dentrix, SoftDent and Easy Dental digital record keeping systems.

Lead dentist and Director of Missions in a global charity healthcare nonprofit.

Healthcare Mentor of high school students.

References:

Available upon requests

12908 Hawkshead Terrace
Silver Spring, MD 20904
(240)-360-9326
rocbou@gmail.com

Rochelle Boursiquot

Goal

To continue building more experience as a Radiologic Technologist and would also like to branch out and learn Mammography.

EXPERIENCE

Fortis College, Landover

Full Time Faculty Radiologic Technology

Community Radiology Associates, Silver Spring, Maryland-
Radiologic Technologist

May 2021-May 2022

Duties: Perform quality diagnostic x-ray images, provide exceptional care to each patient, restock items as needed, maintain a clean environment for patients as well as co-workers.

Shady Grove Adventist Hospital, Rockville, Maryland- Radiologic Technologist
July 2019- Present

Duties: Perform quality diagnostic x-ray images, provide exceptional care to each patient, restock items as needed, maintain a clean environment for patients as well as co-workers.

Clinical Experience(1,800 hours between 2017-2019)Washington Adventist Hospital, Shady Grove Adventist, as well as many Adventist outpatient sites:
Emergency Department
Pediatric Department

- Intensive Care unit
- Pediatric Intensive Care Unit
- Neonatal Intensive Care Unit
- Operating Room
- Fluoroscopy

Woodlin Child Development Center, Silver Spring, Maryland- Aide

October 2013 - August 2017

Duties: Assisted teachers and supervised classrooms when needed, attended field trips, completed meal preps, and maintained a clean environment for the children.

EDUCATION

Washington Adventist University, Takoma Park, Maryland-

- Bachelor's degree in Medical Imaging
January 2021-July 2021
- ARRT Certificate- May 2019
- Associate's degree in Applied Science August 2017 -
May 5th 2019

AWARDS

- Lambda Nu The National Honor Society of the Radiologic Sciences- March 2019 Outstanding Junior Award- April 2018
- Outstanding Junior Award- April 2018

Janice Creighton

Maryland, 20747 • (240) 462-9274 • madisonzuri@gmail.com

Professional Experiences

NOVEMBER 2021- PRESENT

Practice Manager/ CJC Health Services/ Abingdon,MD

Overseeing daily operations of the practice. Recruiting, training and supervising administrative staff such as medical secretaries and receptionists. Organizing duty roles for medical and administrative staff. Setting goals and ensuring the practice achieves its financial objectives. Overseeing finances, including budgets, billing and payroll. Monitoring inventory and ordering new stocks of medication supplies and medical equipment. Managing patient records and IT systems and addressing customer complaints or concerns. Enforcing industry and health and safety regulations. Ensuring office is opened and closed daily, per established schedules.

JULY 2023- PRESENT

Medical Assistant Instructor/ Fortis College/ Landover, MD

Teach specified subject(s) in the medical assistant curriculum for students' comprehension. This entails having a strong understanding of the topics to be taught, and preparing well for lectures. Go through the curriculum and make useful suggestions on possible ways to improve on them to foster effective learning. Prepare detailed lecture notes on each topic to be taught, in line with acceptable standards in the institution and deliver lectures in class with authority on the given topic. Carry out research on topics to identify various insights and angles in the medical assistant field, to make students versatile in discharging their duties on the job. Create room for interaction and students' participation in class to hear different opinions on a given topic. Administer tests and assignments to students to assess their understanding of topics they have taken, as well as to measure the efficiency of the teaching methods adopted. Participate in meetings and trainings organized by industry associations to equip practitioners with latest trends and practices in the medical assistant field, and transfer acquired knowledge to students. Personally supervise academic activities of students to ensure they are doing well, and to put them through where they are experiencing difficulties. Promote the use of technology in teaching, such as ICT facilities and libraries. Counsel students on their career choices, informing them of best opportunities and career paths to follow. Evaluate students' performances and create effective means of rewarding excellent students, while encouraging those not doing so well, by working with them to improve their academic performances. Make reading materials and textbooks available to students to encourage personal learning and extensive reading.

Skills

Accounting, Payroll, and Banking Systems ▪ Healthcare Law ▪ HIPAA Compliance ▪ Charting ▪ Filing ▪ Processing Co - Payments ▪ Human Resource Management ▪ Organizational Improvements ▪ Appointment Scheduling ▪ Insurance Billing Procedures ▪ CMS1450 ▪ UB04 ▪ CMS1500 ▪ Healthcare Claim Cycle ▪ Insurance Verification ▪ Interpersonal Professional Communications ▪ Business Office Operations ▪ Medical Office Procedures ▪ Medical Practice Management Systems ▪ Practice Structure ▪ Leadership & Management ▪ Medical Terminology ▪ Anatomy & Physiology – Phlebotomy- Data Entry- Call

Education

2018

Associates in Healthcare Management/ Ultimate Medical Academy

2015

Medical Assistant/ Fortis College

Certifications

Medical Assistant-AMT/ Phlebotomist- NPA/ CPR Instructor- AHA

LORNA P. DAVIS

Bowie , MD 20720

202-421-8184

Jahkeer415@yahoo.com

[Linkedin.com/in/lorna-davis-719b0162](https://www.linkedin.com/in/lorna-davis-719b0162)

MAMMOGRAPHY| RADIOLOGY|BONE DENSITY

Skilled mammography, x-ray, and bone density technologist with nearly 30 years of experience
Providing excellent patient care with a personal touch. Comfortable working in fast-paced,
Collaborative environments, taking initiative and stepping into leadership roles when necessary
in a progressive learning environment.

TECHNICAL SKILLS

Hologic Affirm Breast Biopsy Guidance Systems (Tomosynthesis)

Hologic ATEC Vacuum-Assisted Breast Biopsy System

Hologic Horizon DXA System (Bone Densitometer)

Hologic Selenia Dimensions 3D Mammography System

Hologic Stereotactic Breast Biopsy Systems

Mammotome Breast Biopsy Devices

Picture Archiving and Communication System (PACS) Problem-Solving

Siemens Ysio Max Digital Radiography Machine

Ultrasound-Guided Breast Biopsy

PROFESSIONAL EXPERIENCE

FORTIS COLLEGE, Landover, MD 2019-Present

Clinical Coordinator

*Participates as part of the clinical team to assist students with competency procedures
and serve as a preceptor to students practicing direct and indirect supervision.

KAISER PERMANENTE, Washington, D.C 2002-Present

Radiologic Technologist

Performs regular ambulatory and emergency radiologic studies as a member of the evening Radiology team.

- *Collaborates with attendants and patient care teams to coordinate and fulfill patient studies.

- *Provides specialty and extra studies as needed for specific circumstances.

- *Educates patients on what to expect before, during, and after procedures, ensuring Their comfort.

- *Participates as part of the clinic team to maintain patient experiences by ensuring the clinic Is clean, all machines are in working order, and patient support is always available.

- *Able to evaluate and assist student assist students with competency procedures and serve as a preceptor to students practicing direct and indirect supervision.

PROVIDENCE HOSPITAL, Washington, DC 2000-2003; 2007-2018

Mammography Technologist (2007-2018)

Performed routine diagnostic and screening mammography for patients as weekend

Supervisor and part of the mammography team.

- *Provided routine and special mammography services, working with patients to make sure they were informed and comfortable.

- *Supported doctors in managing schedules, cleaning and stocking exam rooms, maintaining the patient area and providing general oversight to ensure physical areas were well kept.

- *As part of the supervisory team, managed mammogram employees on weekend shifts, Provided training and feedback for employees, handle customer complaints, and provided Process improvements through policy and procedure changes to prevent future issues.

Assistant Chief Technologist (2000-2003)

Supported the chief technologist in ensuring departmental compliance and optimal functioning for patients.

- *Collaborated with upper level management to maintain and update departmental policies, Procedures, and guideline and ensure the department was operating within standards.

- *Provided onboarding to new hires, with training in new equipment and features Ultimately adopted across the department.

- *Supervised department staff, scheduled resources, and maintained worked flow of the OR and

ER by communicating across various work teams, making sure everyone was well-informed Across shifts.

*Supported employee learning by evaluating the accuracy and quality of images, providing feedback and recommendations for correction, and ensuring the overall quality of departmental output.

*Provided front desk and administrative support to colleagues and patients as needed.

*Investigated department complaints originating from patients or technologist, solving Customer service issues and recommending policy updates where needed.

EDUCATION

Associate of Science, Radiology, May 1991

Montgomery Community College, Takoma Park, MD

TRAINING AND CERTIFICATIONS

Mammogram Training Course MTMI2017

Breast Sonography, ARST,2017

Bone Densitometry Training Course, MTMI,2016

Mammography Positioning and Demonstration Providence Hospital 2014

Breast Tomosynthesis, Providence Hospital 2012

Successful Stereotactic Breast Biopsy Seminar, MTMI, 2010

MammoTest Mammovision Training , Providence Hospital,2007

Ayreon Jackson

5712 Linda Lane, Temple Hills, MD 20748

Objective My objective is to obtain employment in the health care field that would allow me to be a productive asset with an establishment that has a challenging, energetic, also fun work environment; where patient care is top priority; and also where I will be able to fully utilize my professional experience with patients that would be of great value to the company.

10/2021 to present StrongSmiles Dental Care

- Management of all financial aspects of a practice.
- Scheduling of client appointments.
- Supervision and appointment of staff.
- Managing insurance claims.
- Taking care of marketing and public relations.
- Implementing procedures and policies.

5/2021 to 10/2021 Cohen and Cohen

- Order lab work, x-rays, and supplies for dental office
- Prioritize patient daily care according to acuity and scheduled patient procedures
- Maintain and set up patient rooms
- Sterilize instruments
- Perform preventive maintenance on emergency equipment
- Assist with patient and family education
- Create and construct plaster models of patients to be sent to the lab
- Assist Doctor with various procedures:
 - Root canals
 - Restorative treatment
 - Crown Preps
 - Crown cementation

2018 to 2020 Program Director

- Annually preparing and submitting a course of study including program objectives, student performance objectives, and daily lesson plans
- Providing related instruction and supervising student training in dental offices
- Annually preparing and submitting a program budget
- Submitting a report, at the completion or termination of a student's training, of the total number of hours of training the student received and the related skills achieved
- Assisting in student placement activities
- Accurately and punctually submitting to the director all forms and information needed for attendance accounting and grade reporting
- Establishing an advisory committee to include representations from dental care providers and agencies
- Handling employees observations and managing employees
- holding staff meetings and other meetings required by Education affiliates

2016 – Present Fortis College (Landover Campus)

Lead Instructor – Dental Assistant Program

- Annually preparing and submitting a course of study including program objectives, student performance objectives, and daily lesson plans
 - Providing related instruction and supervising student training in dental offices
- Annually preparing and submitting a program budget
- Submitting a report, at the completion or termination of a student's training, of the total number of hours of training the student received and the related skills achieved
- Assisting in student placement activities
- Accurately and punctually submitting to the director all forms and information needed for attendance accounting and grade reporting
- Establishing an advisory committee to include representations from dental care providers and agencies
 - Holding a minimum of one meeting of this committee during each school year
 - Attending staff meetings and other meetings as shall be required by director.

2012- Present Neibauer Dental Care (Waldorf)

Dental Assistant(Floater)

- Order lab work, x-rays, and supplies for dental office
 - Prioritize patient daily care according to acuity and scheduled patient procedures
- Maintain and set up patient rooms
- Sterilize instruments
- Perform preventive maintenance on emergency equipment
- Assist with patient and family education
- Create and construct plaster models of patients to be sent to the lab
- Assist Doctor with various procedures:
 - Root canals
 - Restorative treatment
 - Crown Preps
 - Crown cementation
 - Fabricate temporary crowns

2010-2012 Kool Smiles Children Dentistry District Heights, MD

Dental Assistant/ Clinical Manager

- Assist multiple dentist in fast paced clinic environment
- Trained in papoose board procedures and patient safety
- Prepare pre-fabricated SSC
- Assist with restorative, preventative and surgical procedures
- Performs x-rays daily
- Trained in Boomerang software
- Trained all new hire employees
- Ensured Multiple office were in compliance with OSHA guidelines
- Order supplies for multiple Offices

2007-2010 Dr. Campbell-Leech Family Dentistry Ft. Washington, MD

Dental Assistant/Lab Technician

- Head Assistant to multiple doctors
- Order lab work, x-rays, and supplies for dental office
- Prioritize patient daily care according to acuity and scheduled patient procedures ▪
- Maintain and set up patient rooms
- Sterilize instruments
- Perform preventive maintenance on emergency equipment

- Assist with patient and family education
- Create and construct plaster models of patients to be sent to the lab
- Assist Doctor with various procedures:
 - Root canals
 - Restorative treatment
 - Crown Preps
 - Crown cementation
 - Fabricate temporary crowns
- Utilize PC to enter and retrieve patient data
- Answer multi-line phone, operate fax and copy machine
- Denture repairs, partial repairs with acrylic
- Trained in Eaglesoft software

2008–2010 Maryland Dental Assistant School Ft. Washington, MD Lab & Lecture Instructor

- Instructs a 10-week course of 8 students
- Instructs course: Introduction to Basic Dental Assistance
- Creates scenarios for students to learn procedures that they will assist in once in their practice.
- Administers final exams

2004–2007 Family & Cosmetic Dentistry Alexandria, VA Dental Assistant/Lab Technician

- Order lab work and x-rays
- Prioritize patient daily care according to acuity and scheduled patient procedures ▪
- Maintain and set up patient rooms
- Sterilize instruments
- Perform preventive maintenance on emergency equipment
- Assist with patient and family education
- Create and construct plaster models of patients to be sent to the lab
- Assist Doctor with various procedures:
 - Root canals
 - Restorative treatment
 - Crown Preps
 - Crown cementation
- Utilize PC to enter and retrieve patient data
- Answer multi-line phone, operate fax and copy machine
- Trained in Dentrix software

2004–2005 DHL Alexandria, VA Courier/Sorter

- Delivered mail
- Scanned inbound and outbound parcel
- Load trucks

Education/

Volunteer Since 2009 (expires 3/2020)

- DANB X-Ray License

2009

- Cerac Certified

2008 Southern Maryland Dental Society

- Expanded duty certified

2005–2007 Family & Cosmetic Dentistry Alexandria, VA In-House
Training

- Cerac Computer Training
- Waterlase Laser Technology

OSHA Seminar

Osha Training, 2006

Medical Assistant Program: Sanz School, Washington, D.C.

EKG, 2002

Phlebotomy, 2002

Tech Class, 2002

Medical Assistant Class, 2002

CPR Certified, since 2001

BLS & Heartsaver First Aid Licensed Instructor 2017

Prince George's Community College

Diversity Training, 2001

Suitland High School

Diploma, 2000

Community Outreach

2017 Mission of Mercy

Xfinity Center, College Park, MD

Leslie Landrum

Contact

leslielandrum@gmail.com

Education

North Carolina A&T State Univ. –
2007, Bachelors of Science;
Fitness & Wellness Mgt.

Everest Institute – 2012, Medical
Assistant

Certifications

Health Coaching, 2019
BLS/CPR certified
CMA/RMA certified

Key Skills

Problem – Solving
Venipuncture
Lab processing
Medical Records
Vitals Intake
Patient Registration
EHR trained
Insurance Verification
Effective Communication
Medication Reconciliation
Adaptability
Outcomes Data
Management
Critical Thinking and
Conflict Management
CLIA Testing

Objective

Energetic, trusted and detailed oriented educator passionate about the development and success of young and adult learners. My healthcare experience in the clinical setting, provided me with many qualities that enhanced my abilities in the academic setting and will thus contribute to the department's success through hard work, excellent organizational skills and dedication.

Experience

May 2023– present

Medical Assistant Program Director • Fortis College

- Creates and adjust curriculum plans for each medical assistant student accordingly.
- Completes daily student outreach with regards to attendance in an effort maintain 70-85% retention.
- Processes drops, shift changes, grade changes and so forth as needed for students according policies via CampusVue
- Coordinate and proctor NHA certification exams.
- Promotes continuous improvement of processes in place to help with efficiency and success of MA program.
- Ensures ensuring compliance with all regulatory, accreditation and company policies and procedures.
- Orders supplies for clinical experience and textbooks for general study courses and MA program. Maintaining a monthly inventory.
- Manages MA department of approximately 180 students, utilizing sound business principle and genuine concern for students overall well-being.
- Completes SAP advising with students whose GPA fall below a 2.0 with intention to encourage and inform.
- Provides effective direction and leadership, working collaboratively with persons from all departments.
- Participates in daily staff meetings and faculty development in-services in person and via Microsoft Teams.
- Coordinate PAC meetings alongside fellow program directors with local medical facilities to gain insight on current curriculum and methods of instruction.

Nov. 2021 – present

MA Instructor • Fortis College

- Communicates course objectives and ensure class activities/lessons are directed toward the completion of those objectives.
- Evaluates student performance in class participation, labs and fulfillment of course objectives.
- Provides students with access to and feedback on their course work, grading assignments weekly.

References

Available upon request *

- Completes Staying on Track surveys, Mid Module and End of Module assessments with the intention of student advisement and success planning.
- Observes scheduled class times and office hours.
- Maintains an appropriate and safe learning environment for students.
- Participates in staff meetings and in service training sessions.
- Assists with inventory and distribution of clinical supplies, books and uniforms.
- Provides technical support for students for submission of canvas ground and online assignments.
- Prepares students for externship experiences and NHA certification exam.
- Engages students using creative delivery of prepared lectures and clinical courses.
- Assists with the goal of 100% retention within the MA program with student outreach, updating LDA lists daily, and communicating with MA staff and program chair.
- Proctors NHA certification exams for both MBC programs and re-take exams.

July 2019 – August 2022

Advanced Medical Assistant • Luminis Health (Anne Arundel Medical Center)

- Independently managed over 3,000 patients with regards to quality assurance, maintaining health maintenance records and preventive screenings; including outreach and scheduling appointments.
- Coordinated patient transitional care from hospital admission and ER discharge; including COVID patients who remained on remote monitoring program after discharge.
- Assisted patients with access and registration to internal and external resources for transportation, housing, food, and medical services.
- Trained and assisted medical assistants with patient outreach, outside results retrieval, scanning, data input and SDOH outreach.
- Developed resource reference source used for external resources for patients in need of basic living necessities.
- Participated in staff working meetings in problem solving and critical thinking with regards to customer service, customer satisfaction, and closing gaps within current system to ensure optimal care.
- Prepared and presented quarterly MDPCP transitional care reports for multiple family practices.
- Performed patient outreach with regards to completion of preventive screening measures.
- Trained newly appointed AMAs and other staff on protocols, procedures and workflow implementation.
- Coordinated and conducted vaccine and CLIA testing clinics for practices.
- Participated in recruitment, onboarding and training.

February 2016 – July 2019

Medical Assistant • Anne Arundel Medical Center

- Prepared patient for physician with proper intake of medical history and vitals.
- Administered injections, vaccines and medications.
- Performed in-house procedures as deemed necessary.
- Maintained medical supply inventory, including vaccines.
- Performed quality controls for procedure equipment.
- Completed health coaching course
- Participated in team building workshops and seminars
- Attended quarterly training with AAMC hospital

September 2012 – February 2016

Medical Assistant/Scribe • Potomac Regional Medical Center

- Charting and transcribing of physician-patient encounters in real time, including pending medications, orders and referrals.
 - Distributed medication to patients under supervision of physician.
 - Performed in-house procedures as ordered.
 - Triageed patients in preparation for office visit.
 - Administered medication, vaccines, and injections.
 - Completed patient registration and insurance verification during check in process.
 - Performed venipuncture and lab processing
 - Participated in customer service training courses
-

Julia Miller

White Plains, MD 20695
717.339.9633 | millerjulz@hotmail.com

PROFESSIONAL SUMMARY

Diligent and compassionate human resources professional with a drive to help employers recruit, develop, and retain qualified candidates. Skilled at partnering with management teams to build employee-centric cultures promoting positive morale and optimizing productivity. Motivating and positive with excellent interpersonal, coaching, and communication skills.

Core Skills

- Customer Service Oriented
- Mediation, Ethics, and Law
- Payroll and Invoices
- Team Collaboration Abilities
- Cultivate Work Relationships
- Office and Document Management
- Multitasking Abilities
- Data Confidentiality Measures
- Adaptability and Flexibility
- Interpersonal Communication
- Recruitment
- Performance Assessment
- Diversity, Inclusion, and Sensitivity
- Microsoft 365, Microsoft Word, PowerPoint, Excel, and Typing
- HRIS
- Employee Onboarding
- Benefits and Compensation Management
- Leadership Development

PROFESSIONAL EXPERIENCE

Dental Assistant Program Director

October 2022- Present

40 to 50 hours per week

\$64,000/salary

Fortis College, Landover, Maryland

- Budget preparation; fiscal administration; curriculum development and coordination, including periodic revision.
- Selection and recommendation of individuals for faculty appointment and promotion; supervision and evaluation of faculty
- Teach, mentor, motivate, coach, monitor, and document for students and faculty.
- Coordinate and supervise all activities for the dental assisting program.
- Manage overall achievement, welfare, and conduct of dental assisting students.
- Recruit and maintain clinical sites for dental assisting student externships.
- Coordinate departmental orders for textbooks, supplies, and materials.
- Interview, hire, train, supervise, and evaluate certificated and classified employees.
- Provide opportunities for staff training and development according to ABHES requirements.
- Organize and lead Bi-Annual PAC (Program Advisory Committee) meetings.
- Complete and update the Program Effectiveness Plan (PEP) Bi-Annually

Instructor & Administrative Coordinator

October 2018-October 2022

40 hours per week

\$25 per hour

Fortis College, Landover, Maryland

- Instructs students in business administrative and allied health courses.
- Manages administrative duties (taking attendance; making spreadsheets; filing paperwork; grading; evaluations; mental health check-ins; staying on track evaluations)
- Supports Program Chair of EFDA in everyday processes.
- Tutor and mentor students and co-workers
- Externship Coordinator
- Coach students through hands-on dental procedures in the laboratory.
- Facilitates human resource onboard training.

Surgical Dental Assistant/Implant Coordinator

May 2016-August 2018

40 hours per week

\$18 per hour

Maryland Oral Surgery Associates, Gambrills, Maryland

- Assisted four doctors with oral surgery procedures (four and six-handed dentistry)
- Managed patient's preop and postop surgeries/vital signs/ Emergency medical training
- Worked with disabled patients and children along with young adults, adults, and elderly.
- Calculated patient's fees/insurance verification/scheduling appointments
- Created and coordinated patients' implant treatments.

Expanded Function Dental Assistant

February 2015-May 2016

40 hours per week

\$15 per hour

Calverton Dental Care, Beltsville, Maryland

- Chairside dental assistant during dental procedures and dental X-rays
- Sterilized instruments/ Set up and broke down operatory.
- Patient care discussing needs; care during procedures; and post-op care.
- Corresponded with dental lab and other doctors' offices.
- Administered front desk work/Answered phones/Schedules/Filing

Hair Stylist/Business Co-Manager

March 2011-August 2022

Commission

BlowOuts Salon LLC, Silver Spring, Maryland

- Educating clients on proper hair care/listening to client's hair care needs
- Create repeat business by developing long-term relationships with clientele.
- Earned Wedding Wire Couple's Choice Award for 2015
- Train and manage stylists.
- Conduct Onboarding & Exiting Interviews

EDUCATION

- Walden University, MN** Graduated December 2023
Master of Human Resource Management-Diploma
Golden Key International Honour Society
Delta Mu Delta
GPA: 3.80
- UMGC, Largo, Maryland** Graduated December 2019
Bachelor of Science
Human Resource Management
Dean's List
GPA: 3.5
- Fortis College, Landover, Maryland** Graduated February 2016
Expanded Function Dental Assisting Program, Certification of Completion
GPA:3.87%
Magna Cum Laude| Alpha Beta Kappa| Attendance 98%
- Montgomery College, Takoma Park, Maryland** December 2014
General Education and Pre-Clinical Diagnostic Medical Sonography
Completed 53 college credits.
- Empire Beauty School, Hanover, Pennsylvania** Graduated June 2006
Cosmetology, Certificate of Completion
Holds a Cosmetology License in Maryland and Pennsylvania

PROFESSIONAL AFFILIATIONS & DEVELOPMENT

- Walden University Human Resource Management Graduate Certificate
- Golden Key International Honour Society
- Delta Mu Delta
- Traliant CE Courses- Diversity, Inclusion, & Sensitivity
- Continuing Education Dental Assistant Courses (Annually)
- A Humanistic Approach to Team Member Motivation
- Developing a Healthy Classroom Culture- Fortis College
- Preventative De-escalation Training
- Virtual Training Academy Courses (Monthly)
- MAGNA Commons CE
- SHRM Member

CERTIFICATIONS

Health Insurance Portability and Accountability Act (HIPAA)
CPR/BLS and First Aid Instructor (12/11/2018-Present)

Certified Dental Assistant (CDA)| MD Dental Radiology Certification
Cosmetology Licensure MD and PA
Certified Brazilian Blowout Professional
Certified Ardell Eyelash Extensions

VOLUNTEER

GKAS Day Events	February 2024
Clothes and Food Drive at Fortis College	December 2022
Give Kids A Smile Day/Month	February 2023
Easterseals Head Start and Wellness Fair	June 2023
Give Kids A Smile Day/Month	February 2024

Matthew Oh

10414 Floral Drive
Adelphi, MD 20783
moh@wau.edu
Cell: 301-938-5564

PROFESSIONAL SUMMARY

- Exceptional ability to learn new tasks quickly.
- Excellent Student- (GPA 3.99)
- Passion for helping and serving others.
- Outstanding organizational skills, time management, and customer service skills.
- Ability to successfully communicate with public health personnel, patients, students, and other public members.
- Excellent interpersonal and communication skills.
- Excel working in a fast pace environment.
- Works well with staff, students, and patients.
- Great ability to complete regular diagnostic imaging procedures, fluoroscopy, and C-arm exams according to the departmental policy, protocol and procedures.
- Exceptionally skilled in patient positioning for radiography and in creating the highest quality images.
- Patient safety, radiation safety, and patient care have always been foremost and the most important priority.

EDUCATION

Washington Adventist University (2016-2017)
7600 Flower Ave, Takoma Park, MD 20912
Bachelors of Science- Medical Imaging
Honors: Summa Cum Laude
Honors Society: Phi Eta Sigma
Alpha Chi

Washington Adventist University (2014-2016)
7600 Flower Ave, Takoma Park, MD 20912
Associate of Applied Science- Radiologic Technology
Honors: Summa Cum Laude

Spencerville Adventist Academy (Graduated 2011)
High School Diploma

PROFESSIONAL EXPERIENCE

Fortis College April 2020- Present
Instructor

- Serves as an instructor to Radiographic Technology students. Teaching patient care and procedures
- Participates as part of the clinical team to assist students with competency procedures and serve as a preceptor to students practicing direct and indirect supervision.

Walter Reed National Military Medical Center
Radiographer

- Performs regular routine diagnostic imaging procedures according to departmental protocols, policies and procedures.
- Follows proper standards of care in regard to patients, equipment and materials.
- Comfortable using and manipulating a variety of radiographic equipment.

- Respectful and kind to every patient.
- Very comfortable in the operating room and use of a C-arm.
- Able to perform radiology services to patients of all ages.
- Accountable for every patient's safety.
- Assists Radiologists in performance of all necessary fluoroscopy exams involving the management of contrast media.
- Always helpful to all healthcare team members.

Shady Grove Medical Center

(2017-Present)

Radiographer

- Performs regular routine diagnostic imaging procedures according to departmental protocols, policies and procedures.
- Follows proper standards of care in regards to patients, equipment and materials.
- Comfortable using and manipulating a variety of radiographic equipment.
- Respectful and kind to every patient.
- Very comfortable in the operating room and use of a C-arm.
- Able to perform radiology services to patients of all ages.
- Accountable for every patient's safety.
- Assists Radiologists in performance of all necessary fluoroscopy exams involving the management of contrast media.
- Always helpful to all healthcare team members.
-

Washington Adventist University

(2016-Present)

Medical Imaging Instructor

- Teach students to understand concepts of positioning, patient care, medical terminology, patient safety, and radiation safety in regard to patients and healthcare professionals.
- Instructs and helps students become adapted to working in a healthcare environment.
- Makes sure that students are knowledgeable and have the ability to use and manipulate all forms of x-ray machines including: diagnostic X-ray tubes and control console, portable machines, C-arms, and fluoroscopy.
- Reviews positioning competencies with the students to ensure their knowledge of positioning, anatomy, and pathology is optimal.
- Always readily available for students to answer their questions in any subject regarding radiographic procedures, and other subjects involving medical imaging.

Washington Adventist Hospital, Adventist HealthCare Shady Grove Medical Center

(2014-2016)

Radiologic Intern

- Performed regular routine diagnostic imaging procedures according to departmental protocols, policies and procedures.
- Followed proper standards of care, used all radiographic equipment, prepared exam rooms, equipment and materials.
- Offered patient care services using general and specified imaging modalities.
- Respectful and kind to every patient.
- Ability to safely use ionizing radiation in performance of many radiographic procedures.
- Accountable for every patient's safety.
- Assisted physicians in performance of all necessary exams involving the management of contrast media.

Washington Adventist Hospital, Takoma Park, MD

(2013)

Volunteer Transporter

- Escorted patients to all locations in the Hospital
- Maintained excellent customer service relations
- Made sure patients were satisfied
- Great relationship with staff
- Worked fast and efficiently

Office Care Inc. - Laurel, MD

(2012-2013)

Assistant to the CEO

- Landscaping
- Professional Cleaning

Oh Brother's Lawn Service, LLC- Hyattsville, MD

(2006-2012)

Co-Owner

- Cleaned and organized work equipment
- Fast pace work to get the jobs done
- Landscaping and snow removal
- Organized and quick adaptable thinker

CERTIFICATES and LICENSURE

- ARRT Certified & Registered
- Maryland Radiographer License
- CPR Certified

❖ *References available upon request*

Olive Peart, MS, RT(R) (M)

Tel: 914-299-1423

Email: olive@opeart.com

Imaging Technology

EXPERIENCE – MAMMOGRAPHY & RADIOLOGY

September 2016 – present: **Program Director and Program Chair, Fortis College, Landover, MD**

Responsible for teaching, student advising, administrative assignments, program accreditation and communication between the affiliate sites and the program. Other duties include supervising clinical coordinators/instructors and preceptors.

September 2020 – Present: **Program Manager, Mammography Technologist.**

RAD-AID USA Women's Health Access Initiative. Technologist coordinator with RAD-AID USA Team. Helping to deliver breast cancer screening and other medical services to women of color in the United States.

August 2015 – September 2016: **Program Director and Campus Coordinator, St. Vincent College- Stamford Campus.**

Responsible for teaching, student advising, administrative assignments, program accreditation and communication between the affiliate sites and the program. Other duties include supervising clinical coordinators/instructors and preceptors.

March 1999 – December 2020: **Mammography /Radiologic Technologist**
Hudson Valley Medical Center

Jan 2006 –September 2020: **Program Manager RAD-AID India**

Asha Jyoti: Women's Healthcare Mobile Outreach Programme, Chandigarh, India

Tasked with evaluating the sustainability of the project and identifying areas of concern.

Sept. 2014 – August 2015: **Program Director, Harlem Hospital School of Imaging Science**

Provide student instructions and administrative and academic duties related to a 2-year hospital-based radiography program.

Jan. 28- Feb 8, 2014; Oct. 2 - Oct 14, 2015; July 23- Aug 1, 2016: **RAD-AID/ASRT Fellow**

Asha Jyoti: Women's Healthcare Mobile Outreach Programme, Chandigarh, India

Mammography teaching and clinical assignment provided to technologist at Postgraduate Institute of Medical Education and Research (PGIMER), Chandigarh, India. Tasked with assessing the re-screening of patients.

Feb. 2000-September 2014: **Clinical & Academic Instructor**

Stamford Hospital Program in Radiography

Instructor: Patient Care in Imaging Technology; Professional Ethics and Medico legal Issues; Radiographic Procedures; Mammography; Physics; Screen-Film & Digital Imaging; Quality Assurance in Radiographic Imaging; and Anatomy & Physiology of the Endocrine, Nervous, Reproductive, Respiratory, and Urinary systems.

Oct. 1998-Feb. 2000 **Mammography & Radiologic Technologist/Hologic Bone Density Operator**

Murray Hill Radiology/ Hosatonic Radiology /Northern Westchester Hospital (part-time)

Jan. 1997-Oct. 1998 **Radiologic Technologist/Mammography Quality Assurance Officer**
Mt. Kisco Medical Group

- Mammography Quality Assurance personnel/Mammography specialist

- Routine and Fluoroscopic radiological procedures
 - Bone Density Screening with Hologic bone densitometer
- Jan. 1990-Jan. 1997 **Staff Radiologic Technologist**
Our Lady of Mercy Medical Center
- Mammography & Mammography Interventional Specialist
 - Rotated in all areas of general radiology
- May 1993-May 1996 **Technologist Coordinator**
New York Metropolitan Mammography Society
- Interacted effectively with the president to promote ideas of interest to technologists
 - Tracked and documented the continuing medical education credits (CME) of member technologists
 - Provided general meeting information to members as necessary
- 1992-1996 **Mammography Applications Specialist (Freelance)**
Siemens Medical System
- Jan. 1985-Dec 1989 **Staff Radiologic Technologist**
Manhattan Health Plan - HIP
- Acting supervisor (three months)
 - Routine, Fluoroscopic and Mammography procedures
- Jan 1983 - Dec. 1984 **Radiologic Technologist**
Parkchester Medical
- Jan. 1981 - Dec 1982 **Staff Radiologic Technologist**
Cornwall Regional Hospital

EXPERIENCE MEDICAL EDITOR

- Dec 2018 -March 2022 (part-time)
Subject Matter Expert (SME) Writer, clinical radiologic Technology, Relias
Medical editor and continuing medical education writer.
- Feb. 2011-Dec 2018 (part-time)
Clinical Radiologic Editor, OnCourse Learning former Gannett Education.
Medical editor and continuing medical education writer.

PUBLICATIONS

- 2023 "Ultrasound-Guided Breast Procedures," *Journal of Radiology Nursing*, May 2, 2023
- 2022 *Lange Q & A Mammography Examination*. 5th Edition. McGraw-Hill
- 2022 *Mammography & Breast Imaging Prep. Program Review*. 3rd Edition. McGraw-Hill
- 2019 "Importance of Visual Checks Before Mammograms," *Imaging Technology News*, May 31, 2019
- 2018 "Mobile Medical Screening Clinic in India," *Radiologic Technology*, July/August 2018
- 2017 "Metastatic Breast Cancer" *Radiologic Technology*, May/June 2017.
- 2017 *Lange Q & A Mammography Examination*. 4th Edition. McGraw-Hill.
"Breast Intervention And Breast Cancer Treatment Options." *Radiologic Technology*, May/June 2015, Volume 86, Number 5.535-563.
- 2017 *Mammography & Breast Imaging Prep. Program Review*. 2nd Edition. McGraw-Hill
- 2014 *Lange Radiographic Positioning Flashcards (Lange)*. 1st Edition. McGraw-Hill
"Positioning Challenges in Mammography." *Radiologic Technology*. March/April 2014, Vol 85, # 4. 417-443

- “RAD-AID International.” *Radiologic Technology*, Volume 86, Number 1. 1 100-102.
- 2007 "Fact or Fiction–Dispelling Popular Breast Cancer Myths." *RT Image*. April 23
 "Mammography Imaging–Positioning and Technique." *RT Image*. March 12
- 2005 *Mammography and Breast Imaging: Just the Facts*. McGraw-Hill
- 2004 Fear Factor–Avoiding Post Traumatic Stress Disorder." *RT Image*. August 2
- 2003 "Metal Works–Imaging Patients with Body Piercing." *RT Image*. January 13
 "Vertebroplasty," *RT Image*. March 10
 "Give me some Credits," *RT Image*. June 30
- 2002 *Appleton & Lange, Review Mammography*. McGraw-Hill
 "A History of Screening Mammography in the US." *RT Image*. August 19
 "Mobile Image." *RT Image*. June 24 & July 1
 "Trouble-shooting in Radiography." *RT Image*. March 4 & 11
- 2001 "Effective Memory Strategies for Students and Educators." *RT Image*. December 3
 "Development in Adjunctive Mammography." *RT Image*. October 15
 "Pediatric Imaging & Radiation Protection." *RT Image*. May 28
 "Pediatric Imaging." *RT Image*. May 21
 "Dynamic Digital" *RT Image Magazine*. January 29
- 2000 "Avoiding Unnecessary Biopsies." *RT Image Magazine*. September 25
 "The Importance of Follow-up in Mammography." *Radiologic Technology*. July/August
- 1996 **"Spanish for Professionals in Radiology" & "The Danger of Medical Radiation."**
 DLite Press
- 1994 "The American Medical Association: An Historical Account." *Advance for Administrators in Radiology*. December
 "With A Little Work You Too Can Be Published." *Advance for Radiologic Science Professionals*. October 31
 "Helping Patients Overcome Their Fear of Mammography," *Radiologic Technology*. September
 "A Reform Retrospect," *Administrators in Radiology*. July
- 1993 "The Budget and the X-Ray Technologist." *RT Image Magazine*. December
Spanish for Nurses: An English/Spanish Phrase Book. Shepherd Inc.
 "Health Care Reform: Weighing the Options." *Advance for Radiologic Science Professionals*
- 1992 "Stereostatic Biopsy Pin-Points Breast Lesion" *Radiologic Technology*
Spanish for the X-Ray Technologist: An English/Spanish Phrase Book. Shepherd Inc.
- 1991 Second place winner: 4th Annual *RT Image* Writer's Contest

LECTURER

- Sponsor: California Society of Radiologic Technologist (CSRT)
 - Essential of CR & DR, April 15, 2023
- Sponsor: Maryland Society of Radiologic Technology (MSRT)
 - Essential of CR & DR. October 21, 2022
- Sponsor: Medical Professionals
 - Mammography Positioning. February 17, 2022
 - Radiation Dose in Mammography. December 1, 2021
 - Radiation Protection in the Operating Room. November 17, 2021
 - Optimizing Pediatric Radiation Dose. November 1, 2021
 - Patient Preparation in Mammography. August 26, 2021

- Sponsor: Maryland Society of Radiologic Technology (MSRT)
 - Mobile Imaging, June 5, 2021
- Sponsor: ASRT Educational Symposium
 - Orlando, Florida. June 20, 2019
- Sponsor: Breast Cancer Foundation
 - Dayton, OH. Saturday March 24, 2018
- Sponsor: MTMI – Medical Technology Management Institute
 - 2004-2018: 1-day seminar: 8-10 times per year in the United States & Canada
 - Lecture Title 2017-2018: Digital Breast Tomosynthesis- Practical Applications
 - Lecture Title 2016: Mammography: Analysis and Advanced Techniques
 - Lecture Title 2014-2015: Breast Imaging: Critique, Analysis and Case Reviews
 - Lecture Title 2012-2013: Mammography in the Trenches
 - Lecture Title 2010-2011: Conventional and Digital Breast Imaging
- Sponsor: New Jersey Society of Radiologic Technologist (NJSRT)
 - Atlantic City, NJ. April 5th -6th 2017
- Sponsor: 2016 ASRT Educational Symposium
 - Las Vegas, NV. June 23, 2016
- Sponsor: CSRT Webinar: Digital Breast Imaging & Breast Imaging Modalities”
 - Saturday, October 8th, 2016
- Sponsor: New York Society of Radiologic Technologist
 - Corning, NY. October 24, 2015
- Sponsor: New Jersey Society of Radiologic Technologist (NJSRT)
 - Atlantic City, NJ. March 6th & 7th 2013 & March 6th 2014
- Sponsor: York State Society of Radiologic Sciences (NYSSRS)
 - Corning, NY. November 3rd & 4th 2011
- Sponsor: Breast Cancer Foundation – Annual Seminar
 - Dayton OH: April 2, 2011
- Sponsor: The Western New York Mammography Society
 - Annual Spring Seminar: NY. May 15, 2010
- Sponsor: The Western New York Mammography Society
 - 14th Annual Fall Seminar: NY. October 20, 2007
- Sponsor: Beekley Cooperation
 - Staff In-service: CT. August 6, 2007
- Sponsor: Connecticut Society of Radiologic Technologist
 - Annual conference: CT. September 2006, April 2007
- Sponsor: Stamford Hospital, Continuing Education Seminar
 - Annual Seminar: CT. Nov. 2002 & Nov 2000
- Sponsor: Bronx –Lebanon Hospital Center
 - Mammography seminar NY. April 2002
- Sponsor: Harlem Hospital NY
 - Annual Seminar, NY. April 2002
- Sponsor: NY Society of Radiologic Technologist
 - Annual conference at Lake George Conference, NY. Oct 2001
- Sponsor: Simply Mammography
 - Conference in Chicago, Illinois. Oct 1995

EDUCATION

- June 2002–University of Bridgeport, Bridgeport Connecticut
 - Masters of Science degree – Education
- June 1994–Empire State College, (SUNY) Hartsdale, New York
 - Baccalaureate degree in Health Science Writing
- Oct.1991–American Registry of Radiologic Technologist (ARRT)
 - Advance level certification in Mammography
- Dec. 1987–Lehman College, (CUNY) Bronx, N.Y. 72 college credits
 - Member of the Golden Key Honor Society
 - Dean's List 1984
- June 1981–University of the West Indies, Program in Radiography
 - Diploma from the College of Radiography, London. England
 - Certification via reciprocity with the American Registry of Radiologic Technologists (ARRT)

PROFESSIONAL ASSOCIATION

- Member & Secretary with the Maryland Society of Radiologic Technologist (MSRT)
- Certification with the American Registry of Radiologic Technologist (ARRT)
- Member of the American Society of Radiologic Technologist (ASRT)
- Member of the Authors Guild of America
- Member in good standing, Lambda Nu National Honor Society of The Radiologic and Imaging Sciences, Connecticut Alpha Chapter. Inducted, April 10, 2012

Ponsella Woody-Poindexter
AS, AHI, CMAS, BLS Instructor

Waldorf, MD 20772 • 301-257-1960 • email: PWoody-Poindexter@fortiscollege.edu

Objective: A reliable individual with many years of experience in the medical field, (clinical & administrative) with 20+ years as an Allied Health Instructor, desiring a position as a team player with a reputable medical facility.

Qualifications:

Ability to work well with others

Detail-oriented, self-starter

Highly dependable

Willing to learn

Education: Ashworth College Norcross, Georgia 2018-Present
Bachelor's degree: *Healthcare Management*

Ashworth College Norcross, Georgia 2004-2015
Associate degree: *Healthcare Management*

Certificates: CBCS-NHA AHI-AMT CMAS-AMT
BLS-Instructor-AHA

Experience:

07/18 Present Fortis College-Landover: Program Director-Medical Billing and Coding Instructor

Fulfill all the functions of running the department and the responsibilities of teaching the assigned course load as directed by the DOE. *Participate in student activities, such as serving as a club advisor, if asked. *Be aware of the school catalog, faculty handbook and student handbook, and understand all the procedures and expectations stated within it as well as policies stated therein. *Serve as a mentor to new faculty members. Assist in developing, evaluating, and maintaining curricula and programs that respond to community needs, prepare students for success, and meet the requirements of the regulatory agencies. * Work with externship site as qualified instructor, visit the externship sites and review the students' performance, and conduct meetings with students. Also responsible for renewal of site contracts and development of new sites. *Assist with the development and scheduling of classes. *Assist with textbook review, selection and distribution processes. *Assist with employee orientations regarding program procedures, instructional issues, and Faculty Fast Track Training. *Assist the Department Chairperson with faculty to support course consistency in accordance with approved course syllabi and lesson plans. *Attend regular phone conferences with the National Director of Medical Programs and participate in Team Leader group activities when available. *Assist Department Chairperson to resolve faculty and student issues. *Assist in maintaining inventory of equipment, software and supplies in the laboratory and classroom and monitor the cleanliness of the labs/classrooms as directed. *Monitor classroom and student safety and immediately report safety concerns to the DOE/Dean and the Campus Director/Department Chairperson. *Assist in maintaining industry contacts for instructional and employment purposes. *Keep abreast of industry changes through participation in industry events and regular involvement in professional organizations. *Adhere to and support school policies and procedures as referenced in the employee handbook, faculty handbook and catalog. *Participate in advisory board meetings, in-services, weekly faculty meetings, professional seminars, etc. *Attend student orientation and graduation ceremonies. *Perform other duties as may be specified by the DOE/Dean, Department Chairperson, or the Campus Director.

Ponsella Woody-Poindexter
AS, AHI, CMAS, BLS Instructor

Waldorf, MD 20772 • 301-257-1960 • email: PWoody-Poindexter@fortiscollege.edu
 02/10 - 7/18 Fortis College-Landover Adjunct Instructor (MA & MBC Programs)
CPR Instructor; HESI Prep and Proctor (DH)

Prepare students for read and abstracting documentation* clarification and billing concerns* provide timely and accurate data to ensure reimbursement for services, EMR (electronic medical record)* A/P* medical terminology* ICD-10* HCPC and CPT coding prepare CMS-1500 claim forms* Medisoft billing software/electronic billing* business mathematics* Microsoft Excel – ability to prepare and provide reports that are recurring* resolve billing issues in timely manner* appeals* electronic claims submissions to all payer sources* claims corrections and resubmissions* timely follow-up of outstanding accounts* scheduling appointment* and Medicaid and Medicare fraud and abuse issues (CMS).

11/07- 01/10	Sanford-Brown Institute Landover	<u>Instructor (MBC Program)</u>
07/06- 05/08	Sanford-Brown Institute-Landover	<u>Externship Procurement Specialist</u>
06/05-07/06	Sanford-Brown Institute Landover	<u>Non-Invasive Cardiovascular Clinical Coordinator & Externship Site Procurement Specialist</u>
10/18/04-06/05	Sanford-Brown Institute-Landover formerly Ultrasound Diagnostic School	<u>Career Services Coordinator</u>
5/01- 10/1/04	Ultrasound Diagnostic School	<u>Lead Instructor MBC & Clinical Coordinator/ Administrator</u>
07/00-5/01	Sanz School	<u>Instructor - Medical Administration</u>

Other Areas of Experiences (1984-2000)

- Mar -84 - May 90 Esther Pinder (PEDs) 6 years: Medical Assistant & Office Manager
- June 89 - Aug 93 Ilnez Hinds (PEDs) 4 years: Office Manager/Billing & Collections
- Sept.-91-June 92 Georgetown Medical Center; Radiation Medicine & Otolaryngology
1 year: Patient Account Representative I
- Sept.-94-Nov-96 Marilyn & Frederick Corder (PEDs): Part-time Assistant Office
Manager and Medical Assistant
- Sept. -96-Oct.-97 Georgetown Medical Center 1 years: (PEDs) Billing Department
Patient Account Representative II
- Jan-97-July-97 Infertility: George Washington 6 months (MFA/ACC) Building:
Venipuncture Part-time
- Jan -97-Feb 99 OB/GYN: George Washington 2 years: (MFA/ACC) Building:
Medical Assistant
- Aug-98-Sept. 00 Internal Medicine 1 year: George Washington Satellite Office:
Medical Assistant

Overall Experience: Billing & Collection, claims processing, knowledge of ICD-9/10, HCPCS, CPT codes, written and oral communication. Billing & Scheduling Software (varies programs) resolved

Ponsella Woody-Poindexter
AS, AHI, CMAS, BLS Instructor

Waldorf, MD 20772 • 301-257-1960 • email: PWooty-Poindexter@fortiscollege.edu
problem accounts, third party billing, knowledgeable of varies insurance; commercial, HMO & PPO, PCP contractual and capitated services, and referrals. Patient care experience w/varies testing and assisting w/ in-house surgical procedures such as LEEPS, Cryos, Colpo, EMB, removal of polyp, monitor fetal heart rate w/fetal doppler and NST, depo injections and other injections, wound care (debridement) for c-sections, assist with Hysto/Laparoscopy procedures. Performed many in house testing such as PPD, glucometer reading, stool occult blood testing, rapid strep testing, urine culture, wet preps and urinalysis. Hearing and vision screening, EKG, venipuncture for all ages, inventory, ordering of all medical/office supplies.

Liana A. Rhoden
WHATSAPP: 407-202-8132
Email: Anastacia7112@Gmail.com

PROFESSIONAL EXPERIENCE

FULL TIME FACULTY - FORTIS COLLEGE LANDOVER - FEB 2024-PRESENT

- **Lecture and instruct students**
- **Evaluate student proficiencies**

LEAD REFERRAL MANAGERFULL TIME FACULTY - MAR 2021 - PRESENT

- The co-ordination & high-quality support for U.S. Military Members, requiring intensive medical care.
- Provide a professional approach to medical referral agencies, regarding in/outpatient medical facilities.
- Ensure all client data via the referring agency is securely handled in accordance with USAF policies.
- To liaise in a professional manner with medical agencies and offer positive support when necessary.

LEAD DENTAL ASSISTANT – DENTAL CARE OF BOCA RATON – NOV 2016 - APR 2020 (PART TIME)

- Over 1,500 hours of Dental Assistant surgery experience.
- Effectively managed dental-practice operations, finance and logistics within the department.
- Organized and facilitated aesthetic continuing education courses for Dentists and Dental Assistants.
- Initiated patient X-Rays to educate patients of necessary care.
- Helped Dentists during surgical procedures.
 - i.e. Root Canal Therapy, Implants, Crown & Bridge, Resins, Invisalign, “TMJ”, Laser Therapy

LEAD DENTAL ASSISTANT - HEARTLAND DENTAL INC. - OCT 2015 - APR 2020

- Over 1,500 hours of Dental Assistant surgery experience.
- Effectively managed dental-practice operations, finance and logistics within the department.
- Organized and facilitated aesthetic continuing education courses for Dentists and Dental Assistants.
- Initiated patient X-Rays to educate patients of necessary care.
- Helped Dentists during surgical procedures.
 - i.e. Root Canal Therapy, Implants, Crown & Bridge, Resins, Invisalign, “TMJ”, Laser Therapy

ADMINISTRATIVE ASSISTANT - WEST ORANGE DENTAL - NOV 2014 - FEB 2015

- Accurately gathered preliminary information for check-in patients and scheduled appointments.
- Proficiency in handling chart reviews and organizing patient records.
- Coordinated and verified patient insurance information.

EDUCATION

PALM BEACH STATE COLLEGE - ENROLLED 2018 - GRADUATED 2020

- Associates of Arts Degree-Graduated *Cum Laude* with Accumulated GPA of 3.3

DENTAL ASSISTANT PIONEERS ACADEMY

- Earned Dental Assistant License 2014

JOB-RELATED SKILLS

- Proficient in Microsoft Word, Excel, Access, and PowerPoint
- Bilingual (English/Spanish)

Curriculum Vitae

Dr. Ahdi Khalili Sangsari BDS, CDA

Date of Birth: Nov-26-1992
Email: ak-_92@hotmail.com
Phone number: +1 757-746-9893
Address: 8070 Bison Ave. Norfolk, VA



Currently a Licensed Dentist in Dubai and has more than three years of experience as a Dental Assistant Instructor in USA from a CODA Accredited Dental Assisting Program. Dr. Ahdi was part of the team that got the CODA Accreditation for the Dental Assisting Program in Norfolk's Centura College. Objective is to have the opportunity to make a positive contribution in a professional atmosphere and gain a practical experience in the field of Dentistry.

EDUCATION

Sri Ramachandra University - Degree of Bachelor of Dental Surgery

Location: Chennai, India

Graduated in April of 2017.

4 years of dental school and 1 year of internship in the University's Dental Hospital.

Rawafed Private School - High School Diploma

Location: Abu Dhabi, UAE

Date: 2007 - 2010

Graduated with honors

PROFFESIONAL EXPERIENCE

Fortis College Landover – Dental Assistant Instructor

USA Date: June/2023 –

Present Teaching:

- Capstone
 - Dental Specialties
 - Advanced Dental Procedures
 - Basic Dental Procedures
 - Emergency Management in Dentistry
 - Introduction to Dental Assistance
- (Practical Hands-on in the Operative fields and Lectures/Theory)

Marina Dental Clinic – Dentist

Location: Dubai, UAE

Date: May/2017 – Present

(Visiting patients every four to six months to attain a Dental Implant Degree in Dubai)

Oral Implantology Research Institute – Volunteering Dentist / Implantology Student

Location: Sharjah, UAE

Date: July/2017 – June/2017

- Placing Dental Implants for prisoners in Sharjah's state prison as a volunteering act.

Sri Ramachandra University – Intern / Dentist

Location: Chennai, India

Date: Jan/2016 – March/2017

- Interned as a General Dentist in every specialty department of the university rotating every month.

DENTAL/PRACTICAL SKILLS

- Diagnosis
- Scaling and Oral Prophylaxis
- Root Canal Treatment of anterior teeth and lower premolars
- Extraction of all teeth (Including third molars)
- Dry Socket Management
- Suturing and Suture removal
- Impression taking and Dentures
- Teeth fillings (Classes 1 to 5) using materials like Amalgam, Composite, GIC.

LABORATORY SKILLS

- Handling impression materials
- Pouring impressions
- Wax-up of partial and complete dentures
- Fabrication of special tray
- Processing of acrylic denture – Partial and Complete
- Articulation
- Hawley's retainer and Upper Begg's retainer
- Clasp and spring

RELEVANT COURSEWORK

- Certified Dental Assistant from the Dental Assisting National Board (USA)
 - Dental Assistant Instructor in Centura College – Norfolk, VA, USA since October 2018 to date. Dr. Ahdi was part of the team that got the CODA accreditation for the College's DA Program.
 - Certified Dentist from the Dubai Health Authority
 - Certificate of attendance in a "BLS/CPR Training", from the American Heart association.
-

ADDITIONAL SKILLS

- Fluent in English, Farsi (Persian) and Arabic in both Reading and Writing.
- Proficient with the Microsoft Office Suite.
- Punctual/Responsible/Ethical
- Creative
- Proficient with Music/Sound and Video editing.

VOLUNTEERING EXPERIENCE:

I have done Volunteer work for 5 years in the UAE on giving Children Classes and Junior Youth Empowerment Program, which empower this age group in having a role in socioeconomic development. This includes dedicating one complete year after graduating from high school before starting university, where I volunteered as a Junior Youth Animator in a private school in Dubai and was an Animator for Junior Youth groups in different neighborhoods in Dubai.

Five different dental camps during my 1-year internship in Sri Ramachandra Dental University. In different rural areas. For dental treatments and for raising dental health awareness in these rural areas in the state of Tamil Nadu, India. These dental camps were organized by the Department of Public Health Dentistry of Sri Ramachandra University.

References:

- Tamika Davis, BS, CST, CDA

Dental Assistant Program Coordinator at Centura College (CODA Accredited DA Program)

Phone number: +1 757-971-2086

Email Address: dacoordcnor@centura.edu

- Diana Perot, BA, CDA, COA

Dental Assistant Program Director at Fortis College

Phone number: +1 757-633-1432

Email Address: dianas1988@gmail.com

- Dr. Soheil Hussaini, BDS, MS, PHD

Owner of Oral Implantology Medical Center and Marina Dental Clinic

Director of Oral Implantology Research Institute

Email Address: oimcgroup@gmail.com

PORTIA THOMAS

Cell Phone: (202) 417-0538

Portiaj42@gmail.com

Objective

Motivated Manager with 4 years of experience/ 12 years medical assistant/admin seeking to apply my background in office administration, information technology, medical billing and coding, work from home/remote medical care, call center/ customer service and registered medical assistant within a steadfast and competitive organization. Seeking a full-time position as a manager with a progressive medical facility. Where I may use the skills, I currently possess, enhance those skills to obtain new skills and working knowledge all to be achieved while working towards becoming a Manager/ Clinic Director.

EDUCATION

Registered Medical Assistant

Associate of Applied Science in Medical Assisting

Sanford-Brown College - McLean, VA - Graduation: September 2012

Skills/Related Studies

Medical Terminology - Clinical Procedures - Medical Office Procedures – Phlebotomy

Medical Transcription - Internal Anatomy & Physiology - Electrocardiography - Pharmacology

Urinalysis and Microbiology - Medical Coding and Insurance - HIPPA Privacy Act Workshop Completion -

Type 55 wpm - Computer proficiency: Microsoft Word, Excel, and Microsoft teams

EMR systems: EClinicalWorks, Epic, VMware, Fert, and Cerner

CPR Certified

Exp 03.2024

Business Administration

UMGC- Bachelor's

WORK EXPERIENCE

Site Coordinator

Luminis Health – Laurel, Md

Full time/Remote

April 2023 to Present

- Manage office operations and staff.
- Maintain office supplies and equipment.
- Develop and implement office policies and procedures.
- Manage budgets and financial records.
- Coordinate with other departments to ensure efficient workflow.
- Ensure compliance with applicable laws and regulations.
- Handle customer inquiries and complaints.
- Organize meetings, conferences, and other events.
- Build an engaged office team; model the ideal team member experience through excellent hiring, onboarding, training, performance feedback, skills coaching, learning opportunities and engaged career development
- Liaise with doctors, providers and staff to identify potential office process dysfunctions
- Skills coaching with Team
- Manage staff schedules
- Manage provider schedules
- Engage your team to solve local problems, escalating systemic issues to your manager
- Ensure that office staff performs daily duties on time
- Carry out supervisory responsibilities in accordance with organizations policies and all applicable state and federal laws
- Managing the facility/clinic
- Ensure staff and patients have an amazing experience - timely access to the care they need (appointments, messages, and administrative support) and their issues are resolved quickly, with minimal waste and friction

- Reviewing Charge Reviews and Claim Edits
- Assisting/ Covering other offices Front Desk/ MA

Medical Assistant/ Phlebotomist

Shady Grove fertility – Rockville, Md

Part time

August 2022 to Present

- High volume of phlebotomy
- Maintain supplies for the blood drawing stations
- Ensure lab specimens are sent to proper labs
- Document patient care services utilizing daily logs and patient records
- Utilize the computer in entering labs and printing labels
- Assist physician or ultrasound technician with various procedure
- Perform semen washes and sets up for IUIs
- Take vital signs and provide general clinical assistance
- Maintain patient accounts by obtaining, recording, and updating personal financial and insurance information
- Optimize patients' satisfaction, provider time, and treatment room utilization by assessing minimum patient needs and scheduling accordingly
- Address customer/patient issues and insure effective short-term and long-term resolution
- Provide timely feedback to the practice regarding service failures or patient concerns
- Consult with patients regarding their benefits, coverage and financial options
- Greet patients and visitors to the office and providing high level of customer service
- In general, the Clinical Administrative Assistant is responsible for: Responsibilities include Assists in obtaining authorizations for medications
- Communicates with insurance plans and pharmacies to ensure patient obtains medications in a timely manner
- Assists with coordination of needed prescreening/testing in conjunction Assists patient with making appointments, scheduling injection classes Works independently to assure the program goals are achieved Supports and promotes excellence in customer service

Orthopedic Technician

Children's Hospital – Washington, DC

Orthopedic Tech

September 2022 to April 2023

- Perform a variety of orthopedic related activities including applying and removing dressings, removing sutures/staples, applying and removing casts and splints.
- Maintain confidentiality of sensitive information.
- Recognize and respond appropriately to urgent/emergent situations per protocols

Dispatcher

911- Washington, DC

January 2022 to September 2022

- Receives emergency calls remotely.
- Asks caller to describe the nature of the emergency and ask follow up questions as necessary.
- Takes down location and personal information of the caller.
- Dispatches available emergency units to the proper location.
- Keeps callers on the line when necessary.
- Advises callers on proper course of actions, calms down, and documents their condition until emergency units arrive.
- Maintains logs of all calls and dispatched units.
- Enters call information and records into database.
- Prioritizes simultaneous emergency scenarios.
- Stays up to date on location and activity of emergency units in the area.
- Monitors activity of emergency vehicles and on-duty personnel during shift.
- Receives non-emergency calls.
- Advises callers on how to handle non-emergency situations, and transfers callers to proper department.
- Submits call logs and caller information to law enforcement and legal officials when necessary.

- Testifies in court when called to do so.
- Reports any fraudulent or prank emergency calls to supervisor.

Manager/Lead Medical Assistant

Capital Orthopedic Specialist – Lanham M.D

Orthopedic

March 2018 to January 2022

- Taking medical histories/vitals
- Call center remote/ customer service
- Explaining treatment procedures to patients
- Preparing patients for examination
- Assisting the physician during exams
- Collecting and preparing laboratory specimens
- Preparing and administering medications as directed by a physician
- Authorizing prescription refills as directed
- Preauthorization for medicines
- Removing sutures/ staples and changing dressings
- Using computer applications
- Answering telephones
- Greeting patients
- Updating and filing patient medical records
- Coding and filling out insurance forms
- Scheduling appointments
- Checking patients in/out of the office
- Arranging for hospital admissions and laboratory services
- Ordering supplies for (front & back office)/stocking supplies
- Adhere to policy and procedures during all activities
- Collect Co-pay
- Daily income reports
- Training front/back office
- Solving office and customer problems
- Working one-on-one with providers
- Meeting project deadlines
- Coming up with new ideas for workflow for front/back office
- Doing day to day scheduling for staff/ providers

Lead Medical Assistant

Medstar Health- Washington D.C.

Primary Care, GI, Breast Surgery and Orthopedic

August 2016 to March 2018

- Training new employees
- Taking medical histories
- Explaining treatment procedures to patients
- Preparing patients for examination
- Assisting the physician during exams
- Collecting and preparing laboratory specimens
- Performing basic laboratory tests
- Instructing patients about medication and special diets
- Preparing and administering medications as directed by a physician
- Authorizing prescription refills as directed
- Drawing blood
- Taking electrocardiograms
- Removing sutures and changing dressings
- Using computer applications
- Answering telephones
- Greeting patients
- Scheduling appointments

Medical Assistant

Dr. George Samman MD - Washington DC.

OBGYN

July 2013 to August 2016

- File management: recorded patient's vitals, medical history, and test results
- Interviewed patients to obtain medical information
- Cleaned and sterilized instruments and disposed of contaminated supplies
- Prepared and administered medications as directed by a physician
- Showed patients to examination rooms and prepared them for the physician
- Assisted physicians during examinations and treating of patients; handed physicians' instruments and materials; performed injections or removed sutures
- Collected blood or other laboratory specimens; logged and prepared specimens for testing
- Calling in prescriptions
- Drawing Blood

Bartender/Lead Server

Haft Note Restaurant & Lounge- Bowie, MD

April 2013- to December-2018

- Welcoming customers, reading, and listening to people to determine beverage preferences, making rec-ommendations, and taking drink orders.
- Planning drink menus and informing customers about new beverages and specials.
- Selecting and mixing ingredients, garnishing glasses, and serving beverages to customers.
- Checking identification to ensure customers are the legal age to purchase alcohol.
- Taking inventory and ordering supplies to ensure bar and tables are well-stocked.
- Adhering to all food safety and quality regulations.
- Handling cash, credit, and debit card transactions, ensuring charges are accurate and returning correct change to patrons, balancing the cash register.
- Maintaining a clean work and dining area by removing trash, cleaning tables, and washing glasses, utensils, and equipment.
- Developing new cocktail recipes
- Prepare room for dining by clothing tables and setting decorations, condiments, candles, napkins, service plates and utensils
- Protect establishment and patrons by adhering to sanitation, safety, and alcohol beverage control policies
- Stay updated on current menu choices, specialties, and menu deviations, knowing if the kitchen staff is running out of any items, etc.
- Transmit orders to bar and kitchen by recording patrons' choices, identifying patrons' special dietary needs and special requests
- Keep kitchen staff informed by noting timing of meal progression
- Serve orders by picking up and delivering patrons' choices from bar and kitchen; deliver accompaniments and condiments from service bars
- Respond to additional patron requirements by inquiring of needs, observing dining process
- Maintain table setting by removing courses as completed; replenishing utensils; refilling water glasses; being alert to patron spills or other special needs
- Properly open and pour wine at the tableside
- Conclude dining experience by acknowledging choice of restaurant; inviting patrons to return
- Obtain revenues by totaling charges; issuing bill; accepting payment; delivering bill and payment to host; returning change or credit card and signature slip to patrons
- Contribute to team effort by accomplishing related results as needed
- Provide welcoming phone greeting and following Guest ordering procedures
- Convey menu information over the phone to Guests and give accurate estimate of delivery time
- Perform basic cleaning tasks as needed or directed by supervisor
- Fill in for absent staff as needed
- Assist with special events as needed
- Adhere to grooming and appearance standards consistently
- Promptly address customer service issues and refer customers to management when necessary

Receptionist

Jackson Hewitt Tax Service - Landover, MD

January 2011 to April 2012

- Answered and operated the multi-telephone switchboard, scheduled appointments
- Performed clerical duties: collected, sorted, and transmitted documents; filed records

Cashier / Sales Associate

McDonalds - Bowie, MD

April 2008 to September 2008

- Greeted customers entering the establishment; assisted customers with ordering of their meals
- Received payment; issued receipts, refunds, credits, or change due to customers

MICHAYA WALKER
College Park, Md 20740
Cell: 240-595-5195
Email: Mwalker2525@yahoo.com

EDUCATION

- Sanz Institute
 - Washington Dc
 - Medical Assistant/ Phlebotomy
 - 10/2008- 10/2009
- University of District of Columbia (Some College)
 - Washington Dc
 - Journalism/ English major
 - 9/2007-9/2008
- United Medical Internship
 - Berwyn Heights, MD
 - Medical Assistant
 - Completed 5/2009

ACCOMPLISHMENTS

- Certified Medical Assistant- NCCT (National Center of competency Testing)
- Certified Phlebotomist (NCCT)
- CEU- bladder management after spinal cord injury
- CEU- child abuse certificate
- CEU- mental health treatment for patients with HIV certificate
- More available upon Request

WORK EXPERIENCE

- Fortis College- Landover, Md Part-time Medical Assistant instructor 4/2021- Current
 - Acclimate students to medical and administrative duties of a professional Medical Assistant/ phlebotomist including, Anatomy and Physiology, professional building, clinical duties, administrative protocol, and documentation. Responsible for teaching each student phlebotomy techniques associated with venipuncture on pediatric, adult, and Geriatric patients. Trained students on OSHA standard precautions and procedures including, laboratory safety and how to refer to the laboratories MSDS to ensure chemical safety and storage as well. Host test taking preparedness Bootcamps for the CCMA Exam.

- Maxim Healthcare/ Patriot Urgent Care (Medical Assistant) 12/2020 – 4/2021
 - Responsible for Ensuring quality Test of Covid-19 also responsible for administering covid vaccination to different patients and educate each patient of testing and vaccinations.
- Anne Arundel Medical Center (Inpatient Phlebotomist)
 - Responsible for collection in patient blood while ensuring quality care to each patient. Responsible for communicating to analytical lab of physical changes we observe in each patient.
- Bio reference laboratories (Floating Senior Phlebotomist)
 - Specialized in patient collection, specimen processing, patient education and phlebotomy services. Details include Venipuncture on adult, pediatric, and geriatric patients. Ordered lab work upon request. Verified insurances, maintained medical professionalism within laboratory my meeting HIPAA requirements and OSHA and standard precaution procedures to ensure safety within the lab.
- Omnitech Institute (Medical Assistant/ Phlebotomy Instructor) 6/2016-2/2017
 - Acclimate students to medical and administrative duties of a professional Medical Assistant/ phlebotomist including, Anatomy and Physiology, professional building, clinical duties, administrative protocol, and documentation. Responsible for teaching each student venipuncture on pediatric, adult, and Geriatric patients. Trained students on OSHA standard precautions and procedures including, laboratory safety and how to refer to the laboratories MSDS to ensure chemical safety and storage as well.
- LABCORP (site Coordinator) 2/2015-10/2016 Riverdale, GA/ Patient service technician- College Park, MD 6/2012-2/2015
 - Specialized in patient collection, specimen processing, patient education and phlebotomy services. Details include Venipuncture on adult, pediatric, and geriatric patients. Ordered lab work upon request. Verified insurances, maintained medical professionalism within laboratory my meeting HIPAA requirements and OSHA and standard precaution procedures to ensure safety within the lab.
 - Responsible for supervising team of phlebotomist to ensure effective specimen collection while providing leadership and medical professionalism simultaneously.
- Sanford Brown Institute (Medical Assistant/ Phlebotomy Instructor) 10/2010- 2/2012 Landover, MD
 - Acclimate students to medical and administrative duties of a professional Medical Assistant/ phlebotomist including, Anatomy and Physiology, professional building, clinical duties, administrative protocol, and documentation. Responsible for teaching each student venipuncture on pediatric, adult, and Geriatric patients. Trained students on OSHA standard precautions and procedures including, laboratory safety and how to refer to the laboratories MSDS to ensure chemical safety and storage as well.

- Sanz Institute Lab Aid/Lab instructor 8/2009- 9-2010
 - Assist lab instructor in Acclimating Students to medical and administrative duties of a professional Medical Assistant/ phlebotomist including, Anatomy and Physiology, professional building, clinical duties, administrative protocol, and documentation. Responsible for teaching each student venipuncture on pediatric, adult, and Geriatric patients. Trained students on OSHA standard precautions and procedures including, laboratory safety and how to refer to the laboratories MSDS to ensure chemical safety and storage as well.
- Dr. Martha Cole M.D/ Dr. Okoli M.D (Bethesda, MD- Greenbelt, MD) 11/09- 11/2012 (Part time Medical Assistant)
 - Worked part- time for both doctors' Internal medicine and pain management. Responsible for Administering injection, patient education, blood collection, vital signs, documentation of Chief complaints, verifying insurance and entering patient demographics into EMR system.
- VOLUNTEER/COMMUNITY SERVICES
 - 11/07 FOOD and Friends- Prepared meals for HIV and AIDS patients
 - 11/07- Special Olympics- referee for special Olympic games
 - 1/2007-5/2007- Spring Hill lake Elementary School- Student intern for 24 children
 - 10/2001- 10-2006- Future America Basic Research Institute Atlanta, GA- Program Assistant for annual sisterhood retreats, registered guests, organized and distributed conference material.
- Computer Skills
 - Proficient in Microsoft Word, PowerPoint, Excel, EMR systems and Medisoft.
- References
 - Available upon Request

Corrine J. Walsh, RDH MSDH

Cell: 856-371-9015

Cor.walsh.22@gmail.com

As a Registered Dental Hygienist, healthcare has been a passion of mine. The direct connection between oral health and whole body health has been my focus. As an educator, I embrace the challenges that come with a difficult curriculum, different learning styles, and the individuality of students. My goal is student success.

Education:

- MCPHS University, Boston, MA
Masters in Dental Hygiene (Adult Education Concentration)
- Middlesex County College, Edison, NJ
Associates Degree in Dental Hygiene

Higher Education Experience

Fortis College Fulltime Faculty	January 2023-present
University of Bridgeport Adjunct Professor	Fall 2022
MCPHS University Adjunct Faculty	2021- present
Regis College Adjunct Faculty	Fall 2021-present
Bristol Community College Full time, Assistant Professor of Dental Hygiene	2019- 2021
Regis College/formerly Mount Ida College Full time, Assistant Professor of Dental Hygiene	2016 – 2019
Cape Cod Community College Adjunct Clinical Instructor	2016

Teaching Experience:

- Fortis College
 - Oral Pathology
 - PreClinic I and II (DHG 106 and 107)
 - Local Anesthesia
 - Process of Care I
 - DHG 180 Clinic
 - DHG 185 Clinic
 - DHG 280 Clinic
 - Dental Radiology
- University of Bridgeport
 - Periodontology II
- Regis College – Adjunct Faculty
 - Oral Pathology

- MCPHS University – Adjunct Faculty
 - Second Year Clinic (Accelerated Program)
 - Pre-Clinic (Accelerated Program)
- Bristol Community College – Assistant Professor of Dental Hygiene
 - Freshmen Clinic
 - Didactic –
 - Orientation to Clinical Dental Hygiene (Hybrid)
 - Dental Anatomy, Oral Histology, and Embryology
 - Theory II
 - Clinical Dental Hygiene II (Hybrid)
 - Freshmen students’ academic adviser
 - BCC Learning Council
- Regis College/Mount Ida College – Assistant Professor of Dental Hygiene
 - Key Accomplishments
 - 2017 Recipient of Mount Ida Community Engagement Grant
 - Junior year Evidence-Based Research Project Coordinator
 - Research Poster, pamphlet, and written paper
 - Dental Hygiene E-Portfolio Coordinator
 - Mentor: Dental Hygiene Undergraduate and Graduate Students for student teaching practicum in a clinical setting
 - Didactic –
 - General and Oral Pathology
 - Radiology
 - Theory IV
 - Community Public Health
 - Junior Year Clinic Coordinator
 - CDCA Coordinator
 - Organized Dental Hygiene Clinical Board Exams (2018 and 2019)
 - Remediation clinic coordinator: Pre-clinic, Sophomore, and Junior students
 - Sophomore students’ academic adviser
 - SADHA Adviser (Junior year students)
- Cape Cod Community College – Adjunct faculty, Sophomore Year Clinic
- Cape Cod Community College – Radiology Didactic and Lab Practicum

Professional Development (beyond required CEU’s)

- Diversity, Equity and Inclusion: Change Begins with You, 08/2022
- Emerging Adulthood, 01/2022
- Providing Feedback to Students, 08/2021
- Healthcare in Time of Covid, 06/2021
- Interprofessional Collaboration with Medical Research, 01/2020-03/2020
- Bristol Community College New Faculty Seminar, 09/2019-12/2019
- Dental Hygiene Academy National Board Review – 02/2019
- Massachusetts Dental Hygiene Educator’s Meeting – 09/2018
- CDCA Annual Meeting – 01/2018

- Massachusetts Dental Hygiene Educator's Meeting – 09/2017
- Radiology Educator's Workshop @ DH Methods of Education– 08/2017
- Ultrasonic Scaling Institute @ DENTSPLY Sirona – 07/2017
- The Teaching Professor Annual Conference – 06/2017
- MCPHS University- completed MSDH (education concentration) - 05/2017
- Mount Ida College Fall Institute on Teaching and Learning – 05/2017
- Mount Ida College Fall Institute on Teaching and Learning – 09/2016

Licensure/Certification

- Maryland Dental Hygiene License
- Massachusetts Dental Hygiene License
- Rhode Island Dental Hygiene License
- Permit L (local anesthesia) – RI, MA, and MD
- CPR Healthcare Provider Level
- Biolase, low-level laser periodontal therapy

Membership

- American Dental Hygienists Association
- Massachusetts Dental Hygienists Association
- Rhode Island Dental Hygienists Association
- American Dental Education Association

Private Dental Practice

Dr. Gabriel Wassouf	2016 – 2021
<ul style="list-style-type: none"> • Summer Temp as a Registered Dental Hygienist 	
Dr. Roxanna Delcea, Mansfield MA	2014-2016
<ul style="list-style-type: none"> • Periodontal Hygienist – full time position performing all SRP and Periodontal Maintenance procedures in the office 	
Portsmouth Family Dental, Portsmouth RI	2006-2014
Dr. James Cavanaugh	
Dr. Gabriel Wassouf	
<ul style="list-style-type: none"> • Full time position • Performed prophylaxis, scaling and root planing (Biolase) • Digital x-rays, sealants, fluoride varnish • Patient evaluation and patient education • Well versed in recommending appropriate additional services including Invisalign, whitening systems, and restorative dentistry. • Comfortable treating children, adults, geriatric and medically compromised patients 	

Computer Skills:

Learning Management Systems - Blackboard, Canvas, and Moodle
Dental Software Programs – Ascend, Axium, Eaglesoft, SoftDent, Dentrix, and Dexis
Student Grading System – Axium, Taleval, Argos

SIDNEE A. WILLIAMSON
1415 James Creek Parkway SW • Washington, D.C. 20024
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PROFESSIONAL EXPERIENCE

Department of Veterans Affairs- Washington DC

August 2023-Present

Fulltime Employee- 40 hours weekly

Grade: GS 07 04

Clinic Profiler

- Manages all clinic/provider profiles and scheduling grids, including set up and clinic maintenance.
- Understands the clinic practice management structure.
- Participate in annual clinic grid reviews.
- Responsible for timely review and completion of all clinic profile requests within 48 hours.
- Takes responsibility and initiative, sets and meets priorities, follows through on commitments, safeguards information, and organizes and uses time and resources effectively to achieve desired results.
- Demonstrates accountability by performing work in a thorough and conscientious manner, ensuring that work products and services provided are accurate and complete.
- Demonstrates awareness of the Veteran population, their needs, the benefits and services available to them and an understanding of the VA's mission to serve Veterans and their families.
- Ensures daily work is customer-centered by seeking information to understand customer needs, manage expectations and takes initiative to organize and prioritize the workload demands within the work group.
- Anticipates and meets expectations of internal and external customers and follows up to ensure satisfaction, improve service quality and meet agreed upon timelines.
- Builds and strengthens internal partnerships within the Medical Center to provide for enhanced operational coordination and communication among staff and Veterans.
- Responsive to requests for information, assistance and guidance.

Department of Veterans Affairs- Washington DC

January 2023- August 2023

Fulltime Employee- 40 hours weekly

Grade: GS 07 04

Program Support Assistant

- Serves as primary contact person for patients, staff, patient inquiries, referring physicians and centers.
- Coordinates member of the Department for information flow.
- Liaisons with the VA Medical Center's Departments and the veterans.
- Responsible for completing reports and manuscripts. Attend Vascular conferences and keep records.
- Coordinates patient evaluations, especially Same Day Surgery and Pre-op Evaluation Clinic.
- Orders supplies and maintenance of Vascular Surgery and Vascular Lab equipment.
- Serves as organization's liaison on office support services.
- Answers questions concerning policies and procedures related to the office support services.
- Plans and coordinates a variety of general office support services in support of the work of an organization, such as the requisition, purchases, storage, and maintenance of stock levels, installation, repair, maintenance and disposal of office equipment.
- Responsible for the management and processing of all administrative matters related to the day-to-day operations.
- Serves as liaison to central administrative staff on office support services for extensive organizational needs such as, schedules and monitor office space renovation projects.
- Uses effective writing and communication skills.

Department of Veterans Affairs- Washington DC

October 2017- January 2023

Fulltime Employee- 40 hours weekly

Grade: GS 06 04

Medical Support Assistant

- Manages all clinic/provider profiles and scheduling grids, including set up and clinic maintenance.
- Understands the clinic practice management structure.
- Participates in annual clinic grid reviews.
- Has responsible for timely review and completion of all clinic profile requests within 48 hours.
- Conducts informal provider training related to clinic profiles/grids, clinic profile requests, overbooks and special instructions, as requested by provider or other staff.
- Participates in team meetings and trainings.
- Completes all TMS trainings timely to stay up to date with all current procedures.
- Takes responsibility and initiative, sets and meets priorities, follows through on commitments.
- Demonstrates accountability by performing work in a thorough and conscientious manner, ensuring that work products and services provided are accurate and complete.

- Safeguards information and organizes and uses time and resources effectively to achieve desired results.
- Demonstrates awareness of the Veteran population, their needs, the benefits and services available to them and an understanding of the VA's mission to serve Veterans and their families.
- Ensures daily work is customer-centered by seeking information to understand customer needs, manage expectations and takes initiative to organize and prioritize the workload demands within the work group.
- Anticipates and meets expectations of internal and external customers and follows up to ensure satisfaction, improve service quality and meet agreed upon timelines.
- Builds and strengthens internal partnerships within the Medical Center to provide for enhanced operational coordination and communication among staff and Veterans.
- Responds to requests for information, assistance and guidance.

Deco Recovery Management- Hyattsville, MD

October 2015- October 2017

Fulltime Employee- 40 hours weekly

Billing Coordinator

- Ensured customers are billed correctly for services offered
- Responsible for sanctioning billing accounts of the customers that are newly opened
- Attended to the queries and questions of the clients and fellow staff members via email
- Responsible for improving the billing section of the organization by providing various recommendations and advises related to the processes and regulations of the billing section.
- Required to email report. (Aged examination reports, unfilled reports, billing reports, etc.)

Health Services Group – Washington, D.C.

July 2014 – January 2015

Fulltime Employee- 40 hours weekly

Medical Biller

- Verified accuracy of billing data to be sent to insurance companies and revised any errors
- Prepared itemized statements, bills, or invoices for patients, and recorded amounts due for items purchased or services rendered
- Performed internal bookkeeping work, including posting data or keeping other records concerning costs of goods or services or the shipment of products
- Answered telephone inquiries regarding rates, routing, or procedures
- Resolved discrepancies in accounting records, manually editing records when computers generated inaccurate information

MedStar Washington Hospital Center – Washington, D.C.

January 2012 – June 2014

Fulltime Employee- 40 hours weekly

Certified Nursing Assistant – Burn and Trauma Unit

- Answered patient call signals, signal lights, bells, or intercom systems to determine patients' needs
- Provided physical support to assist patients to perform daily living activities.
- Reviewed patients' dietary restrictions, food allergies, and preferences to ensure patient receives appropriate diet
- Measured and recorded food and liquid intake and output as well as patient Vital Signs
- Triage Burn patients on initial entry; Clean and test burned areas. Treat and wrap burns as needed.

TRAINING AND EDUCATION LISTED BELOW

TRAINING AND EDUCATION

Green Belt Certificate (Pending)

Completed Training & Exit Examination 2023- pending project completion

Veteran Support Personnel (VSP)

VIC Program- Detail (120 days)

Yellow Belt Certificate Recipient

Improving the Urology Outpatient Consult Process

Colorado Tech University- Colorado Springs

BSBA Business Administration Business Development (Cume Laude)

University of District of Columbia – Washington, D.C.

Certified Nursing Assistant

American Red Cross – Laurel, MD

CPR Certification

Hyde Leadership Public Senior High School – Washington, D.C.

High School Diploma

Alycia Wright

Allied Health Professional & Certified Medical Billing and Coding Specialist

Laurel, MD

Highly qualified Healthcare Professional with expert knowledge of medical terminology and HIPPA compliance. Reliable and Outgoing with established career working in Clinical and Administrative settings. Support quality patient care and education. Current Medical Billing and Coding student.

Authorized to work in the US for any employer

Work Experience

Adjunct Instructor

Fortis College - Lanham, MD

May 2023 to Present

- Introduce new students to professional standards and practices
- Introduce new students to OSHA guidelines
- Introduce new students to HIPAA laws
- Introduce new students to basic CPR and First Aid practices and procedures

Unit Clerk

Maxim Healthcare Group - Laurel, MD

October 2021 to March 2022

- Answer phone calls and call bells
- Print rhythm and flow strips
- Process Admission/Transfer/Discharge/Death Checklist documents
- Manage supply inventory
- Post and fax daily assignment log
- Escort visitors to and from the ICU & conduct PPE Tutorials
- Set up tablets for zoom calls

Medical Secretary

American Psychiatric Care - Silver Spring, MD

May 2021 to October 2021

- Answer phones
- Manage multi provider schedule
- Schedule patient appointments
- Medical data entry

Medical Assistant

Alpha Allergy and Asthma Associates - Silver Spring, MD

March 2020 to April 2021

- Answer Phones
- Managing provider's schedules
- Data entry using Microsoft Office applications and E Clinical Works

- Triaged patients
- Responsible for scheduling patients for appointments
- Assisted with insurance verification
- Collect Copayments
- Post payments
- Bookkeeping
- Send and respond to office emails
- Print, fax, scan documents
- Obtained patient vitals
- Obtain Prior Authorization for medication

Administrative Assistant II/ Member Experience Associate

Pyramid Consulting, Inc - Columbia, MD

May 2018 to October 2019

- Use computers for various applications, such as database management or word processing.
- Answer telephones and give information to callers, take messages, or transfer calls to appropriate individuals.
- Create, maintain, and enter information into databases.
- Set up and manage paper or electronic filing systems, recording information, updating paperwork, or maintaining documents, such as medical records, correspondence, or other material.
- Operate office equipment, such as fax machines, copiers, or phone systems and arrange for repairs when equipment malfunctions.
- Greet visitors or callers and handle their inquiries or direct them to the appropriate persons according to their needs.
- Complete forms in accordance with company procedures.
- Locate and attach appropriate files to incoming correspondence requiring replies.
- Open, read, route, and distribute incoming mail or other materials.
- Conduct searches to find needed information, using such sources as the Internet.
- Learn to operate new office technologies as they are developed and implemented.

Administrative Assistant

Mid Atlantic Psychological Services - College Park, MD

January 2018 to April 2018

- Direct or coordinate the supportive services department of a business, agency, or organization.
- Acquire, distribute and store supplies.
- Maintain provider schedules using Google Calendar
- Answer phone calls and reply to emails from patients
- Process and document copayments using QuickBooks
- Creating and managing confidential password protected documents using Microsoft Office applications

Patient Service Representative

Quality Staffing - Raleigh, NC

July 2016 to August 2017

- Maintain records of patient care, condition, progress, or problems to report and discuss observations with supervisor or case manager.
- Administer prescribed oral medications, under the written direction of physician or as directed by home care nurse or aide, and ensure patients take their medicine.
- Check patients' pulse, temperature, and respiration.

- Patient check-in/check-out
- Collection of copayment
- Appointment scheduling
- Data entry into EMR/EHR

Patient Service Representative

Complete Healthcare Staffing, LLC - Columbia, MD

March 2015 to May 2016

- Maintain records of patient care, condition, progress, or problems to report and discuss observations with supervisor or case manager.
- Administer prescribed oral medications, under the written direction of physician or as directed by home care nurse or aide, and ensure patients take their medicine.
- Check patients' pulse, temperature, and respiration.
- Provide patients and families with emotional support and instruction in areas such as caring for infants, preparing healthy meals, living independently, or adapting to disability or illness.
- Appointment Scheduling
- Patient check-in/check-out
- Collection of copayment
- Data entry using EHR/EMR

Advocate for clients or patients to resolve crises

Home Health Care - Beltsville, MD

August 2014 to March 2015

- Collaborate with other professionals to evaluate patients' medical or physical condition and to assess client needs.
- Refer patient, client, or family to community resources to assist in recovery from mental or physical illness and to provide access to services such as financial assistance, legal aid, housing, job placement or education.
- Counsel clients and patients in individual and group sessions to help them overcome dependencies, recover from illness, and adjust to life.
- Counsel clients and patients in individual and group sessions to help them overcome dependencies, recover from illness, and adjust to life.
- Modify treatment plans to comply with changes in clients' status.
- Monitor, evaluate, and record client progress according to measurable goals described in treatment and care plan.

Call Center Patient Service Representative

J Richard Lilly & Associates - Hyattsville, MD

August 2013 to August 2014

- Use computers for various applications, such as database management or word processing.
- Answer telephones and give information to callers, take messages, or transfer calls to appropriate individuals.
- Create, maintain, and enter information into databases.
- Set up and manage paper or electronic filing systems, recording information, updating paperwork, or maintaining documents, such as attendance records, correspondence, or other material.
- Operate office equipment, such as fax machines, copiers, or phone systems and arrange for repairs when equipment malfunctions.

- Greet visitors or callers and handle their inquiries or direct them to the appropriate persons according to their needs.
- Maintain scheduling and event calendars.
- Schedule and confirm appointments for clients, customers, or supervisors.
- Open, read, route, and distribute incoming mail or other materials and answer routine letters.
- Conduct searches to find needed information, using such sources as the Internet.
- Prepare and mail invoices.
- Order and dispense supplies.
- Learn to operate new office technologies as they are developed and implemented.
- Use of multiple EHR/EMR systems

Education

Vocational School in Medical Billing & Coding

Fortis College - Landover, MD

May 2022 to May 2023

Diploma in Medical Assistant

TESST College of Technology-Beltsville - Beltsville, MD

October 2012 to July 2013

High School Diploma

Oxon Hill High School - Oxon Hill, MD

May 2002

Skills

- Clerical (10+ years)
- Time management (10+ years)
- Medical terminology (10+ years)
- Patient Care (10+ years)
- Patient Service Experience (10+ years)
- Data Entry (10+ years)
- Customer Service (10+ years)
- Medical Billing (2 years)
- Medical Records (10+ years)
- Scheduling (9 years)
- Word (10+ years)
- Epic (3 years)
- Outlook (4 years)
- Microsoft Excel (5 years)
- Medical Receptionist (10+ years)
- Medical Office Experience (10+ years)
- HIPAA (10+ years)

- Front desk (9 years)
- Microsoft Office (10+ years)
- Basic math (10+ years)
- Clerical experience (10+ years)
- eClinicalWorks (7 years)
- Experience Administering Injections (9 years)
- Insurance Verification (5 years)
- Phlebotomy (2 years)
- Allscripts (2 years)
- Caregiving (6 years)
- Vital signs (10+ years)
- Computer skills (10+ years)
- Medical scheduling (9 years)
- Documentation review (10+ years)
- Computer literacy (10+ years)
- English (10+ years)
- EMR systems (10+ years)
- Typing (10+ years)
- Communication skills (10+ years)
- Care plans (8 years)
- Administrative experience (10+ years)
- Anatomy Knowledge (10+ years)
- Triage (8 years)
- Venipuncture (4 years)
- Phone Etiquette (10+ years)
- Filing (10+ years)
- Data collection (10+ years)
- Health information management (10+ years)
- Office experience (10+ years)
- QuickBooks (1 year)
- CPT Coding (2 years)
- ICD Coding (2 years)

Certifications and Licenses

CPR Certification

April 2023 to April 2025

CPR & AED

BLS Certification

Certified Medical Billing and Coding Specialist

April 2023 to Present

Additional Information

Skills

- Clerical • Customer and Personal Service
- Critical Thinking • Strong comprehension of Medical Terminology
- Time Management • Proficiency in use of multiple Electronic Medical Records software applications

DISTANCE EDUCATION

Description of Good Practice in Distance Education – DRAFT for MHEC/Landover – 4.22.2024

S. Romano

Fortis College's delivery of distance education follows industry best practices in curriculum and instruction, student support, and technology.

1. Curriculum and Instruction

a. Distance education courses overseen by qualified faculty

Fortis distance education (online) faculty members teaching medical terminology or anatomy and physiology must hold a bachelor's degree and have completed at least 18 credit hours in relevant subject areas.

Faculty members teaching medical office administration courses must hold an associate's degree and have at least three years of relevant industry experience.

General Education faculty members must have a Master's degree in the respective field or 18 graduate credit hours in the field.

All potential faculty members must complete a four-week New Faculty Orientation and Training program course that focuses on effective practices in online instructional delivery, including motivating and developing students through effective engagement in discussion boards, timely and appropriate feedback, coaching on assignments and effective use of the learning management system. This program must be completed prior to the faculty member being hired and permitted to teach.

Online faculty members are vital to supporting student success. We create consistency in our approach to student support by requiring all faculty members to do the following:

- Provide excellent facilitation of online courses
- Regularly interact with students in the discussion board; responses must move beyond an acknowledgement of the post and are meant to deepen students' understanding of the material being taught
- Hold live Zoom sessions to answer student questions and/or review weekly material
- Be available to answer student questions by phone, email, or the "course café"; all questions should be responded to within 36 hours (email/phone 24 hours)
- Proactively contact students who are struggling with the class on a weekly basis

b. Distance education curricula is rigorous

While delivery methodology must be considered in developing and refining the curricula of our programs, the same high standards that would be applied to the development of a more

traditional, residential-based program have been applied to the development and refinement of our distance education programs here at Fortis.

The program and course descriptions and related learning outcomes and objectives that we use for online programs are the same as those that we use for our ground based (residential) programs. From there, programmatic curricula and instructional outlines are developed for online delivery by the Education Affiliates curriculum team of online instructional designers, who are well-versed in online delivery methodology, and faculty.

In addition to faculty, input from the following sources is considered:

- National and state regulatory agency requirements
- Programmatic licensing and accreditation requirements when applicable
- Additional school staff members, such as career services
- Experts currently employed in the field
- Bureau of Labor Statistics reports
- Review of comparable programs from other institutions
- Professional associations

Program Advisory Committees (PACs) are engaged early in the initial program design process to ensure employer and industry expectations will be met by the curriculum. PAC members review all new programs and participate in the ongoing evaluation and improvement of programs through the school's PAC meetings.

Education Affiliates, the parent company's education department, provides initial program design support, particularly when a program being implemented by the school is common to multiple schools in the Education Affiliates system. In these cases, the initial curriculum is typically designed by the parent company's education department based on input from multiple sources, including input from faculty and academic leaders at the campuses, curriculum committees with academic representation from multiple schools, industry research, and requirements defined by programmatic and licensing agencies.

When curriculum is centrally designed, Fortis participates in the review of the initial design and provides input to the curriculum through our school's academic leaders and our local Program Advisory Committee reviews.

As part of the curriculum design process, the following are developed:

- Program description
- Program objectives
- Employment opportunities for graduates

- Industry and employer qualifications and expectations to gain employment
- Core/technical courses that are included in the program
- General education courses that are included in the program
- Detailed syllabi and instructional outlines
- Required learning materials and resources, including relevant software

c. Faculty and students engage in substantive interaction

Fortis College in Centerville, the host institution, provides for timely and meaningful interaction in online courses through the following methods:

- Students are required to engage in online discussions related to the week's topics on a weekly basis. Students must respond substantively to the initial discussion board question by Wednesday of each week, and then are required to respond to one or more peers, depending on the course, by Sunday of each week. During the last week of the term, final posts are due on Friday. Faculty participate in the discussion board with students and facilitate the discussion throughout the week to promote deeper engagement and learning. These protocols support timely and substantial student-faculty and student-student interaction throughout the course.
- Student assignments, such as papers or projects, must be reviewed and graded with feedback from the online faculty provided to the student no later than the Tuesday after the week the assignment is due. This feedback creates additional opportunities for engagement between the faculty and each student.
- Several times during the term, online faculty hold office hours and/or synchronous live sessions with their students through a web conference. Students can interact with other students and/or their faculty to discuss specific topics or to discuss questions related to content or the course.
- Faculty are required to log in to their online class a minimum of five days a week to ensure that they are actively engaged with their students.
- Students taking online courses can contact their online faculty by phone, email, or through the Canvas LMS. Faculty members are required to respond to students within 36 hours of their inquiry.
- Students can also post questions to faculty within the course in the Course Café. Faculty are required to respond to questions within 36 hours.

2. Student Services

a. Coaching/Student Advising

Student coaching/student advising is available to all students on campus through the Hybrid Coordinator, Program Director, and/or Dean of Education. Students taking online courses

are also supported by our Hybrid Coordinator and an Online Advisor. The Hybrid Coordinator and Online Advisor are available to answer questions about online courses. They also monitor student success and pro-actively reach out to students, as needed.

b. Tutoring Services

Tutoring is available at no additional charge and is provided to online students through online faculty and professional online tutors. Tutoring is available in many subjects, including allied health, math, and writing. Links to tutoring are available directly from within each course.

3. Technology

a. Computers and Internet

The online courses are delivered in a fully hosted environment. As such, they require that students have a computer that meets the minimum hardware, software requirements, and Internet connectivity indicated in the Student Information and Acknowledgement form that is signed during the admissions process. If a student does not have a computer that is appropriate to the program, he or she can purchase one through the School.

Students in hybrid programs typically access their online courses when they are off campus. However, the campus is also equipped with the following to provide support when students are on-campus:

- Wireless Internet
- A Learning Resource Center equipped with computers through which students can access their online classes
- Virtual access to online library reference material

b. Robust Learning Management System

The School uses the Canvas Learning Management System is a robust learning management platform with a strong technology infrastructure and sufficient resources to adapt to growth in enrollment.

Canvas Architecture

Canvas is a dynamic Ruby on Rails web application built on cloud-native, multi-tenant architecture capable of automatically scaling to serve tens of millions of users.

Hosting Regions

For US customers, Instructure uses two Amazon Web Services (AWS) regions, ensuring that client data is not stored outside of the United States:

1. US East (Northern Virginia) Region with 3 EC2 Availability Zones

2. US West (Oregon) Region with 3 EC2 Availability Zones

For international clients, Instructure uses the following AWS regions:

1. Canada Central (Montreal) Region with 2 EC2 Availability Zones
2. EU West (Ireland) with 3 EC2 Availability Zones
3. EU Central (Germany) Region with 2 EC2 Availability Zones
4. Asia Pacific (Sydney) Region with 2 EC2 Availability Zones
5. Asia Pacific (Singapore) Region with 2 EC2 Availability Zones.
6. the China (Beijing) Region with 2 EC2 Availability Zones
7. the China (Ningxia) Region with 2 EC2 Availability Zones

Hosting Security

Instructure produces, on an annual basis, a SOC2 Type II report for Canvas covering the following principles: Security, Availability, Confidentiality, Processing Integrity, and Privacy.

As one of the benefits of utilizing AWS cloud infrastructure, we also inherit the following security certifications:

- SOC 1 Type II (ISAE 3402), SOC 2 Type II, and SOC 3 Type II reports
- ISO 9001, 27001 (CSA Star Level 2), 27017, and 27018 certified
- Level 1 PCI-DSS service provider
- FISMA-Moderate operation level
- GDPR ready, FERPA compliant (shared responsibility model)

Scaling, Backup, Recovery, and Redundancy

AWS data center electrical and network systems are designed to be fully redundant and maintainable without impact to operations, 24 hours a day, seven days a week. Uninterruptible Power Supply (UPS) units are available in the event of an electrical failure for critical and essential loads in the facility. Data centers use generators to provide backup power for the entire facility.

The Canvas architecture replicates data in near real-time and data is backed up on a daily basis. Instructure creates daily offsite database backups of Canvas data and content including course structures, coursework, analytics, rubrics, learning outcomes, and metadata. Data is stored redundantly in multiple data centers and multiple geographic regions through Amazon S3.

The Canvas architecture is horizontally scalable and uses a mix of in-house developed and AWS-provided technologies, enabling it to respond to usage spikes in real-time and accommodate expanded, long-term usage. Through automatic scaling and automated provisioning technology, Canvas adjusts cloud resources to handle large usage loads before they cause slowdowns. When concurrent user numbers grow, Canvas automatically adds resources so users don't experience outages or slowdown. The Canvas architecture is also resilient to failure and capable of rapid recovery from component failure. The Canvas application, its media and file storage, and its databases are each independently redundant. If an application hosting node were to fail, all traffic would transfer to living nodes. If load increases, an automated provisioning system ensures that more hosting nodes are made available to handle the traffic—either in response to increased load or in predictive anticipation of future workloads. The database and file stores are also horizontally scalable, adding capacity for both additional storage and load, as needed.

Load Balancers

AWS Elastic Load Balancers are deployed in a highly available active/active configuration, which handles incoming requests and dispatches the underlying connections evenly to available application servers. The load balancer maintains a dynamic list of available application servers for dispatch. The load balancer sends regular heartbeats—a simple network message—to verify the application server is healthy, available, and capable of receiving additional work. The load balancer will not dispatch work to unresponsive application servers. Additional capacity is automatically added to the load balancing pool as traffic and demand increases.

Application Servers

Application servers process incoming requests from the load balancers. They are responsible for executing the business logic, rendering HTML, and returning some static assets to the Canvas user's web browser.

Application servers are constantly monitored individually for load and capacity information. When all application servers reach a certain load threshold, a new application server is automatically provisioned and deployed. Instructure's in-house automation can dynamically and intelligently schedule new application servers in anticipation of high load times, such as during the beginning and end of semesters.

Cache Servers

The caching layer provides performance optimization. A healthy cache means the application servers need to make fewer trips to the database which speeds up response times. The caching layer is made up of numerous machines running Redis. Data is spread out evenly across all machines. Additionally, Amazon Cloudfront (a caching CDN) is used to quickly deliver static assets to Canvas users. These CDN endpoints are globally distributed, thereby making the network path for these requests as efficient as possible.

Cache servers are constantly monitored. When a cache server dies, a new one is provisioned and deployed to take its place. When a cache server goes down, the data that would have been stored on it, is simply retrieved from the database instead. This may have a temporary performance impact on the service until the new cache node is deployed.

Cache servers are completely memory based. Memory usage is monitored continuously. When the cache hit rates falls below an acceptable threshold, new cache servers are provisioned and deployed.

Database Servers

Course and user data are stored in relational databases. The databases are partitioned by client institution for performance and data isolation purposes. Each institution utilizes a pair of databases: A Primary database and a Secondary database in a separate availability zone. There is also a third Backup server in each region. The Backup server streams real-time backup information to a durable data layer (S3). These real-time backups are used to replicate information to a Disaster Recovery server in a geographically separate region. The Disaster Recovery server is monitored for replication lag, which ensures the backups are functioning correctly. This means Canvas database information is stored in five separate geographically separated locations.

In the unlikely event that a Primary database fails, the Secondary will be promoted to Primary and a new Secondary database provisioned and deployed. Upon failure of the Secondary database, a new Secondary database is provisioned and deployed. In the unlikely event of simultaneous component failure or data corruption, the standby backup server can be used to create a new database pair.

Databases are constantly monitored for resource usage and response time. If either database approaches peak load, individual customers will be relocated to clusters with available capacity.

They also provide real-time and historical data on system performance at <https://status.instructure.com> and they have had a 99.99% uptime record. In addition, they offer a 99.9% uptime guarantee.

For online courses, there is virtually no limit to the number of simultaneous users the hosted learning management system can handle. Should we exceed the number of users in our current agreement at any time, Canvas will account for that in our licensing fee. The additional students are not blocked from accessing Canvas.