



First Institute

COURSE CATALOG

www.firstinstitute.edu

2021

FIRST INSTITUTE

Career Training For Success

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Main Campus
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www.firstinstitute.edu



LETTER FROM THE PRESIDENT



On behalf of the entire First Institute faculty and administration, Welcome! We are pleased that you are considering First Institute.

If your goal is to receive quality education and hands-on training in your chosen career, then First Institute is here to assist you. Our primary objective is to provide the education, training and job placement assistance that you will need to succeed in your new field.

Our faculty offers academic credentials with many years of training and/or work experience in their areas of expertise. Our administrative staff is committed to providing the individual attention every student needs. Most importantly, our team has the enthusiasm to motivate our students to increase their knowledge base, skill level and employability.

We are confident that First Institute will give you the training necessary to reach your career goals.

Thank you for your interest in First Institute, and I hope to see you soon!

Sincerely,

A handwritten signature in black ink, appearing to read "EB", written in a fluid, cursive style.

Eric Beier
President

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Overview

MISSION STATEMENT

First Institute meets the educational needs of students, employers and the community by designing quality, occupational specific training programs utilizing relevant methodology practices.

PHILOSOPHY & OBJECTIVES

The educational goal of First Institute is to provide every student with a basic working knowledge of the varied opportunities available in the area of training they have selected as a career field. To accomplish this, First Institute staff and faculty members help students to:

- Understand the requirements for entry-level employment;
- Acquire the necessary understanding of allied healthcare programs used in the chosen career field;
- Develop the strong interpersonal and communication skills needed to succeed;
- Recognize the necessity and value of maintaining skill-sets through continuing education;
- Finish coursework required to successfully complete the chosen program of study and obtain successful employment in the industry for which training was provided.

STATEMENT OF OWNERSHIP/HISTORY

First Institute of Travel, Inc. is an Illinois Corporation founded in 1982. The corporation is owned by the Ronald Beier Sr. Revocable Trust (50%) and the Judith Beier Revocable Trust (50%). Ronald Beier Sr. is the Trustee for both revocable trusts. First Institute of Travel, Inc. was initially developed in response to the high employment demand of the travel industry and then for computer-trained individuals in the business community. As the need for healthcare professionals increased exponentially over the last decade, First Institute responded by transforming its training programs to meet employment needs in the area.

Over the last 15 years, First Institute has cultivated close business relationships with local healthcare providers to ensure its career programs are innovative and provide the quality education required to develop exceptional healthcare professionals in Medical Assisting, Dental Assisting and Massage Therapy careers.



ACCREDITATION & APPROVALS

Students may review copies of documents regarding entities that accredit, license, or approve the institution and its programs upon request. First Institute is accredited by the Accrediting Council for Continuing Education and Training (ACCET), 1722 N Street NW, Washington, DC 20036. Tel: 202-955-1118 www.accet.org. ACCET is listed by the U.S. Department of Education as a nationally recognized accrediting agency.

First Institute is approved by the Division of Private Business and Vocational Schools of the Illinois Board of Higher Education (IBHE) 1 N. Old State Capitol Plaza #333, Springfield, IL 62701. Tel: 217-782-2551 www.ibhe.org.

First Institute is approved for veterans' training through the State of Illinois Department of Veterans' Affairs. The Medical Assisting and Medical Assisting Blended and Dental Assisting and Dental Assisting Blended are approved by the Illinois Workforce Innovation and Opportunity Act (WIOA) for WIOA funded training.

AFFILIATIONS & MEMBERSHIP

First Institute is approved by National Healthcareer Association (NHA) as a testing site to administer national certification examinations for the Certified Clinical Medical Assistant (CCMA), Certified Phlebotomy Technician (CPT), Certified Billing & Coding Specialist (CBCS), and Certified EKG Technician (CET). First Institute has an affiliation with American Medical Technologists (AMT), and is a member of American Massage Therapy Association (AMTA). First Institute is a member of the Crystal Lake Chamber of Commerce and the McHenry County Workforce Network Board.

DISCLOSURES

Institutional disclosures including graduation and placement information are available on our website at www.firstinstitute.edu/disclosures.

ELIGIBILITY

First Institute is eligible to administer federally funded programs of aid for education in the form of Pell Grants and the Federal Direct Loan Programs (FDLP). First Institute is authorized under Federal law to enroll non-immigrant alien students.

FACILITIES

CRYSTAL LAKE CAMPUS

First Institute's main campus is located at 790 S. McHenry Avenue, Crystal Lake, IL 60014, (815) 459-3500 and is leased from JAB Holdings LLC. The building consists of approximately 9,000 square feet containing the school's administrative offices, classrooms and medical and dental lab training facilities. Designated school facilities include a student break room with refrigerators and microwave ovens, a paved and lit parking lot, ample restrooms, high speed internet, and Wi-Fi available to all students throughout the building.

Across the street from the main building are auxiliary classrooms located at 757 S. McHenry Avenue, Crystal Lake, IL 60014, (815) 757-1057 and is leased from Dunn Berger. The one-story building is approximately 6,200 square feet and contains the massage clinic with a reception area and four individual massage treatment rooms, classrooms, and medical and dental lab training facilities. There are ample restrooms, a paved and lit parking lot, records storage, and a break room with refrigerator and microwave, high speed internet and Wi-Fi available for students and First Institute staff.

The Medical Assisting student's utilize lecture classrooms and labs that are well equipped to meet all training needs and create an effective learning environment. The dental laboratory facility is equipped with dental operatory featuring industry standard dental equipment. Massage Therapy students are trained in a multi-purpose room used for lecture and hands-on training.

The capacity of the training areas is a maximum of 20 students for Medical Assisting, 16 for Dental Assisting and 18 for Massage Therapy.

All locations maintain occupancy permits with the city of Crystal Lake and are in compliance with the Office of the Illinois State Fire Marshal. All buildings are ADA compliant for handicapped accessibility including parking and restrooms.

LIBERTYVILLE CAMPUS

First Institute's branch campus offers a single-story building that is conveniently located at 1139 S. Milwaukee Avenue, Libertyville, IL 60048 (847) 440-2000 and leased from First Institute Training & Management (FITM). This location is approximately 2,300 square feet containing administrative offices and training facilities offering programs in Medical

Assisting and Dental Assisting. Designated facilities include classrooms and medical and dental lab training facilities, a student break room, paved and lit parking lot, ample restrooms, high speed internet and Wi-Fi available to all students.

The auxiliary classroom utilized for the Dental Assisting Blended radiological laboratory courses is leased from Dr. Brian Danielwicz, D.D.S. and is located at 740 Florsheim Drive, Suite 12 Libertyville, IL 60048 (847) 816-3377.

The capacity of the training areas is a maximum of 16 students for the Medical Assisting and 10 students for Dental Assisting. The Massage Therapy program is not offered at the Libertyville campus.

This location has an occupancy permit with the Village of Libertyville and is in compliance with the Office of the Illinois State Fire Marshal. The building is ADA compliant for handicapped accessibility including parking and restrooms.

POLICY FOR PREVENTING MISREPRESENTATION

Management and faculty work on a daily basis to prevent and manage misrepresentation within the institution. In order to avoid any possible misunderstandings, the Executive Director and Campus Director regularly review all publications and promotional materials that First Institute produces such as catalogs, websites, advertisements, etc. The Campus Director meets with the administrative staff on an as needed basis. The remainder of staff and faculty meet at a regularly scheduled monthly meeting to review any possible misunderstandings that may arise.

The Admissions Department is monitored daily by the Campus Director. The goal of the admissions department is to deliver an accurate, quality conversation with the highest integrity to all potential and current students. All admissions representatives participate in a detailed orientation process and work with the Campus Director on a daily basis to stay informed about program changes and updates to all regulatory items. First Institute utilizes a third party telephone monitoring system to validate the accuracy and consistency of information presented to students who inquire about program information.

Admissions



STATEMENT OF NON-DISCRIMINATION

First Institute does not discriminate or permit discrimination by any member of its community against any individual on the basis of race, color, religious beliefs, national origin, sex, sexual orientation, gender identity, gender expression, pregnancy, parental status, marital status, age, disability, citizenship, or veteran status in matters of admissions, employment services, or in the educational programs/activities it operates. It is also First Institute's policy to ensure that no qualified student with a disability (one who has provided documentation of disability and is registered with the Student Services Department) is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination in any First Institute program or activity.

ENTRANCE REQUIREMENTS

Program advisement, campus tours and financial advising are available daily either in person or through online meetings. For its career programs, First Institute seeks individuals who have a true desire to receive practical career preparation in their chosen field and have the ability to achieve academic success through on-campus or a blended online learning format. Although pre-possessed skills are important, of equal importance is a student's desire to succeed in their chosen career field. To ensure proper consideration, students should enroll early. First Institute utilizes an open enrollment policy. First Institute welcomes initial inquiries from high school students in their junior or senior year.

Applicants must be at least 17 years of age and provide documented proof of high school graduation or its equivalent from an accredited high school or satisfactory completion of a high school equivalency GED examination. Any applicant under 18 years of age must have parental or guardian consent to enroll. Upon enrollment, both the parent/guardian and the student must be present to sign the enrollment agreement if under 18 years of age.

ADMISSIONS PROCESS

All applicants must schedule an in-person or online interview with First Institute admissions staff, complete an Application for Enrollment, pass the Wonderlic Exam, and provide proof of high school graduation or GED. Applicants will review broad program goals and objectives with Admissions Advisors to assist with determining if the program objectives meet their

educational and career goals. Students must sign and adhere to respective program parameters listed in the catalog and reviewed during the orientation process.

Blended Programs

Admission criteria for on-campus or blended programs are outlined in the catalog and on First Institute's website www.firstinstitute.edu. Applicants seeking admission to programs with blended online courses must satisfy the same admission requirements as on-campus programs. In addition, prospective online students must complete the Blended Program Readiness Questionnaire. Prospective students are apprised throughout the application process of the instructional delivery systems and technologies used in their program including the technical competencies and requirements to successfully complete the online portion of courses in the program. First Institute only offers blended programs in the state of Illinois where students must complete the hands-on component portion of the program at the Crystal Lake or Libertyville campuses.

Government Issued Identification:

Students are required to provide a government issued photo identification that can be used to verify the student's identification and is required for program enrollment.

For successful engagement in the online learning environment, applicants should consider the following:

Availability of Time:

Student success is predicated on the time available to participate in online classes, and additional time to complete online class assignments, projects, or homework as assigned. The more time spent on preparation and studying, the better the opportunity for achieving success. Students should plan to log in and participate in forums, submit assignments, and/or take quizzes in any given week. Additionally, students will spend a significant time offline reading, completing online course activities and studying. Students must manage their time carefully in order to succeed.

Technology Requirements:

Throughout the admissions process, prospective students are apprised of the instructional delivery systems and technologies used in the blended programs and are informed of the technical competencies and equipment required to complete the online portions in the program. Students enrolled in the blended programs **MUST** have access to a computer and the internet in order to effectively participate and successfully complete the courses with an online component. Cell phone apps may not facilitate full participation and cannot solely be relied upon for completing assignments. Prior computer experience and word processing knowledge provides a solid foundation for online course success.

To facilitate the efficiency of communication with the instructor for online components in a course and to ensure success you need to have the following :

- Internet speed not less than 2MB
- Recommended browser: Edge 12+, Firefox 27+, Chrome 30+
- Desktop/laptop/ Mobile / Sound card / Headset (Mic and overhead speakers)
- Webcam in case of desktop (built-in camera in case of laptop/notebook)
- Disable firewalls and pop-up blockers for FI Moodle <https://firstinstitute.unhosting.site>, www.bigbluebutton.org, www.cengage.com
- Allow sites to enable microphone and web camera features

Wonderlic Scholastic Level Exam (SLE) Assessment

All applicants must complete an assessment test (Wonderlic Scholastic Level Exam (SLE)) to gauge potential success in the chosen program. A minimum score of 16 on the Wonderlic SLE is required for entrance into the Massage Therapy, Medical Assisting/Blended and Dental Assisting/Blended programs. If a score of 16 is not achieved on the first attempt, the prospective student will proceed to the untimed assessment and the applicant will have as much time as needed to re-take the assessment. Six points will be deducted from the final untimed score.

Applicants are exempt from taking the Wonderlic SLE as an enrollment requirement if they provide one of the following exemptions prior to acceptance at First Institute:

- Transcript or diploma documenting proof of a college degree from an accredited 4-year institution;
- ACT composite score of 20 or higher;
- SAT composite score of at least 1020 using the new 1600 point scale for SAT tests administered after March 2016,

OR

- SAT composite score of at least 1410 using the old 2400 point scale prior to March of 2016.

Alternative to Wonderlic SLE Admissions Requirement

If the minimum Wonderlic score is not achieved, it is under the Campus Director and/or Executive Director's discretion to approve enrollment for applicants with a strong desire to attend First Institute.

Requirements:

- ◇ Proof of graduation.
- ◇ Transcripts from high school or GED testing center.
- ◇ A statement of recommendation from at least one employer, educator or pastor attesting to the applicant's dedication and interest in the healthcare industry.
- ◇ Applicant must submit a minimum 500 word essay entitled "Why I Want to be in the Healthcare Field and the Rewards I Expect to Receive".
- ◇ Applicant must meet with the Campus Director or Executive Director for a brief interview.
- ◇ Applicant must have met all other admissions requirements of First Institute.
- ◇ All requirements must be completed no later than end of the Conditional Acceptance Period.

Registration Fee

A \$25.00 registration fee is due before class begins to reserve a seat in the chosen program. The registration fee paid is deducted from the tuition and fees. All registration fees are non-refundable. If a class is rescheduled the registration fee will be transferred to the new class start. The Admissions Department accepts registrations on a daily basis.

Diploma Validation Policy

All students will be required to provide documented proof of high school graduation or its equivalent. Documented proof must include a copy of a high school diploma or a GED, a high school transcript, or written certification by a cognizant authority for home-schooled students. Documentation must be submitted to First Institute no later than two weeks from the program start date. If a student is a GED recipient, the student must provide a copy of the GED or a copy of the request for GED form with a copy of the money order that was sent to the state for the GED document.

Student Services will review all diplomas, GED's and high school transcripts to confirm that high school documentation submitted is acceptable. If the Student Services department determines that a diploma, GED or high school transcript may have been tampered with, the department will request an official document from the respective institution to validate that document. Any

fees associated with obtaining official documentation are the responsibility of the student. If a request is made on behalf of the Student Services department, all transcripts or official documents must be submitted to First Institute in a sealed envelope with the school/institution logo or submitted electronically or via fax from the official school/institution.

If the high school transcript or diploma is not received before the start of classes, First Institute will make every attempt to contact the institution listed on the release form to obtain an official high school transcript or diploma. In order for First Institute to verify the legitimacy of a school, Student Services will check the Illinois Department of Education website at <https://www.isbe.net/Pages/Data-Analysis-Directories.aspx>. Home-schooled students will be required to provide a transcript from their local school district or a transcript certified by a parent. An applicant that submits a diploma or official document from a foreign country must have their document translated by an appropriate official to verify the validity of their high school diploma. Any fees associated with obtaining proof of education are the responsibility of the student.

Exceptions to the diploma validation policy:

- If a student has provided a copy of their GED request form and a copy of the money order was submitted to the state, the student will be permitted to start the class, but no financial aid will be dispersed for the student until the school receives the official GED transcript (note: this can take up to 4 – 6 weeks to obtain).
- If the student's high school/state agency is unable to locate the student's transcript, First Institute's Student Services department must request confirmation of the student's graduation and/or receipt of GED from the student's high school/state agency in writing.

Conditional-Acceptance Period

First Institute will admit students provisionally, contingent upon satisfaction of all admissions requirements and receipt of supporting documentation within the first 2 weeks of the student's start date. If the student provides the required documentation and is enrolled as a regular student within the two week conditional period, First Institute can package the student for Title IV funding for the entire period of enrollment. If the student does not provide the required documentation to meet the admissions requirements within the two week conditional period, the student is considered a No Start and will not be charged tuition and fees. Applicants may re-start on the next available

start date upon receipt of required documentation.

STUDENTS WITH DISABILITIES

First Institute recognizes and accepts its obligations under The Americans with Disabilities Act (ADA) of 1990 and The Rehabilitation Act of 1973 prohibiting discrimination on the basis of a disability and requiring that reasonable accommodations be provided to qualified disabled students in all programs and activities within the control of the institution, provided such accommodation would not impose an unreasonable burden on the school or other students. The Executive Director and Associate Executive Director manage the process for the determination of reasonable accommodations and compliance with the ADA and Rehabilitation Act for students jointly. No student shall be retaliated against for seeking accommodation under this policy or for participating in good faith and in a reasonable manner in any review procedures regarding The Americans with Disabilities Act of 1990.

PROGRAM CONSIDERATIONS

Medical Assisting & Dental Assisting Programs

Students are required to complete learning experiences at local clinics, private offices, and/or other community-based agencies. Students may be required to attend both day and/or evening clinical assignments. Students must provide their own transportation to clinical assignments. Strict attendance and dress code is required at clinical sites.

Students must comply with all clinical contract protocols including immunization requirements, drug screening and background checks. The cost for criminal background checks, drug screenings, and immunization requirements is included in program fees.

Satisfactory physical and mental health must be maintained for continuance in the program. Students must be free of any physical and/or mental condition that might adversely affect their performance in the program. First Institute reserves the right to require medical examinations to verify continuing compliance. Students with pre-existing physical and/or mental conditions which might adversely affect performance in the program who do not self-disclose this information in writing are subject to dismissal from the program.

A history of felony convictions or substance abuse may adversely affect your ability to gain employment or take certification exams. We encourage you to consider your personal history when making appropriate career choices.

Any felony or misdemeanor relating to drug offenses,

assault/violent crimes, sexual assault, fraud or theft, identified on the student's record may result in the college not being able to place the student at an externship site. As a result the student may be unable to complete the Medical Assisting/Blended or Dental Assisting/Blended programs. An adverse finding on a criminal background check may also inhibit a student's ability to obtain employment.

Please be aware that the following are tests that externship sites/employers may require prior to start of externship or being hired.

1. Proof of immunity for:

- a. Chicken pox (varicella)
- b. Measles (rubeola), Mumps, Rubella
- c. Hepatitis B**
- d. Tdap

2. Additional Requirements:

- a. 2-step TB test
- b. Background Check and/or Drug Screen
- c. A letter from your doctor stating your ability to perform an externship
- d. Proof of health coverage (a photocopy of your card is required)
- e. Flu Shot

3. CPR Certification**

*****CPR Certification is included as part of program fees for all programs and classes are conducted on-campus.***

*****Hepatitis B Titer testing for students enrolled in the Dental Assisting and Dental Assisting Blended programs is included as part of the program fees and testing is scheduled at Northwestern Medicine facility or on-campus when available.***

Massage Therapy

Students are required to complete their clinical learning experience at First Institute's Massage Clinic. Strict attendance and dress code is required at the massage clinic.

Satisfactory physical and mental health must be maintained for continuance in the program. Students must be free of any physical and/or mental condition that might adversely affect their performance in the program. First Institute reserves the right to require medical examinations to verify continuing compliance. Students with pre-existing physical and/or mental conditions which might adversely affect performance in the program who do not self-disclose this information are subject to dismissal from the program.

Some types of felonies may prohibit an individual from obtaining a Massage Therapy License in Illinois. According to the IL Dept. of Professional Regulation to become a licensed Massage Therapist you must meet the following:

- Disclosure of your U.S. social security number, if you have one, is mandatory, in accordance with 5 Illinois Compiled Statutes 100/10-65 to obtain a license.
- Failure to comply with a child support order, defaulting on a student loan, or defaulting on taxes.
- Personal History Information (if applicable) including: Criminal History, Felony Convictions, Dishonorable discharge from military service or public service, Disease or conditions that may interfere with professional work, and/or Denial of a prior professional license.
- Security Clearance - Individuals applying for licensure for professions that require fingerprints must submit to a criminal background check and provide evidence of fingerprint processing from a fingerprint vendor licensed by the Department.

TRANSFER OF CREDIT

First Institute does not guarantee credit transfer in to or out of First Institute. Individuals may apply for a Petition for Transfer of Credit for prior education (at another college or institution) and must be returned to the admissions office prior to beginning attendance at First Institute. First Institute may accept credit earned at another institution only if that institution is accredited by an agency recognized by either the U.S. Department of Education or the Council for Higher Education Accreditation.

Transfer of Credit

Transcripts, syllabi and/or course descriptions are required to determine transferability of credit, and must be provided by the applicant. The documentation provided will be reviewed to determine if the curriculum meets the educational objectives for comparable courses offered in the program at First Institute. The applicant will be notified in writing of the decision regarding the petition for Transfer of Credit. The following guidelines apply when courses are considered for credit transfer at First Institute:

- The credits or clock hours must be earned at an accredited institution within the last 24 months to be considered by First Institute.
- A minimum grade of "C" or its equivalent will be considered.
- A student must complete at least seventy-five percent (75%) of First Institute's program in order to receive a Certificate of Completion except in cases of institutional closure or teach out.

If First Institute approves a transfer of credit for prior education, the current tuition and any financial aid to be awarded will be adjusted to ensure a pro-rated tuition reduction for transfer of credit and will be proportionally reduced by the number of credit/clock hours approved for transfer into First Institute. First Institute does not offer any options for earning credit through examination with the exception of an institutional closure or teachout.

Institutional Closure or Teach Out

In the case of an institutional closure either via a transfer or teach out agreement, the percentage of transfer credits taken by First Institute will be at the sole discretion of the administration at First Institute. First Institute may offer options for earning credit through examination on a case by case basis.

Re-Enrolling & Transfer of Credit

Applicants who were previously enrolled at First Institute but did not complete their program may apply for re-enrollment. Any credits earned during a previous enrollment may be eligible for a Transfer of Credit. Applicants requesting re-enrollment must go through an assessment process for the courses they completed in the prior enrollment. The assessment will determine if the applicant has retained the information in the completed courses or if the applicant will need to review courses before re-enrolling in the program. The following rules apply when courses are considered for Transfer of Credit within First Institute:

- The course(s) must have been completed within the last 24 months.
- The course(s) must have been successfully completed by obtaining a grade of “C” or its equivalent.
- For completed courses, the student **may be required to take content specific assessment reviews** to ensure **retention of** the educational material in **the completed courses**.
- If an applicant scores less than 70% on an assessment review, the applicant may be required to complete a review of the course as a condition of acceptance to the application for reenrollment.

Upon completion of the assessment review, the applicant will be notified in writing of the decision regarding the petition for Transfer of Credit. If First Institute approves a transfer of credit for prior courses completed, the current tuition and any financial aid to be awarded will be reduced proportionally by the number of credit/clock hours approved for transfer.

Transfer of Credit Determination Appeal

The only grounds on which a formal transfer of credit appeal can be entertained are instances in which there

is evidence of a factual error on the part of the administration at First Institute. Mere disagreement with the administration’s professional judgment does not constitute sufficient grounds for an appeal. Students who wish to pursue an appeal of their petition for transfer of credit must make their request in writing, and provide a rationale as to why the decision should be overturned.

Any appeal by an applicant shall be initiated no later than one week after the formal denial notice of transfer of credit is dated. The appeal will be reviewed by the Executive Director and the grounds of the appeal will be investigated to ensure that the initial determination was accurate and factual. At the conclusion of the investigation, the Executive Director will make a final determination in writing within 10 business days. At that point the decision will be final.

Credit Transfer to other Institutions

Credits earned at First Institute may not transfer to another institution. Transferability is always at the discretion of the receiving institution. The certificate programs at First Institute are terminal in nature and designed for the student’s employment upon graduation. Individuals seeking assistance transferring First Institute credits to another institution should contact Student Services for a copy of course syllabi, course descriptions, and official transcripts. There is a \$10.00 fee for an official transcript.

READMISSION PROCESS

Individuals who have previously withdrawn from First Institute, have been dropped from their academic program, or have been dismissed from their respective program for any reason may choose to petition the institution for consideration of re-enrollment. In order to be considered for re-enrollment, individuals must complete a new application in its entirety.

Requirements for Consideration

1. Schedule an appointment with an Admissions Advisor.
2. Complete the Enrollment Application.
3. Meet with financial aid to resolve any outstanding balance from a previous enrollment.
4. The applicant must submit an essay with a minimum of 500 words detailing his/her academic and career goals, how First Institute can assist with attaining these goals, and if any obstacles were encountered during the previous enrollment (i.e. academic, personal and/or scheduling difficulties), how such obstacles to academic success will be addressed and overcome given the opportunity for re-enrollment at First Institute.

5. Applicants are also required to schedule and complete an in-person interview with an executive staff member.

A previous enrollment at First Institute does not guarantee a second enrollment in any given program offered at First Institute.

All petitions for re-enrollment should be forwarded to the admissions department in person, by mail or emailed to admissions@firstinstitute.edu.

Once an applicant has completed all of the readmission application requirements, the Re-enrollment Committee will review the information along with the applicants previous academic history, attendance and reason for departure from the first enrollment. Each readmission application will be reviewed on a case-by-case basis. A previous admission does not guarantee a second admission into any given program at First Institute. The final determination regarding readmission, including any reason for denial, will be presented in writing to the student within ten business days of receiving all the required information.

Individuals applying for readmission will be evaluated based on previous coursework and attendance and may be accepted for readmission with a conditional provision that includes a review of specific courses prior to re-enrollment. During the provisional period prior to readmission, individuals must maintain 90% attendance and a “C” or better for all courses reviewed.

Applicants accepted for re-enrollment may incur additional fees to review courses if it has been 12 months or longer since the applicants previous enrollment. Accepted applicants may also incur applicable fees and book costs.

Upon approval of readmission into the same academic program, any completed coursework from the applicant’s first enrollment with a grade of “C” or better will be transferred to the applicant’s second enrollment if the applicant re-enrolls within 12 months from the date of the withdrawal in the first enrollment..



Financial Information

TUITION & FEES

All programs offered at First Institute are considered full time. Tuition and fees are subject to change. The schedule of charges is for a period of enrollment and the estimated total charges for the entire educational program are listed below.

Massage Therapy is not offered at the Libertyville campus.



Program Tuition & Fees Effective August 1, 2018	Dental Assisting & Dental Assisting Blended 50 Weeks		Massage Therapy 40 Weeks		Medical Assisting & Medical Assisting Blended 53 Weeks	
	1st Payment Period	2nd Payment Period	1st Payment Period	2nd Payment Period	1st Payment Period	2nd Payment Period
Tuition	\$8,050.00	\$8,050.00	\$6,387.50	\$6,387.50	\$8,025.00	\$8,025.00
Program Fees	\$250.00	\$250.00	\$300.00	\$300.00	\$150.00	\$150.00
Registration Fee	\$12.50	\$12.50	\$12.50	\$12.50	\$12.50	\$12.50
Total per Payment Period	\$8,312.50	\$8,312.50	\$6,700.00	\$6,700.00	\$8,187.50	\$8,187.50
Tuition & Fees:	\$16,625.00		\$13,400.00		\$16,375.00	
Textbooks	\$175.00	\$175.00	\$200.00	\$200.00	\$300.00	\$300.00
Total Tuition, Fees & Books	\$16,975.00		\$13,800.00		\$ 16,975.00	

FINANCIAL ASSISTANCE

The Financial Aid Office is available to assist students in meeting their educational goals by providing information on appropriate financial resources. First Institute is aware of concerns students may have regarding financing their education and wants to assist by providing the best service possible. Our goal is to meet individual needs in a timely, efficient, and equitable manner. Students may receive aid in the form of scholarships, grants, loans or a combination thereof. Information regarding financial aid programs can be found by visiting <http://studentaid.ed.gov>. It is important for students to understand the financial aid programs they are applying for and the requirements of those programs.

Financial Aid is awarded based on “need” with the exception of institutional scholarships at First Institute. Need is defined as:

- Cost of Attendance - Expected Family Contribution (EFC) - Grants or other Financial Aid = Student Unmet Financial Need.

Students who wish to apply for financial aid must submit a Free Application for Federal Student Aid (FAFSA) each award year (July 1 to June 30). If the

student is enrolled during the cross-over period (from one award year to the next) a new FAFSA must be completed for Pell Grants only. If the Expected Family Contribution (EFC) changes, the Financial Aid Office will review any Title IV recalculations needed with the student and an addendum to the enrollment agreement will be signed. Students may also be selected for verification (see Verification of Title IV Funding).

If a student is awarded a First Institute Scholarship (see Scholarships) or a Scholarship from an outside organization, the amount will be reduced from the tuition cost and Financial Aid will be calculated accordingly.

Financial Aid funds will be released according to federal guidelines and will be disbursed in two payments; the first half within 30 days of the first class date and the second half after the mid-point of the program.

Students receiving financial aid are required to maintain Satisfactory Academic Progress (SAP) as outlined in the catalog (See Satisfactory Academic Progress). All aid will be credited to the students account as long as the student is eligible, is not on a leave of absence and all verification documents are complete.

FINANCIAL AID RESOURCES

First Institute is approved to participate in the U.S. Department of Education Title IV Financial Aid program and offers the following financial aid programs to those who qualify:

Federal Pell Grant

Grant amounts vary based on the financial need of each applicant. Grants are available through the federal government to all students who are U.S. citizens or eligible non-citizens are eligible to apply if they do not have a Bachelor's Degree. Grant aid assistance does not have to be repaid unless you withdraw from school and owe a refund.

Applications for grants can be submitted by completing the Free Application for Federal Student Aid (FAFSA) at <https://studentaid.gov/h/apply-for-aid/fafsa>. You may use the IRS Data Retrieval Process when completing the FAFSA online. FAFSA provides instructions to link to the IRS while completing the FAFSA. Certain data elements such as Adjusted Gross Income (AGI) and taxes paid will be transferred for you into the FAFSA. The data is considered "verified" for FAFSA purposes, however a student can still be selected for verification.

Federal Direct Student Loan Program Subsidized/Unsubsidized Student Loans

The Direct Loan program is available for students who need to cover costs of their education. Loans will vary based on grade level and the program you are enrolled to complete. Interest is charged and loans must be repaid. Interest rates vary from year to year and students have up to ten years to pay back a direct loan. Students who want to apply for a Direct Loan at First Institute must first complete the FAFSA at <https://studentaid.gov/h/apply-for-aid/fafsa> or with the financial aid office.

An origination fee will be deducted from student loans by the Department of Education (ED). Repayment of the loans begins six months after completing the program or ceasing attendance. There is a minimum required payment of \$50 per month.

The maximum loan amount per academic year for the Subsidized Student Loans are: Dependent students \$3,500; Independent students \$3,500. Students must demonstrate financial need for Subsidized Student Loans. Subsidized loan interest is paid by the Federal government until the last date of attendance.

The maximum loan amount per academic year for the Unsubsidized Student Loans are: Dependent students \$2,000; Independent students \$6,000. Students do not need to show financial need for Unsubsidized Student Loans. The student is responsible for the interest accrued based on the date of disbursement.

Note: It must be made extremely clear to all who do qualify for Title IV Loans that these are indeed loans from the U.S. government and must be repaid per the terms of the loan.

Parent Loans for Undergraduate Students (PLUS)

Once a FAFSA has been completed by both the student and parent(s), a credit check must be completed on the parent to determine eligibility for a Direct Plus Loan. An origination fee will be deducted from the Direct Plus loans by the Department of Education. Repayment begins 60 days after the loan is fully disbursed. There is a minimum required payment of \$50 per month.

Federal Loan Interest Rates

The "Bipartisan Student Loan Certainty Act of 2013 amends the Direct Loan interest rate section of the Higher Education Act of 1965. The new rates will be the sum of a uniform "Index Rate" plus an "add on" that varies depending on the type of loan (Subsidized/Unsubsidized/PLUS) and the borrowers grade level. Interest rates for Subsidized/Unsubsidized loans will be the same for undergraduates, with a different rate for graduate/professional students and for PLUS Loans taken out by parent/graduate/professional student borrowers. The index rate is determined each year as the "high yield of the 10 year treasury note" plus a statutorily defined "add-on". The interest rate, once established, will apply for the life of the loan (fixed rate). Any loans originated on or after July 1 through June 30 will be locked into the established rate. There will be a new interest rate published each year for loans originated from July 1 to June 30.

Veterans Affairs (VA) Benefits

First Institute is approved to train veterans and qualified Dependents that are eligible for Veteran's Administration (VA) Educational benefits. Those depending solely on VA benefits should have all paperwork completed with First Institute's financial aid office at least two weeks before the first day of class. If you believe you are eligible, contact the VA at 888-442-4551 or www.gibill.va.gov to confirm your eligibility and begin the process of activating your benefits. More information about education benefits offered by VA is available at the official U.S. government website at <https://www.vets.gov/education>.

Workforce Innovation and Opportunity Act (WIOA)

WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. WIOA brings together, in strategic coordination, the core programs of Federal investment in skill development.

Eligible students can prepare for these careers through

WIOA eligible training programs, approved by local workforce boards. As of the date of this publication, First Institute's Medical Assisting Blended and Dental Assisting Blended are eligible training programs for WIOA. Information on WIOA training programs in Illinois is available at <https://www.illinoisworknet.com>.

Scholarships

First Institute offers two scholarship opportunities for students who qualify. Unlike student loans, scholarships do not have to be repaid. See Scholarships section in the catalog for information on eligibility and submission requirements for First Institute scholarships.

VERIFICATION OF TITLE IV FUNDING

Each year the U.S. Department of Education (ED) selects financial aid recipients for documentation to be verified by the institution. First Institute verifies only the students that the department chooses and does not participate in the 30% option. First Institute notifies the student that they have been selected for verification and they must fill out the verification worksheet.

The IRS Data Retrieval Tool is the fastest and easiest way to provide your tax information. The retrieval process will allow you to transfer your tax information into your FAFSA. Our office encourages everyone to utilize the data retrieval tool to retrieve their tax data. Families who do not use the IRS Data Retrieval process may be required to submit an IRS tax return transcript directly from the IRS to complete the federal verification process.

Verification Deadline

Once a student is selected for verification, the Financial Aid Office will notify the student in person, via email or phone call. It is communicated to the student that they were selected for verification and are required to submit all documentation within 30 days of the date the notification was sent. If the verification documents are not received within the required time frame, the student's program may be interrupted and the school cannot disburse any funds until such documents are received.

Eligibility Changes Resulting from Verification

If the verification process results in a change of a student's financial aid eligibility, First Institute will repackage the student for financial aid based on their new eligibility status and will notify the student with an Amendment to the Enrollment Agreement. If a change to the FAFSA needs to be completed by the student they will be asked by the Financial Aid Office to complete the necessary changes. Any changes to eligibility may result in receiving less financial aid than was originally anticipated.

TUITION PAYMENT OPTIONS

Students utilizing financial aid who have a balance due after the Title IV funding has been applied, must pay any remaining balance in full on or by the first day of class and/or make arrangements for a payment plan through TFC Credit Corporation, see the Financial Aid Department for further details.

Students opting to pay for their selected program with an "All Cash" payment plan (not utilizing Title IV funding) will be required to make a 20% deposit prior to the start of their program date. The remainder of payments must be made monthly and the balance must be paid prior to the program completion date.

If a student's financial obligation is not met, the student will be notified to meet with the Financial Aid Administrator to discuss their payment status. If the student does not bring their financial obligation current they will be informed of having 10 business days for payment to be received by First Institute or they may be dismissed from the program until the financial obligation is met.

If there is a balance due at graduation, the Certificate of Completion will be withheld until tuition is paid in full. If a balance is due 60 days after the last date of attendance, the account will be forwarded to an outside collection agency.

ENTRANCE COUNSELING

If you have not previously received a Direct Loan or Federal Family Education Loan (FFEL), the federal government requires you to complete entrance counseling to ensure that you understand the responsibilities and obligations you are assuming.

During entrance counseling, you will learn about the following:

- What a [Direct Loan](#) is and how the loan process works
- Managing your education expenses
- Other financial resources to consider to help pay for your education
- Your rights and responsibilities as a borrower

You must complete entrance counseling at www.studentloans.gov before you can receive the proceeds of your first Direct Loan for both Subsidized Loans and Unsubsidized Loans.

CREDIT BALANCES

First Institute has a voluntary Credit Balance Authorization Form that the student has the option to sign at the time of enrollment to allow the school to manage their Title IV credit balance. If the student has elected to sign the authorization form, the credit balance will remain on their account and be applied toward future tuition and fees. A refund will be issued for any credit balance remaining on the account within 14 days of the graduation date.

If the student chooses not to sign the voluntary Credit Balance Authorization Form, the Financial Aid office will monitor the students' account to identify when a credit balance has been created. A check will be issued to the student within 14 days of the date the credit balance appears on the students account.

STUDENT RIGHTS & RESPONSIBILITIES

Student Rights

Students at First Institute applying for and receiving financial aid have a right to:

1. Information on all financial assistance available.
2. Disclosure of deadlines for applications of each financial aid program and for any supporting documentation.
3. Specific information regarding fees, tuition and the refund policy for those who withdraw from a program.
4. Knowledge of how financial aid is determined.
5. An explanation of various programs awarded in the students' financial aid package.
6. An explanation of the portion of financial aid received that must be repaid and what portion is grant aid that does not need to be repaid. If the aid is a loan, the student has the right to know what the interest rate is, any fees due as a result of a loan, the total amount to be repaid, when the repayment is to begin and the conditions of deferment and cancellation.
7. Knowledge of how First Institute determines whether students are making "satisfactory academic progress" and the consequences of not meeting this requirement.
8. A student has the right to challenge or appeal the students' financial aid award or any other decision of the financial aid office pertaining to the student, when it does not fall under the jurisdiction of federal or state regulations. The right includes answers to questions, explanations of policies and decisions and request for reconsideration.

Student Responsibilities

Students at First Institute applying for and receiving financial aid are responsible for the following:

1. Reviewing and considering all information about First Institute Inc.'s academic programs before enrolling.
2. Completing all the application forms accurately and completely and submitting them to the correct department on time. If this is not done, financial aid could be delayed. Since errors can cause misunderstanding and misrepresentation of information provided, errors must be corrected before any financial aid can be received. Intentional misreporting of information on application forms for federal financial aid is a violation of the law and is considered a criminal offense subject to penalties under the U.S. Criminal Code, and subjects the students' application to denial. Additionally, regulations require that all cases of suspected fraud emanating from misrepresentation be reported to the Office of the Inspector General.
3. Promptly returning all additional documentation, verification, corrections and/or new information requested by either the Financial Aid Office or the agency or agencies to which an application was submitted.
4. Reading and understanding all forms that the student is asked to sign.
5. Notifying the lender (if the student has a loan) of changes in the name, address or school enrollment status.
6. Knowing and complying with the deadlines for application or reapplication for aid.
7. Knowing and complying with the First Institute Federal Aid Refund Policy.
8. If it is determined that the student was ineligible to receive the funds, the student will need to repay

CANCELLATION , WITHDRAW & REFUND POLICY

Refunds are determined in accordance with the Illinois Board of Higher Education's (IBHE) refund policy, the Accrediting Council for Continuing Education and Training (ACCET's) refund policy, or the Department of Education's policy, whichever is more beneficial to the student. Refunds are calculated based on the period of enrollment.

IBHE: The institution must maintain a fair and equitable refund and cancellation policy and abide by it. Such a policy shall conform to any State or federal rules as appropriate. This policy shall apply equally to all students regardless of whether the student receives federal or state financial aid. Schools that are accredited by an accrediting body recognized by the U.S.

Department of Education (ED) and approved to participate in offering Federal Title IV student financial aid may apply the required federal refund policy as long as the same policy is applied to all students even if they are not eligible for federal financial aid.

ACCET: The institution must compare the state's policy with ACCET's in each instance of cancellation or withdrawal and follow the policy that is more lenient towards the student. When notice of cancellation is given during the first week of classes, tuition charges withheld will not exceed 10% of the stated tuition up to a maximum of \$1,000.00. After the first week and through 50% of the period of enrollment, tuition charges retained will not exceed a pro rata portion of tuition for the period of enrollment, plus ten percent (10%) of the unearned tuition for the period of training that was not completed, up to a maximum of \$1,000.00. After 50% of the period of enrollment is completed by the student, the institution may retain the full tuition for that period.

CANCELLATION

First Institute considers an applicant as a cancellation if the applicant cancels prior to the start of classes, never attends class (no show) or cancels within the first two weeks of the start date of the program (no start). A student may give notice of cancellation to the school in writing.

Blended Online Program Cancellation

During the cancellation period (first two-weeks of the start of the program), students are required to establish class participation by logging into the course(s) and submitting at least one required assignment/test/quiz/paper before the end of the cancellation period. Students who log into the course(s) within the trial period of the start date but fail to participate academically will be administratively withdrawn from the course(s) and will be considered a No Start.

OFFICIAL WITHDRAWAL

A student must contact the Student Services Office (verbally or in writing) to withdraw from the program. Students should meet with Student Services regarding their intent to withdraw and sign the "Notification of Dropped Student" form. The student will also meet with the Financial Aid Administrator to sign the "Form of Notice of Cancellation" on the signed enrollment agreement and if necessary, participate in exit counseling.

UNOFFICIAL WITHDRAWAL

The explained or unexplained absence of a student from school for more than fourteen consecutive calendar days without notice of returning to school constitutes constructive notice of cancellation to the school. If a student leaves the school, is not in attendance for fourteen calendar days, and has not contacted the school, the Director of Student Services will send a certified

letter to notify the student of the withdrawal. If the student does not come in to complete the exit counseling, the Financial Aid Administrator will mail it to the student by certified mail within 30 days of the date of determination of the withdrawal. Students may also be withdrawn if all the courses in which the student is currently scheduled are given an W grade due to non-completion of the course.

ADMINISTRATIVE WITHDRAWAL

If a student is withdrawn for conduct, the student will meet with the Director of Student Services to complete a "Violation of Standard" form, and sign the "Notification of Dropped Student" form. The student will also meet with the Financial Aid Administrator to sign the "Form of Notice of Cancellation" on the signed enrollment agreement and if necessary, participate in exit counseling.

For purposes of withdrawal, the last date of attendance is the date from which any refund will be calculated.

REFUNDS/CREDIT BALANCES

A student who is considered a cancellation will have all charges refunded and all payments returned to the individual or the applicable funding source less the \$25.00 registration fee. Prospective students not accepted or students enrolled in a course which is canceled by First Institute will receive a refund of all tuition, application/ registration, book charges and other charges paid. All cancellation refunds due will be made within forty-five (45) calendar days of the first scheduled day of class, or the date of cancellation, whichever is earlier.

After the second week and through 60% of the period of enrollment, tuition charges retained will not exceed a pro rata portion of tuition for the period of enrollment. After 60% of the period of enrollment is completed by the student, First Institute may retain the full tuition for that period.

The percentage of the period of enrollment completed is the total number of calendar days (for credit hour programs) or clock hours (for clock hour programs) in the period of enrollment divided by the number of calendar days or clock hours completed in the period of enrollment.

Number of Days or Clock Hours Scheduled through the Last
Day of Attendance (LDA) in the Period of Enrollment

Number of Days or Clock Hours in the Period of Enrollment
= Percentage Completed

Tuition x Percentage Completed in Period of Enrollment
Attempted = Tuition Retained by Institution

When a student withdraws, tuition adjustments are based on the total charges incurred, not the amount paid. The refund due will be calculated using the last date of attendance (LDA) and will be refunded within forty-five (45) calendar days from the documented date of determination (DOD). The date of determination (DOD) is the date that the student provides written or verbal notice of withdrawal to the institution or the date the institution terminates the student, by applying the institution's attendance, conduct, or Satisfactory Academic Progress (SAP) policy.

First Institute shall refund all monies paid to it in any of the following circumstances:

- The school did not provide the prospective student with a copy of the student's valid enrollment agreement and the current catalog or bulletin;
- The school cancels or discontinues the course of instruction in which the student has enrolled;
- The school fails to conduct classes on days or times scheduled, detrimentally affecting the student.

The school must refund any book and materials fees when: (a) the book and materials are returned unopened and unmarked; and (b) the student has provided the school with a notice of cancellation.

For tuition refunds and financial aid refunds, the date of withdrawal is the last date of attendance or participation in any academic activity and will be the date used to calculate all refunds and the Return of Title IV Funds. Refunds will be disbursed within forty five (45) days of the notice of withdrawal to either the student or, in the case of Title IV monies, the appropriate funding source. The school shall mail a written acknowledgement of a student's cancellation or written withdrawal to the student within fourteen (14) calendar days of the postmark date of notification. Such written acknowledgement is not necessary if a refund has been mailed to the student within fourteen (14) calendar days.

LAST DATE OF ATTENDANCE

All refunds and Return of Title IV calculations are based on the last date of attendance as determined by the institution's attendance records.

DATE OF DETERMINATION

The date of determination of the student's withdrawal for an official notification of withdrawal is the date the student provides notification to First Institute. The date of determination for a student's unofficial withdrawal will be fourteen (14) calendar days after the student's last date of academic attendance as determined by the institution's attendance records. If a student fails to return to class at the end of an approved leave of absence, the date of determination is the date that the student was expected to return from the leave of

absence.

FINANCIAL AID AND STUDENT LOANS

Federal Regulations state that financial aid is earned only during periods when a student is enrolled in an eligible program. You have not earned 100% of your financial aid until you have been enrolled for more than 60% of the period of enrollment. If you withdraw on or before the 60% point of the period of enrollment, a portion of your financial aid has not been earned. With respect to students receiving Title IV funds, the students' refund is based on Title IV funds earned while attending school. Eligible Title IV federal aid recipients who withdraw or are dismissed within the first 60% of the period of enrollment are considered to have earned federal aid only in an amount equal to the percentage of time that the student was enrolled during the period of enrollment. If the last date of attendance occurs after 60% of the period of enrollment is completed by the student, the institution retains the full funding and the student is not entitled to a refund. Period of enrollment is defined in terms of financial aid credits or clock hours. No period of enrollment will exceed one academic year.

THE RETURN OF TITLE IV (R2T4) CALCULATION

The R2T4 calculation is required to determine the earned and unearned portions of Title IV aid as of the date the student ceased attendance based on the amount of time the student spent in attendance during the period of enrollment or, in the case of a clock-hour program, was scheduled to be in attendance during the period of enrollment. Once the R2T4 calculation is completed First Institute will know how much unearned Title IV funds the school will need to return, whether a post withdrawal disbursement is applicable, or if the student owes any portion of the Title IV grant funds.

RETURN OF UNEARNED FUNDS

First Institute and the student (if applicable) will be required to return to the Title IV programs the amount of Title IV funds received in excess of the amount of Title IV program funds "earned" as of the student's withdrawal date.

First Institute has elected not to participate in the COVID 19 R2T4 Waiver option, all monies will be refunded to the U.S Department of Education per our current policy.

FIRST INSTITUTE RESPONSIBILITY

The portion of the excess Title IV grants and loans funds that the school must return to the Title IV programs is equal to the lesser of:

- The student's institutional charges multiplied by the unearned percentage of scheduled funds, or
- The entire amount of excess funds.

First Institute must return the amount of unearned Title IV funds to the federal student aid programs for which it

is responsible no later than 45 days after the date of the determination of the student's withdrawal. The funds will be returned in the order as prescribed by federal regulations:

- Direct Unsubsidized Stafford Loan
- Direct Subsidized Stafford Loan
- Direct Parent PLUS Loan
- Federal Pell Grants

At this point any funds left over after all monies have been refunded to the appropriate Title IV Programs will be refunded to the student.

STUDENT REPAYMENT RESPONSIBILITY

The student is responsible for returning any portion of the unearned Title IV funds that is not returned by the school. For any unearned Title IV loan funds, the student is responsible for repaying those funds in accordance with the terms of the promissory note.

If the unearned Title IV funds to be returned are grant funds, the statute provides that the student may repay 50% of a federal grant rather than 100%. If the original amount of the Title IV grant overpayment is \$50.00 or less, the student is not required to repay the overpayment.

Within thirty (30) days of determination that the student withdrew, First Institute will notify the student by certified mail that he or she must repay the Title IV grant overpayment or make satisfactory arrangements to repay it. If the certified mail return receipt is not received within ten (10) days of notification, a telephone call and email will be made to the student to ensure that they received the information. In the notification, First Institute will inform the student that:

- The student owes an overpayment of Title IV grant funds.
- The student's eligibility for additional Title IV funds will end if the student fails to take positive action, as listed below, by the forty-fifth day following the date the school sent or was required to send notification to the student.
- There are three positive actions the student can take to extend his eligibility for Title IV funds beyond the forty five (45) days:
 - Repay the Title IV grant overpayment amount in full.
 - Sign a repayment agreement with the school for up to two years.
 - Sign a repayment agreement with the U.S. Department of Education.

If the student does not take any action in the stated timeframe the student must be reported by the Financial Aid Administrator to the National Student Loan Data System (NSLDS) after the forty five (45) days have passed. The Financial Aid Administrator will report the Title IV grant overpayment through NSLDS within three (3) days of the conclusion of the forty five (45) day period.

The student should contact the U.S. Department of Education's Debt Resolution Services at 1-800-4-FED-AID (1-800-621-3115) TTY: 1-877-825-9923, online at <https://MYEDDEBT.ED.GOV> or by writing at the address below to inquire about repayment arrangements.

**U.S. Department of Education
PO Box 5609
Greenville, TX 75403-5609**

RE-ENTRY

If a student withdraws from a program of study and re-enters in the same program within 180 days of the withdrawal, the student is treated as returning to the same period of enrollment that was in place when the student withdrew and must complete any credit or clock hours for which the student previously received federal funding before being eligible for additional funding. If the student is returning within the original loan period, First Institute must re-disburse the money the school had returned. If the date of a student's return is outside of the period for which the loan was originated, First Institute must extend the loan period and set new dates for any future disbursements.

A student who re-enrolls into a program after more than 180 days have elapsed since withdrawal may be eligible for federal aid for any classes the student must repeat and/or complete to obtain academic credit to graduate from the program. Students should meet with the Financial Aid Administrator to discuss the conditions under which federal aid may be awarded for repeated courses.

COLLECTION FEES & REASONABLE ATTORNEY'S FEES

If the student receives notification of default for payment arrangements, the student will be charged a collection fee of 15% of the outstanding balance. In the event First Institute retains legal counsel to enforce any aspect of the Enrollment Agreement, the student shall pay reasonable attorney's fees and court costs.

TITLE IV CODE OF CONDUCT

The Higher Education Opportunity Act of 2008 requires educational institutions participating in a Title IV Loan Program to adhere to a Code of Conduct which prohibits conflicts of interest between First Institute officers,

employees, and agents with any lender, lender servicer, and/or guarantor. Sections 487 (a) (25) and 487 (e) of the Higher Education Act of 1965, as amended, require the development, administration, and enforcement of a code of conduct to govern federal student aid programs. Staff members of the First Institute Financial Aid Department are bound to act in compliance with the First Institute Code of Conduct, the Illinois State Code of Conduct, and the Statement of Ethical Principles and Code of Conduct from NASFAA.

Officers, employees, contract employees, trustees, professional organizations, and other organizations directly or indirectly associated with or authorized by First Institute, agree to the provisions of the First Institute Code of Conduct and will refrain from the following:

1. Revenue Sharing

No officer, employee, or agent of First Institute shall enter into any revenue-sharing or profit-sharing arrangement with any lender.

2. Accepting Gifts, Goods, and/or Services

No officer, employee, or agent shall solicit or accept impermissible gifts, goods, and/or services from a private/alternative lender, lender servicer, and/or guarantor. A gift to any family member of the above mentioned is also not permissible.

Gifts, goods, and/or services include: gratuities, meals, travel, lodging, entertainment (expenses for shows, sporting events, or alcoholic beverages), favors, loans, discounts, hospitality (such as private parties of select training or conference attendees), and in-kind services, such as printing customized consumer information for borrowers with the First Institute school logo. First Institute financial aid staff may accept only items of nominal value, certain services, and/or certain materials. Permissible gifts would include pens, pencils, notepads, sticky-notes, rulers, calculators, small tote bags, and other individual office supply items. An employee may accept any general items of value from a lender, lender servicer, and/or guarantor provided that the item is also offered to the general public. First Institute financial aid staff may accept informational brochures and can participate in meals, refreshments, and receptions in conjunction with meetings and trainings that contribute to his/her professional development, as well as conference events open to all attendees.

3. Accepting Philanthropic Contributions

No officer, employee, or agent shall accept philanthropic contributions from a lender, lender servicer and/or guarantor that are related to the educational loans provided by the lender, lender

servicer, and/or guarantor or that is made in exchange for any advantage related to the educational loan. Educational loans here include loans made by First Institute under the private/alternative loan program. First Institute will not accept scholarships or grants from a lender or guarantor in exchange for applications or referrals.

4. Advisory Board Compensation

First Institute employees with responsibility for any financial aid services will not accept anything of value for serving on or otherwise participating as a member of an advisory council or advisory board for a lender, lender affiliate or lender servicer, except that the employee may be reimbursed for reasonable expenses incurred while serving in such capacities.

5. Accepting Compensation for Consulting

No officer, employee, or agent shall accept from a lender or its affiliate any fee, payment, or other financial benefit, including the opportunity to purchase stock, as compensation for any type of consulting arrangement or other contract to provide education loan-related services to or on behalf of the lender.

6. Lender Staff Assistance

First Institute will not request or accept from any lender any assistance with call center staffing or financial aid office staffing. First Institute may accept, from a lender, professional development training and training materials, educational counseling materials, or staffing services on a short-term, nonrecurring basis during emergencies or disasters.

7. Competitive Rates Based on Loan Volume

The First Institute Financial Aid Department shall not request or accept competitive rates on private/alternative loans in exchange for a specified amount of loan activity or in exchange for endorsing the lender's FDLP loans.

8. Lender Affiliated Employment

First Institute financial aid staff members shall not accept full time or part time employment with any educational loan lender, lender servicer, and/or guarantor. Staff members who are approached by these entities shall immediately disclose this information to the Executive Director.

First Institute will not use a Preferred Lender List; however, the financial aid office will make use of a Recommended Lender List. The First Institute Financial Aid Department may request and accept assistance from lenders and/or guarantors to conduct entrance and exit loan counseling. First Institute financial aid staff shall always be in control of the counseling sessions and will not permit the lender

and/or guarantor representative to promote in any way the specific lender's products or services. First Institute will make use of the various lender and/or guarantor's materials and products to aid students in financial literacy.

First Institute is committed to providing the information and resources necessary to help every student achieve educational success and will consider the individual needs of each student.

The information contained herein has been provided to all First Institute officers, employees, and agents affiliated with this college.

EXIT COUNSELING

Federal regulations and First Institute's policy and procedures require that all recipients of federal student loans to participate in student loan exit counseling upon graduation, change of enrollment status to less-than half-time (6 credit hours), or withdrawal from the institution (official withdrawal, dismissal due to academic suspension or other reasons). The federal student loan programs include the Direct Subsidized Stafford, Direct Unsubsidized Stafford, and Direct PLUS loan programs.

The purpose of the student loan exit counseling is to provide the student borrower general information to manage his or her loan debt, to assist in the preparation of loan repayment, to provide for a smooth transition from borrowing to repayment, and assist the student in understanding his rights and responsibilities as a borrower of federal student loans.

Approximately 30 days prior to the anticipated graduation date the student is advised of the requirements to complete the loan counseling exit interview. Typically, group exit interviews are scheduled within a week of the expected cohort graduation date. Student borrowers must complete the federal student loan exit counseling online at www.studentloans.gov. If a student is unable to arrange an individual appointment or group session, federal student loan exit counseling information is sent via mail or email.

All student loan borrowers are advised to utilize the National Student Loan Data System (NSLDS) website, <https://studentaid.gov/h/manage-loans>, as a reference for any questions in regards to their student loan repayment obligations.

SCHOLARSHIPS

FIRST INSTITUTE SCHOLARSHIP

The First Institute Scholarship is dedicated to the promotion of professionalism in the healthcare industry and provides scholarships for education in those fields being offered at First Institute. The scholarship awards \$1,000 to the most qualified students for the academic year at First Institute.

Scholarship Requirements:

- Proof of graduation or pending graduation from a high school.
- Applicant must have a minimum of a 2.0 GPA on a 4.0 scale. Transcripts must be included.
- A statement of recommendation from at least one employer/educator/pastor attesting to the applicant's dedication and interest in the healthcare industry.
- Applicant must submit a minimum of a 500 word essay on the following topic: *"How will your study of (Medical Assisting, Dental Assisting or Massage Therapy) contribute to your immediate or long range career plans?"* (**Essays less than 500 words will be ineligible.**)

Essays must be submitted electronically for review to scholarship@firstinstitute.edu.

Applicant must score at least a 20 on the first attempt of the Wonderlic Exam or an ACT score of at least 20.

All admission requirements of First Institute must be met, and applicants that meet the requirements will interview with one or more of the Scholarship Committee members.

Applications that meet all requirements for the scholarship will be scored and reviewed by the Scholarship Committee to determine scholarship awards. Applications will be scored based on the First Institute Scholarship rubric included in the application packet. Only applications that score 65 or higher (out of a possible 90 points) on the rubric will be considered.

There may be up to one scholarship awarded per cohort start.

NOTE: APPLICATIONS AND DOCUMENTATION FOR THE SCHOLARSHIP MUST BE RECEIVED NO LATER THAN TWO WEEKS AFTER THE START DATE OF THE PROGRAM.

FIRST INSTITUTE PERFORMANCE SCHOLARSHIP

The First Institute Performance Scholarship is dedicated to the promotion of professionalism and academic performance within First Institute. This \$2000 scholarship is awarded to a graduate that has met the criteria during their academic year at First Institute. The recipient selection is based both on exemplary academic performance and a profound understanding of how professionalism helps facilitate success in their career. The scholarship is offered twice per year, and recipients are announced during the spring and fall graduation ceremonies.



Performance Scholarship Requirements:

- Applicants must have obtained a minimum of a 3.75 GPA on a 4.0 scale at the time of graduation.
- Applicants must have a cumulative attendance of 95% or greater at the time of graduation, excluding all make-up work.
- Applicants must submit a minimum of a 500 word essay on the following topic: *“Describe how you have demonstrated professionalism both in and out of school, and how it will help with your future goals.”* (Essays less than 500 words will be ineligible.)

Essays must be submitted electronically for review to **scholarship@firstinstitute.edu**.

All graduation requirements of First Institute must be met in order to be eligible for the scholarship.

At the Exit Counseling, eligible graduates will receive the application submission requirements for the Performance Scholarship.

Applications that meet all requirements for the scholarship will be scored and reviewed by the Executive Director and the Scholarship Committee at First Institute to determine the scholarship recipient. Applications will be scored based on the First Institute Performance Scholarship rubric included in the application packet provided at the exit interview. Only applications that score 48 points (out of a possible 60 points) or higher on the rubric will be considered.

There will be 1 scholarship awarded per graduation ceremony.

NOTE: APPLICATIONS AND DOCUMENTATION FOR THE PERFORMANCE SCHOLARSHIP MUST BE RECEIVED NO LATER THAN TWO WEEKS PRIOR TO THE GRADUATION CEREMONY DATE.

Student Information



ACADEMIC ASSISTANCE

First Institute provides academic assistance and tutoring services for students experiencing academic difficulties. Instructors are available by appointment to assist with any area of difficulty, and students may be required to participate in extra help or tutoring sessions to maintain satisfactory enrollment.

For academic assistance to be beneficial, students must be as committed to their own success as the school is and take the initiative to discuss their difficulties with their instructors and/or Student Services. Student mentors may be available to assist those who are having difficulty. Student mentoring is administered and monitored by the Student Services department.

Students are also encouraged to form study groups in order to support their learning experience. Special tutoring or classes are available to students experiencing academic difficulty on an as needed basis.

Advising

Faculty and staff have an open-door policy and try to be readily available to assist students with any school or personal issues. If necessary, students are referred to other professional organizations for assistance.

School Staff Appointments

The staff makes every effort to be readily available to any student that wishes to speak with them. Sometimes, however, schedules do not provide for an immediate meeting. Students may arrange a meeting with any administrator through their instructor or via telephone. Every attempt will be made to schedule and conduct a meeting within 24 hours.

ACADEMIC YEAR / PAYMENT PERIOD

The Medical Assisting and Medical Assisting Blended are non-term programs measured in credit hours and consists of two payment periods. The academic year is 53 weeks, 38.68 financial aid credits and 56 academic credits. The second payment period begins after the first 26.5 weeks and 19.34 financial aid credits have both been completed.

The Dental Assisting and Dental Assisting Blended are non-term programs measured in credit hours and consists of two payment periods. The academic year is 50 weeks, 36.80 financial aid credits and 50 academic credits. The second payment period begins after the first 25 weeks and 18.4 financial aid credits have both been

completed.

Massage Therapy is a non-term program measured in clock hours. The academic year is 792 clock hours and 40 weeks of instructional time. The second payment period begins after the first 396 hours and 20 weeks have both been completed.

ALL STAR PROGRAM

First Institute recognizes students who maintain exemplary attendance. Students who maintain 95% attendance during the first period of enrollment or midpoint of the program receive First Institute's All Star Award. Students who have not missed any class are also awarded the Perfect Attendance pin.

ANNUAL CAMPUS SAFETY & CRIME STATISTICS

First Institute is committed to providing a safe and secure educational environment for our students, staff, faculty and visitors. First Institute adheres to and supports federal statute "20 U.S.C. 1092(f) Disclosure of Campus Security Policy and Campus Crime Statistics Act" also known as the "Clery Act". This law requires all colleges and universities that participate in federal financial aid programs to disclose and report campus crimes on an annual basis. Furthermore, the law requires that this information be available to current and prospective students and employees.

Annual Security Report

First Institute publishes the policies and procedures for reporting crimes, as well as the types of crimes that have been committed on or near the campus in the Annual Campus Safety and Crime Statistics Report. This publication is distributed by October 1st annually to all students and employees, available to prospective students and employees upon request, and are published online at www.firstinstitute.edu/campus-safety-report. Paper copies can be obtained at anytime from the Title

IX Coordinator / Director of Student Services. Crime statistics are also posted in common areas of the buildings.

Reporting a Crime

Students and employees should promptly report all criminal actions and emergencies occurring on or around First Institute campus facilities to the Title IX Coordinator, Executive Director or Campus Director either in person or by calling **815-459-3500** in Crystal Lake or **847-440-2000** in Libertyville. Reporting incidents of sexual assault, dating violence, domestic violence, and stalking is necessary to ensure victims of such conduct receive appropriate services and information, to track incidents or identify patterns, to protect the campus community from future incidents, and to fulfill First Institute's reporting obligations under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

In the event of fire or medical emergencies, staff and employees should contact the local police department by dialing **911** and then notify the Executive Director or Campus Director **815-459-3500** in Crystal Lake and **847-440-2000** in Libertyville.

Emergency Response

In the event of a report of a dangerous or emergency situation to any staff member, the staff member will contact the Executive Director or any other Executive staff member (Campus Director or Director of Student Services) to report the situation. The Executive Director and/or executive staff will review the situation, and if appropriate confer with the local law enforcement agency or other first responders to confirm the issue(s) involved and determine if activation of the Emergency Notification system is warranted.

In the event of a confirmed emergency situation, the Director(s) will determine the appropriate campus population to receive notification and determine the content of the notification, which will then be passed on to the staff members for immediate dissemination to the campus community via email blast and/or verbally to all students/staff present on campus providing the notification would not compromise the ability to contain the emergency or endanger additional students or staff members.

Timely Warning

Timely Warnings, also called "Public Safety Notices", are provided to give students, faculty and staff notification of crimes that are considered by First Institute to present a serious or continuing threat to the campus community and to heighten safety awareness. First Institute will prepare a Timely Warning Notice when a report is received of a violent crime against a person or a particularly threatening crime against

property on campus that represents an ongoing danger to the safety of students, faculty and staff.

Timely Warning Notices are distributed by e-mail to all students, faculty, and staff. E-mails are drafted and distributed by the Title IX Coordinator /Director of Student Services. In some circumstances, Timely Warning Notice fliers may be posted in campus buildings, on the website www.firstinstitute.edu and Facebook page <https://www.facebook.com/FirstInstitute>.

CAREER SERVICES

First Institute assists students and graduates with their career search including resume writing, job applications, interview techniques, industry networking and assistance in securing full-time employment. The Career Services department offers students assistance with employment opportunities and every avenue is pursued to assist graduates in obtaining training-related employment.

Throughout the year, part-time and permanent employment opportunities are posted. Networking and communication with employers on a regular basis ensures that training is current and graduates are able to meet the requirements of the careers they are pursuing.

Additionally, the Director of Career Services visits employer's offices, thereby strengthening the institution's standing in the business community and creating additional employment opportunity for graduates.

While it is impossible for First Institute to guarantee any student a job, the Career Services Department does contact prospective employers throughout the area and advise them of the student body's abilities and availability. Career Services is always available for guidance.

CLOCK TO CREDIT HOUR CONVERSION

First Institute, Inc. utilizes the quarter credit hour as the unit of academic measurement for the Dental Assisting and Dental Assisting Blended, Medical Assisting and Medical Assisting Blended and awards credits based on the successful completion of a minimum number of hours of work both inside and outside of the classroom. The Massage Therapy program is a clock-hour program.

One quarter credit is awarded for the successful completion of courses based on the following ratio:

- 10 lecture hours
- 20 laboratory hours
- 30 externship hours

- For financial aid purposes, all credits will be converted using a 25:1 ratio for lecture, laboratory, homework and externship hours.

For the purpose of calculating the number of quarter credits: 1 hour equals 50 minutes of instruction within a discrete 60-minute period.

First Institute utilizes the quarter credit hour conversion as the policy for determining clock to credit hour conversion.

Academic Year* credits breakdown per program:

MEDICAL ASSISTING & MEDICAL ASSISTING BLENDED

- Curriculum Length: 53 academic weeks
- Academic quarter credits: 56.00 cr.
- Financial Aid quarter credits: 38.68 cr.
- Total clock hours (including outside class work): 967 hrs

DENTAL ASSISTING & DENTAL ASSISTING BLENDED

- Curriculum Length: 50 academic weeks
- Academic quarter credits: 50.00 cr.
- Financial Aid quarter credits: 36.80 cr.
- Total clock hours (including outside class work): 920 hrs

MASSAGE THERAPY

Massage Therapy program is a clock-hour program

- Curriculum Length: 40 academic weeks
- Total clock hours: 792 hrs

**An academic year does not include scheduled holidays and breaks.*

COMMON AREAS

First Institute provides space for students to relax and study, as well as eat and drink. Vending machines are conveniently located for purchasing snacks and refreshments. All students are asked to treat common areas as they would their place of employment, and keep the areas clean.

COMPUTER USE

Students in the Medical and Dental Blended programs are provided a Chromebook that is included in program fees. These will be provided to the student during the third week they are active in their program

Computers are readily available for students to utilize as necessary when on campus either for research purposes, ECW access, resume building or supplemental study tools.

Some students may need additional computer time outside of regularly scheduled classes. Students will be permitted to utilize school computers based on availability. Students must first check in with Student Services to request computer access and determine which classroom is available for computer use.

CURRICULUM CHANGES

In keeping with First Institute's sincere effort to respond immediately to the changes in industry and the work place, we reserve the right to make modifications in the course content and the structure of the curriculum at any time upon receipt of approval from the applicable regulatory agencies.

FAMILY EDUCATION RIGHTS & PRIVACY ACT (FERPA) POLICY

The Family Educational Rights and Privacy Act (FERPA) afford eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

1. The right to inspect and review the student's education records within 45 days after First Institute receives a request for access.

Students at First Institute must submit a written request to the Director of Student Services to inspect and review their records. The written request must identify the record(s) they wish to inspect. The Director of Student Services will make arrangements for access within 30 days and notify the student of the time and place where the records may be inspected. A College official may be present when the student inspects and reviews his or her educational records.

2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Students at First Institute may request that any information contained in their educational records which they consider to be inaccurate, misleading, or in violation of their privacy or other rights be amended or deleted from the records. (A grade or other academic scores may not be amended, except that the accuracy of recording the information may be challenged). Students who request that information in their records be amended must first direct their request to the Director of Student Services, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the matter is not resolved to their satisfaction, students must direct their request to the Campus Director. If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student

when notified of the right to a hearing.

3. The right to provide written consent before First Institute discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by First Institute in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of First Institute who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for First Institute.

4. Directory Information is information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed.

FERPA requires colleges and universities to define the information that they will release without a student's prior written consent. First Institute's list of "directory information" items that may be released without the student's consent include:

- Student's Name
- Address
- Student ID Number
- Telephone Listing
- E-mail Address
- Photographic or Electronic Picture or Image
- Program of Study
- Enrollment Status (full-time or part-time)
- Dates of Attendance at First Institute
- Certificate and Awards Received

Students may request that directory information not be released publicly by completing a Request to Withhold Directory Information Form which can be found in the Student Services Office.

The form must be signed and submitted in person to the Director of Student Services along with a copy of

photo identification. A request to withhold directory information means:

- Your name will not appear in the commencement program.
- Verification of enrollment, graduation, or certificates awarded will **NOT** be provided to third parties, including potential employers.
- No information will be released to any person (including the student) on the telephone or via e-mail.
- Requests to withhold directory information are in effect until removed, in writing, by the student. To reverse the action of withholding directory information, the student must complete and sign a Request to Release Directory Information Form.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by First Institute to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202
Email: FERPA.Complaints@ed.gov
Web: <https://familypolicy.ed.gov/complaint-form>

GRIEVANCES

First Institute is recognized by the Accrediting Council for Continuing Education & Training (ACCET) as meeting and maintaining certain standards of quality. It is the mutual goal of ACCET and First Institute to ensure that educational training programs of quality are provided. When problems arise, students should make every attempt to find a fair and reasonable solution through First Institutes' internal complaint procedure.

Should any student have a grievance (unresolved complaint) about status, grades, records, faculty or other, the normal recourse is for the student to consult with their instructor first and then the Director of Student Services if the issue remains unresolved.

In the event a satisfactory resolution is not achieved at this level, the student's case may be presented for further review to the Executive Director and Campus Director. First Institute will make every effort to satisfy student issues within reason.

After this point, if the issue is still not resolved, the student may file a written complaint with the Illinois Board of Higher Education (IBHE) or the Accrediting

Council for Continuing Education and Training (ACCET) . Refer to ACCET Doc. 49.1 posted in the common areas of the school for steps to submit a complaint.

Complaints against the school may be registered with:

The Illinois Board of Higher Education

Private Business and Vocational School Unit
1 N. Old State Capitol Plaza, Suite 333
Springfield, Illinois 62701-1377
(217) 557-7359 or <http://complaints.ibhe.org>

ACCET

Complaint Administrator
1722 N Street NW
Washington, DC 20036
(202) 955-1113 phone (202) 955-1118 fax
email: complaints@accet.org www.accet.org

HEALTH SERVICES

First Institute offers no on-campus health services. Students requiring health services may see the Student Services department for referral to nearby hospitals and clinics. In case of an accident or illness on campus, students should notify a member of the faculty or staff. In case of emergencies, an emergency medical service may be called.

HOUSING

First Institute does not provide housing facilities. Housing options are available within a reasonable distance from the school. First Institute assumes no responsibility to find or assist students in finding housing.

INCLEMENT WEATHER

Due to inclement weather or other emergency situations, it may be necessary to cancel classes. Class schedules will be adjusted appropriately to accommodate the missed classes. School closing information can be obtained by calling (847) 238-1234 or by visiting www.emergencyclosing.com. The following television stations will post information regarding school closings: CBS, NBC, ABC, WGN, FOX or CLTV by 7:00 a.m. First Institute also posts school closing information on its Facebook page.

MAINTAINING SCHOOL FACILITIES

Maintaining and preserving school facilities and equipment are the obligation of all members of the school community. First Institute expects students to treat facilities and equipment with care. Students will be held responsible for any destruction to school property.

MAXIMUM CLASS SIZE

First Institute maintains an adequate faculty to student ratio to ensure class sizes enable sufficient attention to individual student learning needs. Teacher to student ratios have been set to create an educational environment that encourages participation from each student and facilitates interaction among students and teachers. Instructors are able to get to know each student and provide individual attention on a daily basis. Clinical Lab teacher to student ratios are established to ensure that safety measures are maintained as students practice and gain proficiency with hands-on clinical skills.

CRYSTAL LAKE CAMPUS

The Medical Assisting and Medical Assisting Blended has a maximum class size of 20 students, Massage Therapy has a maximum class size of 18, and the Dental Assisting and Dental Assisting Blended has a maximum class size of 16 students.

LECTURE/LAB CLASSES

- Medical Assisting & Medical Assisting Blended: 20:1
- Massage Therapy: 18:1
- Dental Assisting & Dental Assisting Blended: 16:1

CLINICAL LAB CLASSES

- Medical Assisting & Medical Assisting Blended: 16:1
- Massage Therapy: 10:1
- Dental Assisting & Dental Assisting Blended: 8:1

LIBERTYVILLE CAMPUS

The Medical Assisting and Medical Assisting Blended has a maximum class size of 16 students and the Dental Assisting and Dental Assisting Blended has a maximum class size of 10 students. Massage Therapy is not offered at the Libertyville campus.

LECTURE/LAB CLASSES

- Medical Assisting & Medical Assisting Blended: 16:1
- Dental Assisting & Dental Assisting Blended: 10:1

CLINICAL LAB CLASSES

- Medical Assisting & Medical Assisting Blended: 16:1
- Dental Assisting & Dental Assisting Blended: 8:1

ORIENTATION

First Institute provides orientation for all new students and includes an introduction to campus personnel, facilities, amenities, student conduct, policies and procedures.

PARKING

First Institute has ample parking available to its students at both campuses.

- The Crystal Lake campus has three parking lots available to students. First Institute provides bus transportation to and from classroom buildings and the parking lots.
- The Libertyville campus is located in a strip mall and has ample parking available. Students may park in the mall parking lot.

See the Parking Policy for additional information.

RESOURCE LIBRARY

A Resource Library is located in the student break room at both campuses. There is a variety of related reference books that students may utilize. Older versions of current textbooks may be available for students to borrow in the event they forgot to bring a particular textbook to class that day. Electronic textbook student resources are also available.

SERVICES FOR STUDENTS WITH DISABILITIES

The Rehabilitation Act

Title V of The Rehabilitation Act of 1973 is generally regarded as the first civil rights legislation on the national level for people with disabilities. Section 504 of The Rehabilitation Act is a program access statute. It prohibits discrimination on the basis of disability in any program or activity offered by an entity or institution receiving federal funds.

Section 504 states (as amended):

“No otherwise qualified person with a disability in the United States... shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance.”

The Americans with Disabilities Act (ADA)

The ADA is a federal civil rights statute that prohibits discrimination against people with disabilities. There are four sections of the law: employment, government, public accommodations, and telecommunications. The ADA provides additional protection for persons with

disabilities in conjunction with the Rehabilitation Act of 1973. The ADA is designed to remove barriers, which prevent qualified individuals with disabilities from enjoying the same opportunities that are available to individuals without disabilities.

In relation to Section 504 of The Rehabilitation Act, the ADA states: “Institutions that receive federal funds are covered under Section 504. The ADA does not supplant Section 504, but in those situations where the ADA provides greater protection the ADA standards apply. Therefore, postsecondary institutions must adhere to both the Rehabilitation Act and The Americans with Disabilities Act.”

Disability Services Policy Statement

First Institute recognizes and accepts its obligations under The Americans with Disabilities Act of 1990 and The Rehabilitation Act of 1973 prohibiting discrimination on the basis of a disability and requiring that reasonable accommodations be provided to qualified disabled students in all programs and activities within the control of the institution, provided such accommodation would not impose an unreasonable burden on the school or other students.

A student is eligible for consideration for accommodations and/or auxiliary aids and services if the student has a disability and the Director of Student Services has met with the student, consulted with the Executive Director and Campus Director, and determined that the functional limitations of the disability require such accommodation, auxiliary aids and/or services.

First Institute is committed to providing reasonable accommodations including auxiliary aids and/or services to qualified individuals with a disability, unless providing such accommodations would result in undue burden or fundamentally alter the nature of the relevant program, benefit or service provided by First Institute. To request auxiliary aids or services, please contact the Director of Student Services at the campus. Students should submit requests with supporting documentation at least six weeks prior to the beginning of the first day of classes or as soon as practical.

The Executive Director, Campus Director and the Director of Student Services manage determination of reasonable accommodations and compliance with the ADA and Rehabilitation Act for students jointly. No student shall be retaliated against for seeking accommodation under this policy or for participating in good faith and in a reasonable manner in any review procedures concerning First Institute for its alleged noncompliance with The Americans with Disabilities Act of 1990 or the Rehabilitation Act of 1973.

Definition of Disability

According to Section 3 of the Americans with Disabilities Act of 1990 (ADA), the term "disability" means, with respect to an individual,

- A. Having a physical or mental impairment that substantially limits one or more of the major life activities of such individual;
- B. Having a record of such an impairment; or
- C. Being regarded as having such impairment.

Otherwise Qualified Applicant

A student who provides First Institute with sufficient evidence of a disability meeting the standards established by the ADA or Section 504 is eligible for appropriate accommodations and services, provided the student is an otherwise qualified applicant. In order to be considered an otherwise qualified applicant, a student with a disability must be capable, either with or without accommodations, of fulfilling the essential requirements of a program of instruction.

Determining Appropriate Accommodations

Students with disabilities who are seeking accommodations at First Institute should schedule an individual meeting with the Director of Student Services. Once appropriate documentation has been submitted, reasonable and appropriate accommodations will be implemented based on the student's specific disability and the functional impact of the disability on the student's daily activities and academic obligations.

Disability Grievance Procedure

If a student believes any First Institute employee has discriminated against him or her because of a disability, he or she has the right to seek a review of such concerns. Students have the option of pursuing a formal grievance. When filing a formal grievance, the student should first present his or her concern in writing to the Director of Student Services. Upon receipt of this notice of grievance from the student, the Director of Student Services will undertake a review of the unresolved complaint during which time the Director of Student Services may request additional documentation of the student's disability. Once all the information has been received and reviewed, the Director of Student Services will present the results of this review in writing to the student.

If the Director of Student Services is unable to produce a resolution to the student's satisfaction, the student may submit a formal written appeal to the Executive Director of First Institute. This written appeal should include a brief description of the disputed decision and/or perceived discrimination, reasons why the student believes the decision was in error and a short description of a proposed resolution to the disputed decision.

Once all information has been reviewed, the Executive Director will provide a written response regarding the

determination to the student. This response will state the final determination regarding the requested accommodation and/or discrimination and the specific reasons supporting the decision. Every effort will be made to produce this final determination in a prompt manner.

Complaint Procedures

If a student believes that First Institute is not in compliance, she or he may file a written complaint with the Office of Civil Rights:

U.S. Department of Education Office for Civil Rights

Lyndon Baines Johnson Dept. of Education Bldg.
400 Maryland Avenue, SW
Washington, D.C. 20202-1100
Telephone: 800-421-3481
Fax: 202-453-6012; TDD: 800-877-8339
Email: OCR@ed.gov

To file a complaint online: <https://ocrcas.ed.gov/>

STUDENT MENTORING

Students have the opportunity to become a mentor to other students or to seek help from student mentors. First Institute believes that serving as a mentor develops teamwork and leadership skills, and requesting help from a mentor indicates determination to succeed, allowing both parties to benefit from the experience.

STUDENT MESSAGES

First Institute staff will take messages on behalf of students and deliver them during scheduled breaks. In a case of an extreme emergency, staff will notify a student while they are in class.

STUDENT RECORDS

Administrative offices which maintain academic records on campus are in accordance with First Institute's Records and Retention Policy and developed based on recommendations by the American Association of Collegiate Registrars and Admission Officers' (AACRAO'S) Student Records Management Retention, Disposal, and Archive of Student Records (2019 Addition).

Academic transcripts are maintained permanently.

Student Addresses

Students have the responsibility to notify Student Services each time their information changes. Student information changes can be made in person or by email to StudentServices@firstinstitute.edu.

Social Security Numbers

Social security numbers are collected from prospective and current students, for administrative coordination and

record identification purposes only. The social security number is a confidential record and is maintained as such by the school in accordance with the Family Educational Rights and Privacy Act (FERPA) and the Gramm-Leach Bliley Act (GLBA) to safeguard the security and confidentiality of consumer information.

Policy on Student Names

First Institute's policy regarding student names and name changes require that the name on the student record should be the student's complete and legal name. In evaluating and processing all name change requests, the school reserves the right to require adequate and appropriate documentation as warranted.

Confidential Information

With the exception of directory information listed in the annual FERPA notice, all student records are considered to be confidential and are open only to school officials. A school official is a person employed by First Institute in an administrative, supervisory, academic, research, or support staff position; a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer, contractor or externship outside of First Institute who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. First Institute's notification of rights can be found in this catalog under Family Education Rights Privacy Act (FERPA) Policy. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for First Institute.

TRANSCRIPT REQUEST

Students receive a Certificate of Completion and an official transcript once all graduation requirements have been met. Only one certificate is issued for each graduate. By request, additional transcripts are available for a \$10 fee. Requested transcripts will be mailed within two weeks of the date of request.

VISITORS

First Institute welcomes visitors. All students are encouraged to invite parents, friends and relatives to the school to visit at any time. All visitors must check in at the front desk. Staff will make themselves available to answer questions as they arise. We encourage you to let your instructor know when you plan on bringing guests to the school.

Wi-Fi AVAILABLE

Wi-Fi is available to both students and staff at First Institute. Students and staff can obtain the Wi-Fi connection information from the front desk or Student Services.

Academic Standards

ATTENDANCE POLICY

Attendance, punctuality, and participation are expected in all classes and learning experiences. Students enrolled in programs whether on-campus or a blended delivery format should plan to attend all scheduled classes and online live instructor and class sessions, participate in discussion forums, and complete all online class activities. At First Institute, regular and punctual attendance and participation in the classroom, lab, clinical setting and online format is expected of all students and is essential to ensure that students acquire the necessary knowledge and skills to be successful in a professional healthcare environment. If a student is sick or anticipates that he/she will miss a classroom, clinical experience, or online activity, the student should notify the school, instructor or externship supervisor in advance.

When a student enrolls at First Institute, that student accepts the responsibility of regularly attending and participating in classes and completing all class work assigned. For satisfactory attendance, a student must maintain a minimum of 90% attendance. First Institute does not have excused absences and students may miss no more than 10% of scheduled class hours for emergencies. Students should always have a back-up plan for childcare, transportation and work.

Participation & Substantive Interaction for Academic Attendance

Students in a blended program with online course content are subject to the same attendance policy and procedures as the on-campus programs. However with an online component, attendance is defined in a different manner. Students participating in a blended program are expected to actively participate in the course through academically related assessments, activities, and discussions with both instructors and classmates, and on-campus scheduled classes.

Academic related activities:

Academic related activities are used to determine a student's official last date of attendance at First Institute and determine the effective date of active and withdrawn enrollment statuses. A student must participate in a discussion or submit online at least one academic related activity for each online day scheduled for the week to be



considered in attendance and actively participating. Online class attendance will be documented based on the virtual class lectures, participation activities and assigned online course assignments as defined in the course syllabus and course activities checklist.

An online class week is defined as 12 AM CST Monday and ends on Sunday 11:59 CST, unless otherwise indicated. The following activities are considered academically related activities for attendance:

- Submission of a gradable assignment, such as a paper, test, exam or quiz.
- Participation in a gradable online discussion, as directed by an instructor, with classmates, in a way that is substantively and academically related to the enrolled course. Examples include:
 - Participation in a gradable online discussion with an instructor, such as an asynchronous lecture, in a way that is substantively and academically related to the enrolled course.
 - The purpose of substantive interaction in an online discussion forum or thread is to promote comprehension of the academic topic through a collaborative, collective and interactive conversation. Substantive interaction involves a sustained, interactive communication.
 - A substantive post adds to the discussion and encourages a response from fellow students. A student's discussion post may include a well thought out opinion that applies ideas relevant to the course content. It may compare and contrast the posts of others, perceptions of each student experience of facts may also vary based on the student's perception. In some cases, the values of an outcome may be explored that further expands on the discussion thread. By substantively interacting, it opens up the lines of communication with fellow classmates and instructors to help foster and promote a deeper academic understanding of the topics discussed

in the course, which will contribute to student academic achievement.

Some examples of non-substantive posts that are **not** considered to be an academically related activity:

- Discuss topics unrelated to the academic coursework (i.e. the plot line of your favorite television show).
- Mocking or insulting classmates for their opinions.
- Asking questions of the instructor that are not academically substantive in nature or related to the specific course (i.e. “will this test be hard?”)
- Offering a two word response like “I disagree,” without further explanation.
- Merely logging into an online course without active participation (as described above) does not constitute attendance.

Completion of weekly coursework, assignments and student submissions will be graded/evaluated in FI’s Moodle within 48 hours of the Sunday 11:59 pm due date. Attendance will be deducted for any assignments and class activities that are not completed by the weekly deadline.

TARDINESS & EARLY DEPARTURE

Students are required to arrive on time for class and stay for the entire class session. Instructors document in 15 minute increments the arrival and departure time of students during the course of the class day on the attendance sheet. Students only receive attendance hours for the time that they are present in class. For students enrolled in blended online programs, instructors will document tardiness and early departure based up scheduled live online lecture and class discussion. Students in blended programs will have attendance deducted for online live lectures and class participation, discussion forums and incomplete online course activities as listed on the syllabus.

14 DAY ATTENDANCE POLICY

A student who is not in attendance for 14 consecutive calendar days (including weekends), will be administratively withdrawn from the program, unless the student notifies First Institute they are returning to class. If a student has an emergency situation where they will not be able to attend class for two weeks or longer, students may request a temporary leave as outlined in the Leave of Absence Policy. Scheduled breaks of five days or more are not included in the 14 day calculation.

Students enrolled in a blended online program follow the same 14 day attendance policy as on-campus programs. Students who do not attend at least one academic related activity in any two-week period will be dropped from the course and administratively withdrawn from the program. A students' participation and substantive interaction for academic attendance will be tracked using interaction with the instructor and the tools within the learning management system (FI Moodle).

Throughout the course, students must participate to ensure successful completion by regularly submitting assignments and substantively interacting with other students and the instructor on a weekly basis. Students are expected to abide by First Institute’s Attendance Policy and online student attendance requirements. Students who do not engage in an academically related activity or attend scheduled on-campus classes for 14 consecutive days (excluding scheduled breaks over 5 days) will be withdrawn for lack of participation/substantive interaction, resulting in a grade of “W” recorded on the student's academic transcript.

MAKE-UP WORK

If a student’s attendance falls below 90%, the student will be required to perform make-up work to bring their attendance back to a satisfactory attendance status. All make-up hours must be completed outside of regular scheduled class hours and must be done either on campus or through FI’s Moodle. Make-up assignments will be relevant to scheduled courses missed and will be comparable to the content, time and delivery of the classes missed. Make-up work is recorded by Instructors or Student Services as make-up attendance and documents are maintained by Student Services. Students may not complete make-up work related to material that has not yet been presented within their respective program of study.

Make-up may be done online or on-campus, however for clinical lab hands-on-skills, make-up can only be completed on-campus. Any class activities or missing assignments that are not complete one-week after the end of the course will receive a grade of 0 and will also negatively affect your attendance. Make-up assignments may be completed at a later date for attendance purposes only, but make-up will not change the final grade for any assignments or class activities attempted after the course deadline.

Discussion forum make-up

Due to the nature of the discussion forums, active participation is required during the specific time frame

when the discussion forum is open. Once the time has expired and a discussion forum is closed, students will not be able to submit make-up related to a closed discussion forum.

NOTE: Students may not exceed 10% make-up work of scheduled hours in their program. Students who exceed the 10% make-up work policy will not achieve the 90% attendance graduation requirement. Students will be withdrawn immediately if make-up work exceeds 10%. For example, if a student's program is 800 scheduled hours, a student may not exceed 80 hours of make-up during the entire program to meet the 90% attendance policy requirements.

ATTENDANCE WARNING & PROBATION

Recurring absences and tardiness are reviewed by Student Services on a monthly basis. If a student falls below the minimum 90% attendance requirement, the student meets with Student Services and is placed on Attendance Warning for 30 days. If a student's attendance is still below 90% by the next review, the student will be placed on Attendance Warning #2 for an additional 30 days. After the second 30 day Attendance Warning, a student who is still not meeting the requirements is placed on Attendance Probation and has 30 days to complete make-up work and get in compliance with the 90% attendance policy. If a student is on Attendance Probation two times concurrently and does not bring their attendance into compliance at the end of the second Attendance Probation, the student will meet with the Campus Director and may be withdrawn from the program.

Procedure for Monitoring & Documenting Online Attendance:

Instructors will update and complete attendance in FI's Moodle no later than Tuesday of each week in FI's Moodle attendance activity and document all class activities for the 16 hours assigned for class attendance each week and as indicated on the syllabus and the online class activities checklist in FI's Moodle. Class time is documented in 15 minute minimum increments. Weekly attendance is calculated based upon the assigned work completed for a total of 16 hours of class time each week. For example, if a student completes the weekly assignments with the exception of an online activity designated as 1 hour of class time on the syllabus and checklist, the attendance sheet would only show 15 hours of attendance for the week. If a course is beginning or ending mid-week, you would document 8 hours of scheduled attendance for a course that is only

scheduled for 1 day during the week.

The attendance activity in Moodle will have all attendance related items scheduled for each week, i.e, live lecture, class activities, discussion forums, exams, etc. Whatever activities are listed on the syllabus and listed as class hours should be included in the attendance. All work for the week is due every Sunday by 11:59 PM. Any class assignment associated with attendance hours that is not turned in by the deadline will be deducted from a student's weekly attendance. All class activities for each day are grouped into daily attendance sessions and then the instructor should deduct the amount of designated time for incomplete assignments.

Student Services downloads attendance from FI's Moodle and enter weekly hours into Diamond SIS to monitor student progress. A student who is not in attendance for 14 consecutive calendar days (including weekends), will be withdrawn from the program on the 14th day, unless the student notifies First Institute they are returning to class. If a student has an emergency situation where they will not be able to attend class for 14 days, students may request a leave as outlined in the Leave of Absence Policy. Scheduled breaks of five days or more are not included in the 14 day no attendance calculation. Instructors will send an email or FI Moodle chat to students who are not in live class lecture or if they have not completed an academic related activity each week. Student Services is expected to follow up on a weekly basis by phone, email, text message and chat if a student has not been active in the course for one week.

Procedures for Monitoring & Documenting Online Make-Up:

If a student completes an assignment that is submitted within one week of the course completion due date, instructors add the hours associated with the activity as it is completed in the course. At the end of a course, any assignments or work not turned in within one week of the last day of the course is considered make-up work. Grades will be final one week after the end of the course, unless there are extenuating circumstances approved in advance by Student Services. Students may do make-up for online class activities at a later date to satisfy attendance hours, however any online make-up work done after the course completion deadline will not be applied to the course grade or modify the final grades, it will only count toward make-up hours for attendance.

Student Services will run attendance reports from FI Moodle on a weekly basis to verify make-up hours are updated in Diamond Cloud Workspace SIS.

Retention strategies for attendance and grades

- **Identify patterns in student engagement and performance**

First Institute will implement the same strategies used to measure on-campus student success which includes individualized student support services, data to strategically identify patterns in student engagement, performance, as well tailored strategies to support each student.

- **Intervene with struggling students**

Real-time analytics through FI's Moodle provides the opportunity to intervene with at-risk students immediately. Instructors and student advisors have more contact with students and are responsible for responding to student needs. Offering tutoring and additional student resources

- **Mitigate the "distance" in distance learning**

Monitoring risk phases in students' such as key words in online discussion forums posts, not participating with instructor/student online class interactions during live online class session are flagged so instructors and student services can contact at risk students individually to provide additional guidance and feedback so those students feel they have the support and resources to persist with their program. Regular office hours provide additional remedial help and one on one interaction. Conducting student surveys after every course to gauge student satisfaction and stress levels. Students who indicate low stress levels may be sent time management resources or study tips, while students who indicate medium or high levels of stress receive a phone call from student services and the instructor to provide encouragement and support.

- **Incorporating active learning sessions**

Active learning sessions provide opportunities for students to work in small groups, either in person or via video chat to discuss course activities and assignments. This facilitates friendships between online students and helps them feel more connected to the course and more confident in their abilities.

LEAVE OF ABSENCE

Students may request a leave of absence for acceptable and unavoidable reasons such as a serious illness, debilitating injury, or death in the immediate family. Such requests are subject to approval by Student Services. A leave of absence must be requested from the student in writing, signed and dated, within 14 days of the last date of attendance or the student will be withdrawn from their program unless the student is prevented from doing so due to unforeseen circumstances. If unforeseen circumstances prevent a student from providing a prior written request, the

school may grant the request for a leave of absence and collect the written request at a later date. The reason must be identified in order for the school to have a reasonable expectation of the student's return within the timeframe of the leave of absence as requested. Upon return the student understands they will be placed into the appropriate course from where they left off prior to the leave and a new completion date will be established.

The length and frequency of leaves of absence must not impede student progress and must be reasonable within the context of the curriculum. A leave of absence may not exceed 180 calendar days in any 12 month period or one-half the published program length, whichever is shorter. The Massage Therapy program is 10 months in length and the maximum days for a leave of absence for students in the Massage Therapy program is 120 days. Multiple leaves of absence may be permitted provided the total number of days does not exceed the 180 day limit for Medical Assisting and Dental Assisting students and 120 days for Massage Therapy students.

No Additional Charges for students on LOA

A leave of absence has no effect on a student's standards of progress but will extend the program completion time. Students are considered to be continuously enrolled while on an approved LOA. As such, they are not assessed additional charges while they are on the LOA or once they return from the LOA. While students are not charged any additional charges they also may not receive any additional Title IV monies for the period once they have returned. If a student fails to return by the end of the leave of absence, or request an extension not to exceed the maximum limit, the student will be withdrawn from the program. A refund is calculated at that time, including a return to Title IV (Federal Financial Aid) calculation.

Leave of Absence (LOA) and Direct Loans

Direct Loans for the student during the Leave of Absence (LOA) may not be disbursed (34CFR 682604 (c) (4)). A student who has an approved LOA remains in an in-school status and the loan will remain valid while they are on the LOA. The loan will disburse once the student has completed the LOA. If the student does not return from the LOA, the student will be withdrawn from the program and the school will report the last date of attendance as the date of withdrawal. Failure to return from an LOA may have an adverse effect on a student's Title IV loan repayment terms, including the expiration of the grace period.

Leave of Absence and Return of Title IV Funds

A student who has an approved LOA is considered to be attending school. No return of Title IV funds is required. Upon the student's return from the leave, he or she continues to earn the Federal Student Aid previously awarded for the period. If the student fails to meet the requirements of the LOA or does not return, the student is considered to have ceased attending classes and a return of Title IV funds will be completed with the last date of attendance as the date of withdrawal.

ACADEMIC TESTING, ONLINE CLASS ASSIGNMENTS & HOMEWORK POLICY

- **Missed Exam / Quiz Policy:** If a student is absent on a day that a quiz or exam is scheduled, the student is encouraged to make up the exam on the next scheduled day the student attends class. It is the responsibility of the student to make arrangements with the instructor or Student Services for any missed quizzes or exam. If a student is absent on the last day of a course, any make-up exams must be completed by the end of the following week or the student will receive a "0" for any quizzes and exams unless other arrangements have been set up with Student Services.
- **Retake Policy:** If a student scores less than 70% on any quiz or exam, the student is required to retake the quiz or exam and is encouraged to request tutoring before retaking the quiz or exam. Students who do not complete the exam or quiz retake within one week of the course end date will receive a "0" for the retake test. Retake exams must be completed within one week of the course end date, unless other arrangements have been set up with Student Services. The average of the two grades will determine the final grade for that particular exam or quiz.
- **Competency Testing Policy:** If a student scores less than 70% on a competency the student is required to retake the competency and is encouraged to retake it on the next scheduled day the student attends class. If a student does not score 70% on a competency by the second attempt, the student will receive an "F" and must repeat the course. The average of the two grades will determine the final grade for that particular competency. If a student is absent on the day of

competency testing, the student must make arrangements with the instructor to complete the competency by the end of the course unless other arrangements have been set up with the instructor or Student Services.

- **Online Assignments & Homework Policy:** Students are expected to have online assignments and homework completed at the end of each week by Sunday 11:59 PM. Five points per class day will be deducted if online assignments or homework is turned in late. On the last day of a course all homework and online assignments must be turned in no later than one week from the end of the course or the student will receive a "0" for any missing assignments unless other arrangements have been set up with Student Services.

GRADING

Students are informed of their academic progress on an ongoing basis and have the right to access their grades at any time during their enrollment.

Course grades are based on the following:

100–90%	4.0 =	A	EXCELLENT
89–80%	3.0 =	B	GOOD
79–70%	2.0 =	C	SATISFACTORY
69–0%	0 =	F	FAIL
PASS	=	PASS	
FAIL	=	FAIL	
INC	=	Incomplete Course	
W	=	Withdraw	

Course Repeat Policy

Students who receive a failing grade for a course must contact Student Services to determine the next course availability. Depending on course availability, the student will be notified of ramifications this may cause, such as an extended graduation date and/or an impact to Title IV funds.

SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY

Federal regulations require all schools participating in federal financial aid programs monitor SAP. All periods of a student's enrollment count toward SAP (Fall, Winter, Spring, and Summer), including periods when a student does not receive Title IV financial aid.

Both the qualitative and quantitative requirements for SAP are evaluated at the end of the payment period of the program. Students are considered to be meeting SAP if they meet the following criteria:

QUALITATIVE PROGRESS - (GRADE POINT AVERAGE)

The policy requires that students must maintain a minimum cumulative grade point average (GPA) of 2.00. Students must earn a passing grade (A, B or C) for each course to earn credit for that course. A student must repeat any course in which they earn less than a 70% or C average. An “Inc” (Incomplete) or “W” (Withdrawn) grade does not affect GPA.

QUANTITATIVE PROGRESS – (PACE OF COMPLETION)

CREDIT HOUR COMPLETION RATIO

The Medical Assisting and Dental Assisting programs are credit hour programs and the student is required to make quantitative progress toward program completion. Quantitative progress is defined as the credit hours achieved divided by the credit hours attempted. A student must successfully complete a minimum of 67% of attempted credit hours at the end of each payment period. All credit hours completed and attempted are tracked on a cumulative basis during each payment period and the required number must be attained to achieve SAP. Credit hours that are not completed successfully will count towards the maximum credits attempted for the program. Grades of “F” (Fail), “Inc” (Incomplete) and “W” (Withdrawn) are calculated in the completion ratio and will result in a lower completion ratio. Students must repeat all classes in which credit hours were not completed successfully. Transfer credits, if applicable, are also calculated in the completion ratio.

CLOCK HOUR COMPLETION RATIO

The Massage Therapy Program is a clock hour program and the student is required to make quantitative progress toward program completion. A student must attend at least 67% or 265.32 hours of the scheduled clock hours on a cumulative basis at the end of the payment period. Grades of “F” (Fail), “Inc” (Incomplete) and “W” (Withdrawn) are calculated in the completion ratio and will result in a lower completion ratio. Students must repeat all classes in which clock hours were not completed successfully. All clock hours that are not completed successfully will count towards maximum clock hours attempted for the program. Transfer credits, if applicable, are also calculated in the completion ratio.

Each student’s academic progress is formally evaluated at the end of the payment period and maximum time frame are no longer eligible to receive financial aid or to continue academically.

MAXIMUM TIME FRAME (MTF)

The maximum timeframe (MTF) for the completion of a program is defined as no more than 150% of the published length of a program as expressed in credit hours and weeks for the Medical Assisting and Dental Assisting programs and in clock hours and weeks for the Massage Therapy program. Students who maintain satisfactory academic progress must complete the program within the allowable maximum time frame listed below:

	Normal Time Frame	Maximum Time Frame
Dental Assisting & Dental Assisting Blended	50 weeks	75 weeks
	36.80 fa credits	55.20 fa credits
	50 qtr credits	75 qtr credits
Medical Assisting & Medical Assisting Blended	53 weeks	79.5 weeks
	38.68 fa credits	58.02 fa credits
	56 qtr credits	84 qtr credits
Massage Therapy Program	40 weeks	60 weeks
	792 clock hours	1,188 clock hours

An approved leave of absence is not counted against the maximum time frame. Students exceeding the maximum time frame are no longer eligible to receive financial aid or to continue academically.

Monitoring Academic Progress

Student progress will be reviewed by First Institute on a monthly basis to identify students who may be at risk regarding satisfactory academic progress. The informal progress review monitors progress on GPA, pace of completion and maximum time frame. If a student falls below the minimum qualitative or quantitative requirements, the student is required to meet with Student Services to discuss remedial actions and strategies for improvement. If there is no improvement at the next progress review, the student will be notified in writing with actions needed to improve academic progress. The student will be required to meet with Student Services and develop an academic plan if there is no improvement after written notification. Students may request a progress report from Student Services at any time during their program.

Blended Online Programs

Students in a blended program with online course content are subject to the same attendance and academic policies as on-campus. Students participating

in a blended program are expected to actively participate in the course through academically related assessments, activities, and discussions with both instructors and classmates, and on-campus scheduled classes.

Academic related activities:

Academic related activities are used to determine a student's official last date of attendance at First Institute and determine the effective date of active and withdrawn enrollment statuses. A student must participate in a discussion or submit online at least one academic related activity for each online day scheduled for the week to be considered in attendance and actively participating. Online class attendance will be documented based on the class activities assigned online class activity as defined in the course syllabus and course activities checklist. An online class week is defined as 12 AM CST Monday and ends on Sunday 11:59 CST, unless otherwise indicated. The following activities are considered academically related activities for attendance:

- Submission of a gradable assignment, such as a paper, test, exam or quiz.
- Participation in a gradable online discussion, as directed by an instructor, with classmates, in a way that is substantively and academically related to the enrolled course.

Satisfactory Academic Progress (SAP) Evaluation

To determine student financial aid eligibility, Satisfactory Academic Progress (SAP) is evaluated at the midpoint of the program and aligns with the students' payment periods. The Medical Assisting and Medical Assisting Blended programs are 53 week program with 38.68 financial aid credits and the Dental Assisting and Dental Assisting Blended programs are 50 week programs with 36.80 financial aid credits. These programs are credit hour programs with two payment periods. Medical Assisting and Medical Assisting Blended students are evaluated for SAP at the completion of 26.5 weeks and 19.34 financial aid credits. Dental Assisting and Dental Assisting Blended students are evaluated for SAP at the completion of 25 weeks and 18.40 financial aid credits. The Massage Therapy program is a 40 week, 792 clock hour program with two payment periods. Massage Therapy students are evaluated for SAP at the end of 20 weeks and 396 clock hours.

At the midpoint when students are evaluated for SAP, students must have successfully completed at least 67% of attempted courses. To be considered meeting SAP at the evaluation, Medical Assisting and Medical

Assisting Blended students must have completed no less than 12.96 financial aid credits and Dental Assisting and Dental Assisting Blended students must have completed no less than 12.33 financial aid credits. Massage Therapy students are enrolled in a clock hour program and must complete at least 265.32 out of the 396 clock hours at the SAP evaluation.

Midpoint SAP Evaluation	Dental Assisting/ Blended Credit Hour Programs	Medical Assisting/ Blended Credit Hour Programs	Massage Therapy Clock Hour Programs
# Weeks	25 weeks	26.50 weeks	20 weeks
Financial Aid Hours Attempted at SAP Evaluation	18.40 fa credits	19.34 fa credits	396 clock hours
Minimum FA Hours Complete Required to meet SAP (67%)	12.33 fa credits	12.96 fa credits	266 clock hours

Students who meet First Institutes' standards for qualitative progress (GPA), and quantitative progress (pace of completion) within the maximum time frame are determined to be meeting SAP.

Students who do not meet First Institute's standards for both qualitative and quantitative progress with pace of completion are not meeting SAP. Students who do not meet the requirements at the end of the payment period are placed on Financial Aid Warning and receive notification from Student Services of their SAP Financial Aid Warning status. In conducting the SAP evaluation, the institution takes into consideration:

Incomplete Grades / Course Withdrawals: Students who receive an incomplete grade "Inc" for a course must complete that course to receive credit or clock hours for that course. Students who are withdrawn from their program and receive a withdrawn grade "W" must repeat the course if a student reenrolls. An incomplete grade does not affect a student's cumulative GPA for SAP, but counts as credit hours/clock hours attempted toward both the pace and maximum time frame. First Institute does not offer withdrawal failing vs. withdrawal passing.

Repeated Courses: Students must repeat any failed course. Students who repeat a course have their GPA recalculated to include both grades received for the repeated course. A repeated course will count toward both the pace and maximum time frame.

Noncredit Remedial Courses: First Institute does not offer noncredit remedial courses.

Transfer Credit/Clock Hours: Transfer credit/clock hours that have been awarded are included in the calculation of credit/clock hours attempted and earned, but do not affect the GPA.

Readmitted Students: Students who have completed

credit/clock hour courses from a previous enrollment at First Institute and transferred to a second enrollment are included in the calculation of credit/clock hours attempted and earned and grades transferred to a second enrollment are included in the cumulative GPA.

Changing Programs of Study: A student transferring from one program to another has to withdraw from one program first and then enroll in the second program. First Institute does not offer common courses in its programs therefore; transfer of credit does not apply to courses from one program to another. SAP status of a student will be applied in continuation from one program to another, but the maximum time frame of each program will be counted separately.

Enrolling in a Second Program of Study: First Institute does not offer an option for two programs to be taken concurrently but a student may take another program after completing one program. SAP and maximum time frame of each program will be counted separately.

FINANCIAL AID WARNING

Students who fail to meet either of the two progress standards as determined by the SAP evaluation will be notified by Student Services, placed on Financial Aid Warning (FAW) status, and the student will remain eligible for federal student aid funds for the subsequent payment period. A student may not be placed on FAW for consecutive payment periods. Students on FAW must take corrective action in order to meet the quantitative and qualitative standards on a cumulative basis and within the maximum time frame to be considered as making satisfactory academic progress and to graduate from the program.

PROBATION

Any student who fails to meet the published attendance and academic standards as a result of a SAP evaluation, and who is not eligible to be placed on Financial Aid Warning is considered as not making satisfactory academic progress and is ineligible for federal student aid for the following payment period. A student may reestablish federal financial aid eligibility by submitting a written appeal, and if approved will be granted probation as a result of written appeal and institutional approval and will be reinstated for that payment period. A student who is granted probation must meet the institutions published attendance and academic standards on a cumulative basis at the next SAP evaluation, or must be in compliance with the terms of an academic plan established by First Institute in order to maintain eligibility.

APPEALS

Students who have been designated as not making satisfactory academic progress may appeal this determination based on mitigating circumstances. Mitigating circumstances may include the death of a relative, injury or illness of the student, or other special

circumstances. The student's appeal must be made in writing to the Campus Director and must be received within 5 business days of the date that the institution notified the student of loss of eligibility. The students appeal must include documentation regarding the unusual or mitigating circumstances and information regarding what conditions have changed to demonstrate the student could re-establish satisfactory academic progress. The institution will review the students appeal within 5 business days the appeal was submitted and its resulting decision will be final.

REINSTATEMENT OF FEDERAL FINANCIAL AID

Students who have lost eligibility for federal student aid may reestablish their eligibility for aid in accordance with the appeal process contained in this policy. Students seeking reinstatement of federal aid must also meet with the Campus Director. An academic plan may be developed by First Institute and may include specific performance requirements that the student must successfully complete to maintain eligibility for federal student aid.

CREDIT TRANSFER

Credit hour transfer students from outside of the institute will be evaluated qualitatively only on the work completed while at this school. Students transferring from one cohort to another within this school will have their GPA calculated on a cumulative basis, including all coursework attempted while at the institute.

The qualitative requirements remain 67% for all students, but maximum time frame is based on the number of credits the student must complete in the current program. Clock hour program transfer students from outside the institute will be evaluated qualitatively only on the work completed while at the institute. The maximum time frame is reduced for transfer students, based upon the remaining length of the program in which they enroll.

RE-ENTRY

Generally, most students who enroll in the school are considered to be making satisfactory academic progress during their initial payment period. Students who are returning to school after a temporary interruption are reinstated under the same SAP status as they had when their prior period of enrollment ended. All satisfactory academic progress will be measured on a cumulative basis from the beginning of the period of enrollment through the date that each payment period has ended.

If a student withdraws from a program of study and re-enters in the same program within 180 days of the withdrawal, the student is treated as returning to the same payment period that was in place when the student

withdrew and must complete any credit or clock hours for which the student previously received federal funding before being eligible for additional funding. If the student is returning within the original loan period, First Institute must re-disburse the money the school had returned. If the date of a student's return is outside of the period for which the loan was originated, First Institute must extend the loan period and set new dates for any future disbursements.

A student who re-enrolls into a program after more than 180 days have elapsed since withdrawal, is considered a new enrollment, and may be eligible for federal aid for any classes the student must repeat to obtain academic credit. Students should meet with the Financial Aid Administrator to discuss the conditions under which federal aid may be awarded for repeated courses.

EXTERNSHIP POLICY

Career Services meets with students approximately eight (8) weeks prior to end of didactic training to review externship requirements and expectations. Students then meet individually with Career Services to discuss expectations, location and types of healthcare environments students are interested in. The Career Services Department attempts to secure an externship site for each student prior to the last day of didactic training. Before starting externship, Career Services meets with the students to confirm externship protocol and procedures and make sure students are prepared to start their externship.

If a student does not have an externship site scheduled by the last day of the didactic portion of the program, the Career Services Department will continue to meet with the student on a regular basis, working with them to secure a site. They will also work with the student on any identified deficiencies, as applicable, that may have surfaced or prohibited the student from being placed in an externship site. During this period the Career Services Department will continue to refine and polish the student's interview skills. Students will need to maintain contact with the Career Services Department until an externship is secured.

If a student withdraws or is terminated from the program, s/he will have to follow the institutional readmissions process to be reinstated into the program and proceed with the externship. If a student is dropped from the program, the institution will initiate a refund calculation and return any funds back to the respective entities in accordance with First Institute's refund policy as outlined in the catalog.

EXTERNSHIP WORKSHOP

All students at First Institute are required to participate in the externship workshop. The workshop provides students with an overview of the externship experience and requirements for completing the externship portion of the program. The workshop is scheduled approximately eight (8) weeks prior to the end of didactic training.

GRADUATION REQUIREMENTS

Students will be awarded a Certificate of Completion upon successfully completing all requirements of their chosen program. Students must have a minimum of a 2.0 GPA cumulatively, meet the minimum credit hour requirements as well as attend at least 90% of the scheduled hours of instruction. Clock hour students must attend at least 90% of scheduled hours of the program instruction. To meet graduation requirements, students must either attend their scheduled exit interview or if unable to attend the exit documents will be mailed within 30 days of graduation date via certified mail.

Student Conduct

STUDENT CODE OF CONDUCT

Students are expected to conduct themselves with the same standards of behavior as are required in the workplace and in the community at large. Any behavior that is disruptive to the academic environment or infringes on the rights of privacy, safety, personal enjoyment, or use of First Institute as an academic institution is strictly prohibited.

Mature behavior and conduct consistent with the highest professional business standards are expected of each student. The school reserves the right to dismiss or suspend a student whose conduct is regarded as unsatisfactory and who engages in harmful activity including but not limited to: equipment sabotage, cheating, dishonesty, plagiarism, failure to adhere to school rules and regulations, disruptive behavior, destruction or theft of school property, activity which infringes on the rights of others, and/or possession or consumption of alcoholic beverages or illegal drugs on any part of the school property.

You should avoid any actions that interfere with teaching or learning in the classroom. Inappropriate behavior in the classroom includes:

- Tardiness / Leaving early
- Use of electronic devices
- Cheating or plagiarism
- Dominating discussion / Interrupting the instructor
- Speaking out of turn
- Making disruptive noises
- Inattentiveness/sleeping
- Poor personal hygiene
- Offensive remarks
- Verbal or physical threats
- Computer abuse

The Director of Student Services may place a student on probation for no less than one week and no more than two weeks. At the conclusion of the probationary period, should no improvement occur, the instructor may request, to the Director of Student Services, a formal dismissal of the student. All student dismissals are reviewed by the Executive Director and Campus Director and final decisions are made by the Executive Director based on the recommendation of the staff. Any student loading software on school computers that is not authorized by the Executive Director in writing will be expelled from school.



CELL PHONE USE POLICY

First Institute is aware that students need to carry cell phones to stay in contact with family and employers. At the same time, cell phones are a distraction in a learning environment to other students in the classroom as well as the instructor. To avoid any unnecessary disruption at school, all devices must be muted and placed out of sight in all academic settings, including classrooms, laboratories, and clinical/externship settings. Students may check and return messages during scheduled breaks. These devices should not be used near classroom doors or hallways while classes are in session.

This policy is intended to provide and maintain a classroom environment that is conducive to learning and respectful of others. On the unusual occasion of an emergency or anticipated emergency that requires immediate attention, the school can be notified and we will pass along the message immediately. Disruption of class by any electronic device may result in an instructor's dismissal of the student for the remainder of the class period. Excessive disruptions will result in disciplinary action.

COPYRIGHT & INFRINGEMENT POLICY

First Institute complies with all copyright laws and strictly prohibits the illegal copying of copyrighted texts, publications, documents, works of art, music, peer-to-peer file sharing and computer software.

Federal copyright law allows a specific amount of text copying for educational purposes, and so instructors may use portions of texts for overhead transparencies to support lectures, or as handouts to illustrate certain knowledge or skills. An entire text or work, however, may not be copied without the written approval of the publisher.

Teachers and students consistently look for interesting and relevant material to use in class instruction and for completing assignments. While supplementing the core textbooks with other materials is useful, the following guidelines must be observed when using copyrighted

materials:

Teachers and students are allowed to make single copies of the following for their own use in research or classroom preparation:

- A chapter from a book.
- An article from a periodical or newspaper.
- A short story, essay or short poem.
- A chart, diagram, drawing, cartoon or picture.

Teachers and students are permitted to make multiple copies of some copyrighted material for use in the classroom, however, the material copied for use in the classroom must not exceed one copy per student and must meet the tests of brevity, spontaneity and cumulative effect.

Brevity refers to the amount of material copied:

- A complete poem if it is less than 250 words in total length.
- An excerpt from a longer poem not to exceed 250 words.
- A complete article, story, or essay of less than 2,500 words.
- An excerpt from a written work not to exceed 1,000 words or 10 percent of the total work.
- One chart, diagram, cartoon, or picture per book or periodical.

Spontaneity refers to a situation where there is insufficient time to obtain permission if maximum instructional effectiveness of the material is to be achieved.

Cumulative effect refers to the total use and impact of the copied material, meaning the material must be for only one course in the school. No more than one poem, article or story from the author may be copied, and no more than three from the same collective work or periodical. In addition, there should be no more than nine instances of multiple copying for any one class during the term.

Students and instructors will not make unauthorized copies of copyrighted material on or using the school's computer systems, networks or storage media. Users will not store unauthorized copies of copyrighted works using the school's systems, networks and/or storage media. Teachers and students should not download, upload, transmit, make available or otherwise distribute copyrighted material without authorization using the school's Internet access, computer systems, networks, or storage media.

First Institute reserves the right to monitor its computer systems, networks and storage media for compliance with this policy, at any time without notice and with or without cause. Additionally, the school reserves the

right to delete from its computer systems and storage media, or restrict access to, any seemingly unauthorized copies of copyrighted materials found at any time and without notice.

Staff and students who violate this policy are subject to disciplinary action as appropriate under the circumstances. Such disciplinary action may include suspension, termination, expulsion and other legal actions of a civil or criminal nature.

DRESS CODE POLICY

First Institute, Inc. believes that professionalism begins with appearance and attire and the Dress Code Policy is formulated to ensure high standards of dress and appearance that represent our school to area medical facilities, hospitals, dental and doctor's offices and community settings.

Upon enrollment, First Institute provides students with two sets of the official school scrub uniform. Students are expected to wear the uniform to class on their scheduled days. First Institute sweatshirts are not to be worn as a replacement to the official uniform. Students may wear long sleeve or short sleeve shirts and leggings underneath the scrub uniform in colder weather.

To best prepare students for their careers, First Institute requires each student to wear appropriate closed toe, lace up tennis shoes to classes, labs, clinical and externship sites. (Boots, sandals, flip flops, slippers, and moccasins are unacceptable footwear). During the winter season if students need to wear boots due to snow, students are required to bring appropriate shoes to wear during class. First Institute faculty and staff will ask a student to leave the classroom or clinical area if the student's attire does not reflect First Institute's Dress Code Policy.

DRUG & ALCOHOL POLICY AND AWARENESS

First Institute recognizes the importance of a safe, efficient and healthy educational and work environment. In recognition of the serious effects of alcohol and drug abuse on the safety and performance of students and employees, this policy provides standards of conduct and clearly prohibits the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on its property or as part of any of its activities. This policy certifies that as an employer who contracts and receives funding from federal agencies, First Institute will meet requirements of the law for providing a "drug-free workplace."

First Institute will maintain a workplace free of the illegal use of drugs. The unlawful manufacture, distribution, sale, dispensing, possession, or use of illegal drugs, the abuse or improper use of prescribed drugs, and the use of alcohol on First Institute property is prohibited. Reporting to work or class under the influence of alcohol or illegal drugs is also prohibited. Legally prescribed medications taken properly are excluded from prohibition and permitted only to the extent that such medications do not adversely affect a person's work ability, job performance, or the safety of others.

Any person who violates the policy shall be subject to disciplinary action. First Institute will impose disciplinary sanctions on students and employees consistent with institutional policies, and local, state, or federal laws for violation of the standards of conduct outlined above. All persons should be aware that violations could result in expulsion from school, termination of employment, or referral for prosecution. Sanctions may include, but are not limited to a requirement that the person participate in a drug abuse assistance or rehabilitation program. School sanctions will be imposed consistent with procedures used in disciplinary actions for students and employees.

First Institute provides online training to students and employees on drug and alcohol awareness. If students require additional information or assistance, they are referred to local agencies specializing in substance abuse counseling. If a student is caught with illegal drugs or underage drinking on campus, the local authorities will be notified.

EATING & DRINKING IN CLASSROOMS

First Institute strives to keep its computers and laboratory equipment in top working condition to facilitate an environment that is conducive to learning and working. No food is permitted in any classroom or laboratory. Drinks with spill proof lids are allowed in classrooms only. Drinks with open or spillable lids are not permitted.

The OSHA Bloodborne Pathogens Standard [29 CFR 1910.1030(d)(2)(ix)] and First Institute's Exposure Control Plan prohibit the consumption of food and drink in which work involving exposure or potential exposure to blood or other potentially infectious materials takes place, or where the potential for contamination of work surfaces exists.

To maintain OSHA standards, prevent damage to the computer equipment and allow everyone to work in a clean environment, eating and drinking (without lids) in the classrooms and labs is strictly prohibited. Those found eating or drinking (without lids) in a classroom or lab will be asked to leave.

These policies, while perhaps inconvenient at times, are designed to maintain the kind of environment where students can enjoy their experience in the classroom and labs.

DISCIPLINARY POLICIES & PROCEDURES

All probationary cases are handled on an individual basis and action, which may be due to class conduct, will be documented on a probation document acknowledged by the student, and Director of Student Services.

The probation period is for no less than one week and not more than two weeks. If at the end of a probationary period the student fails to follow the recommendations stated on his or her probationary document, the Director of Student Services will meet with the Executive Director to review dismissal proceedings. Upon review, the Executive Director will notify the student of the decision by certified letter.

Dismissal

All students are expected to maintain a satisfactory level of academic achievement, conduct themselves as responsible adults and attend classes regularly. The school reserves the right to dismiss any student who:

1. Fails to maintain satisfactory academic progress.
2. Exhibits conduct that is found by the administration to be detrimental to the individual, other students, the community or the school.
3. Fails to meet attendance requirements.
4. Fails to meet financial obligations to the school as

agreed upon.

5. Deliberately sabotages equipment and or loads software not authorized by the school in writing.
6. Any unauthorized use of the Internet for personal use or exploring sexually explicit sites.

If a student is dismissed from First Institute all financial aid is canceled and a refund is issued based on the refund policy. If the student re-enrolls, the student can reapply for financial aid.

Appeal and Reinstatement Policy

Students have the right to appeal dismissal decisions made by the school administration by submitting a written request within five business days of dismissal to the Appeals Committee describing any mitigating circumstances or conditions that warrant special considerations. The Appeals Committee consists of the Executive Director, Campus Director and Director of Student Services.

The Appeals Committee will contact the student within five business days of receipt of appeal. If the appeal is accepted, the student may be reinstated according to special terms and conditions stipulated by the Appeals Committee. Upon reinstatement, students can reapply for financial aid. Financial aid will be awarded based on the timeframe of the withdrawal and the re-enrollment. If the student is enrolled prior to 180 days of the of the withdrawal the student is treated as if he or she never ceased attendance and financial aid will be awarded accordingly.

Barring Policy

Bar status shall be given to person(s) internal or external to the First Institute campus who has exhibited behavior (criminal or wrongful misconduct) which has been deemed harmful to the First Institute community (property or person) and is no longer welcomed on campus or specified campus locations.

For behavior to be considered harmful to the First Institute community includes but is not limited to actions by an individual that results in offenses against persons and/or property, disruption of First Institute events, programs, processes, violation of First Institute policy and procedures, and continued patterns of abuse and/or infringement of First Institute policy and procedures.

First Institute has full authority to execute barring notices to any person (student or non-student) who poses a safety risk and/or threat to the community.

Depending on the circumstances of the violation, where doubt exists as to the individual's status as a student, the bar notice will be executed by the Crystal Lake Police Department and later transferred to the Student Services Department to be processed under the Campus Security

policy. The barring notice and associated paperwork will be provided to the Student Services Department.

The Executive Director, Campus Director and the Director of Student Services have full authority to execute barring notices.

Notification of Indefinite Barring

1. Notification shall occur, when possible, at the time of the incident, to include full explanation and meaning of the barring status. If not executed at that time, notification should occur at the first opportunity by the best means available to include explanation of the barring restriction.
2. Notification shall, when possible, be acknowledged by the individual's signature on the barring/advising form. If not acknowledged by such individual's signature, the signature of the official implementing the barring notification must appear on the form. A copy of the barring notice is provided to the individual.
3. If notification is not feasible at the time of the incident, a formal barring letter will be sent to the barred individual's address provided by student documentation or through a public data base.
4. The effective date, purpose of the restriction, code violation, and individual's descriptive data will be included on the form.

Violation of Barring Status

If an individual designated as barred and who is in violation of the terms of the barring form, is found/ reported on campus an officer may arrest the offender for unlawful entry.

1. If the barred individual is arrested, the officer will generate an incident report.
2. If the barred individual is not arrested, the officer will generate an incident report, documenting the situation and its resolution.
3. Crystal Lake Police Department will forward a copy of the incident report and associated paperwork to the Student Services office in the event the person is a student.

Police Department/Student Services Collaboration

If the barred individual is determined to be a student, the incident paperwork (police report, external law enforcement paperwork, statements, photos, etc.) will be forwarded to the appropriate Student Services representative. The individual who is barred must arrange to make an appointment with the Student Services Office and Student Services will contact the police department of the pending scheduled visit. For incidents involving students, the police department and Student Services will discuss details of the incident, investigation, and subsequent outcomes to ensure full

collaboration of the case.

For incidents where Student Services has executed a barring decision, the police department will assist where needed to escort the barred individual off-campus.

Barring Appeal/Lift Review

A written request for appeal to lift an individual's barring status shall be made to the office which issued the barring notice, and may be made one full year after the date the barring notice went into effect.

1. After a determination to impose barring status has been made; to capture the interest to re-enter the First Institute, Inc. campus, the written request should include reasoning, objectives to re-enter the campus community, and come from the barred individual. Once the written request is received, an acknowledgement will be sent to the requestor. One request per year may be made to lift the bar status.
2. Depending on the circumstances of the existing barring, the Executive Director will collaborate with internal personnel and Student Services. The police department, Executive Director or Campus Director will remain in contact, when possible, with the individual during the review process.
3. The barring status shall remain in effect pending the decision of the review. The reviewing police department official shall render a decision within ten working days of receipt of the request for review. Depending on the circumstances and dialogue, the decision timeframe may exceed ten working days. During such time, the police department, Executive Director or Campus Director will continue to remain in contact with the individual during the review.

Should a non-student with barring status decide to matriculate at First Institute, the police Department and Student Services shall incorporate that information in the appeal decision.

NON-DISCRIMINATION, HARASSMENT & SEXUAL MISCONDUCT POLICY

First Institute is an equal opportunity institution providing educational and employment opportunities, programs, and services, and therefore prohibits discrimination, harassment and retaliation. First Institute complies with all requirements of the regulations implementing Title VI, Title IX, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1975, the Campus SaVE Act of 2013 and the Illinois Preventing Sexual Violence in Higher Education Act of 2015 and the Illinois Human Rights Act. This policy applies equally to all members of the First Institute community: students, faculty, administrators, staff, contract employees and visitors.

First Institute does **NOT** discriminate on the basis of race, color, religious beliefs, national origin, sex, sexual orientation, gender identity, gender expression, pregnancy, parental status, marital status, age, disability, citizenship, veteran status or any other characteristic protected by federal, state or local law.

Individuals who experience discrimination or harassment may respond to the experience in many different ways, including feeling confused, vulnerable, out of control, embarrassed, angry, or depressed. First Institute has information available in the Student Services Office on various resources to assist individuals who have experienced discrimination or harassment, to address the effects of the incident, and to help them determine whether and how to make a formal complaint about the incident.

First Institute is committed to fostering and maintaining an educational environment which is safe, secure and free from all forms of sexual misconduct. Any act involving sexual harassment, violence, coercion, and intimidation will not be tolerated. Specifically, First Institute strictly prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking.

Retaliating against an individual who has reported or filed a complaint alleging discrimination, harassment, sexual misconduct or participated as a witness in such an investigation is strictly prohibited. Retaliation is a separate cause for complaint and individuals are encouraged to report such conduct in a timely manner. Individuals with supervisory duties, who disregard, fail to investigate adequately, or delay investigation of discrimination claims also violates this policy.

All reports of discrimination, harassment, sexual misconduct and/or retaliation shall be promptly made to the Title IX Coordinator. The Director of Student Services serves as the Title IX/ADA/504 Coordinator, Campus Security Authority and oversees

implementation of the institutions policy on Discrimination, Harassment, and Sexual Misconduct.

Lisa Raap, TIX Coordinator

790 McHenry Avenue Crystal Lake, IL 60014

(815) 459-3500

email: StudentServices@firstinstitute.edu

DISCRIMINATION

This policy covers discrimination in employment and in access to educational opportunities. Discrimination is defined as adverse treatment of an individual based on that individual's membership in one or more of the protected groups listed above. Therefore, any member of the campus community, guest, or visitor who acts to deny, deprive, or limit the educational, employment, housing and/or social access, benefits, and/or opportunities of any member of the campus community on the basis of their actual or perceived membership in the protected classes listed above is in violation of the institutions policy on discrimination.

Discriminatory and harassing behavior is unacceptable and will not be tolerated. Incidents of discrimination will be met with appropriate disciplinary action, up to and including separation or dismissal from the school. When brought to the attention of First Institute, any such discrimination will be appropriately remedied by the institution according to the procedures outlined in this policy.

Retaliation

Retaliating against an individual who has reported or filed a complaint alleging discrimination or participated as a witness in such an investigation is strictly prohibited. Retaliation is a separate cause for complaint and individuals are encouraged to report such conduct in a timely manner. Individuals with supervisory duties, who disregard, fail to investigate adequately, or delay investigation of discrimination claims also violates this policy.

HARASSMENT

First Institute prohibits harassment against any employee, student, visitor, or guest on the basis of any class protected by law and identified above. This policy is not meant to inhibit or prohibit educational content or discussions inside or outside of the classroom that include controversial or sensitive subject matters. The sections below describe the specific forms of prohibited harassment under the schools policy.

Bias-Related Harassment

This policy prohibits any form of harassment on the basis of actual or perceived membership in a protected class, by any member or group of the campus community, which unreasonably interferes with an individual's work or academic environment.

Sexual Harassment

First Institute, Inc. does not tolerate sexual harassment by any student, employee or vendor. Sexual harassment is unwelcome sexual- or gender-based verbal, written, online, and/or physical conduct. Anyone experiencing sexual harassment on the campus is encouraged to report it to First Institute's Title IX Coordinator/Director of Student Services.

Sexual harassment is in part defined as the following:

- Unwelcome verbal or physical conduct of a sexual nature, whether at work or off premises, if offensive to a reasonable person.
- Making submission to or rejection of such verbal or physical conduct the basis for employment advancement, or any academic decisions that affect the employees and the students.
- Creating an intimidating, hostile or offensive environment (quid pro quo).

Sexual harassment creates a hostile environment and may be disciplined when it is sufficiently severe, pervasive, persistent, or objectively offensive that it has the effect of unreasonably interfering with, denying, or limiting employment opportunities or the ability to participate in or benefit from the institutions educational programs.

SEXUAL MISCONDUCT

First Institute is committed to fostering and maintaining an educational environment which is safe, secure and free from all forms of sexual misconduct. Any act involving sexual harassment, violence, coercion, or intimidation will not be tolerated. This policy prohibits any form of sexual misconduct committed by any person upon any other person, regardless of the sex, gender, sexual orientation, and/or gender identity of those involved. This policy prohibits all forms of sexual misconduct. This broad term includes, but is not limited to, acts of sexual harassment, sexual violence, sexual coercion, sexual threats or intimidation, domestic violence, dating violence, sexual assault, stalking, and cyber-stalking. These acts have a real impact on the lives of victims. They not only violate a person's feelings of trust and safety, but they can also substantially interfere with a student's education.

The following are types of prohibited sexual misconduct under this policy.

Sexual Harassment (as defined above)

Non-Consensual Sexual Intercourse

Defined as any sexual penetration or intercourse (anal, oral, or vaginal) however slight with any object by a person upon another person that is without consent and/

or by force. Sexual penetration includes vaginal or anal penetration by a penis, tongue, finger, or object, or oral copulation by mouth-to-genital contact or genital-to-mouth contact.

Non-Consensual Sexual Contact

Defined as any intentional sexual touching however slight with any object by a person upon another person that is without consent and/or by force. Sexual touching includes any bodily contact with the breasts, groin, genitals, mouth, or other bodily orifice of another individual or any other bodily contact in a sexual manner.

Dating Violence

Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim;

The reporting party's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

For the purpose of this definition –

- Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse;
- Dating violence does not include acts covered under the definition of domestic violence.

Domestic Violence

Domestic violence is any act of violence committed a) by a current or former spouse or intimate partner of the victim; b) by a person with whom the victim shares a child in common; c) by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner; d) by any person who is or has been engaged in a dating relationship with the victim or does or has shared a residence with the victim; or e) by any other person against an adult or youth victim who is protected from that person's acts under Illinois law.

Any person who hits, chokes, kicks, threatens, harasses, or interferes with the personal liberty of another family or household member has broken Illinois Domestic Violence law. Under Illinois law family or household members are defined as

- family members related by blood;
- people who are married or used to be married;
- people who share or used to share a home, apartment, or other common dwelling;
- people who have or allegedly have child in common or a blood relationship through a child in common;
- people who are dating or engaged or used to date,

including same sex couples; and

- people with disabilities and their personal assistants.

Sexual Assault

Sexual assault is any type of sexual contact or behavior that occurs without the explicit consent of the recipient. Falling under the definition of sexual assault are sexual activities as forced sexual intercourse, forcible sodomy, child molestation, incest, fondling, and attempted rape. This includes the attempt or act of rape (sexual intercourse without the consent or with a child under the age of thirteen, by a stranger, an acquaintance or an intimate), forced sodomy (forced oral or anal sex), or the forced penetration by a foreign object either animate, such as a finger, or inanimate. Non-penetration sexual assault includes the act of touching an unwilling person's intimate parts such as genitalia, anus, groin, breast, or buttocks, or the clothing covering these parts, or forcing an unwilling person to touch another's intimate parts.

The above acts constitute sexual misconduct when they are committed against a person's will as evidenced by refusal of consent or through the use of force, threat, manipulation, or intimidation, or against a person who, by virtue of mental incapacity or physical helplessness, is unable to give or withhold consent. This includes, but is not limited to, incapacity or helplessness caused by alcohol or other drugs. Intoxication of the assailant shall not diminish the assailant's responsibility for the sexual assault.

Consent

Consent is a clear, affirmative, unambiguous and freely given agreement to engage in a specific sexual activity and is demonstrated verbally or through actions that clearly indicate a willingness to engage in the specific sexual activity. Consent for a specific activity does not imply consent for any other activity. Use of alcohol, drugs, or other intoxicants does not diminish one's responsibility to obtain consent.

Professional Counseling /Advising Services

First Institute does not employ professional counselors on staff; however, in the event that a student demonstrates behaviors/thoughts consistent with issues related to an emotional or psychological issue, physical or sexual abuse, or substance abuse, the student will be referred to Student Services to further explore options for local counseling and/or abuse programs. If a student is seeking assistance outside of school hours, he/she is advised to contact the McHenry County Crisis Program **(800) 892-8900** or Zacharias Sexual Abuse Center for Lake County 24 hr support line at **(847) 872-7799** www.zcenter.org.

If a student believes they have been the victim of a sexual assault outside of school hours, he/she is advised to call 911.

Educational Programs

First Institute provides educational programs to promote the awareness of discrimination, harassment, rape, acquaintance rape, dating violence, domestic violence, sexual assault, and stalking. New students are provided with online training program that prepares students to confront and prevent sexual assault and substance abuse. In addition to First Institute's on-going programs to promote awareness, the Crystal Lake Police Department and Lake County Sheriff's Office provide safety presentations with information on crime prevention awareness for sexual assault, theft, and vandalism, as well as education on personal safety. The Care Center in Crystal Lake, a division of the NW Center Against Sexual Assault and the Illinois Coalition Against Sexual Assault (ICASA) provides training workshops to First Institute students on Dating Violence and Sexual Assault biannually.

Institutional Response to Reports of Sexual Misconduct

It is the policy of First Institute that, upon learning that an act of sexual misconduct has taken place, immediate action will be taken to address the situation. First Institute encourages the reporting of sexual misconduct that is prompt and accurate. This allows the institution to quickly respond to allegations and offer immediate support to the victim.

When an incident of sexual misconduct, domestic violence, dating violence, sexual assault or stalking is reported, First Institute will provide victims with written notice of available options, resources, remedies and services available such as counseling, health, mental health, victim advocacy, legal assistance, visa and immigration assistance, and other services available in the community to victims of domestic violence, dating violence, sexual assault, and stalking. The standard of evidence used in informal or formal investigations and institutional disciplinary hearings will be the preponderance of the evidence. After an incident of sexual assault, dating violence, domestic violence, and/or stalking the victim should consider seeking medical attention and/or law enforcement assistance as soon as possible. Although First Institute strongly encourages all members of its community to report violations of this policy to law enforcement, it is the victim's choice whether or not to make such a report.

Procedures for Disciplinary Action

The institutional disciplinary procedures will provide a fair, prompt, and impartial process from investigation to final result. The investigation and any hearing will be conducted by those who receive annual training on issues related to sexual misconduct, VAWA crimes, how to conduct an investigation, and a hearing process that protects victim safety and promotes accountability.

Academic Accommodations

First Institute is committed to ensuring the safety and well-being of the victim. A student who has been a victim of sexual misconduct may request an academic accommodation after a report of sexual misconduct. Any individual who makes a request will receive an appropriate and reasonable accommodation. Possible requests include the ability to change academic schedules or work schedules, withdraw from or retake a class without penalty and access to academic support such as tutoring services. Pursuant to Title IX, in most cases of sexual violence or sex discrimination, First Institute will endeavor, to the extent practicable, to change the schedule of the accused student prior to changing the schedule of the victim.

Retaliation

No member of the First Institute community shall retaliate, intimidate, threaten, coerce or otherwise discriminate against a person who files a Title IX complaint, serves as a witness, or assists or participates in a Title IX proceeding in any manner. Participants who experience retaliation should report the incident to the Title IX Coordinator/Director of Student Services who is also the Title IX Coordinator. First Institute prohibits any form of retaliation against any individual for reporting, providing information, exercising one's rights or responsibilities under this policy, or otherwise being involved in the process of responding to, investigating, or addressing allegations of sexual assault, dating violence, domestic violence or stalking.

Sanctions

Following a final determination of an institutional disciplinary procedure for cases discrimination, harassment or sexual misconduct including rape, acquaintance rape, dating violence, domestic violence, sexual assault or stalking, sanctions or protective measures may be imposed including SUSPENSION and/or EXPULSION from the school. Employees who violate this policy will be subject to discipline according to the applicable school policies and procedures, up to and including TERMINATION OF EMPLOYMENT.

External Sources

A complainant may choose to file a complaint with the following state and federal agencies:

Office for Civil Rights (OCR) – Chicago Office U.S. Department of Education

Citigroup Center 500 W. Madison Street, Suite 1475
Chicago, IL 60661-4544

Phone: (312) 730-1560 Fax: (312) 730-1576

TTY: (800) 877-8339

Customer Service Hotline #: (800) 421-3481

Email: OCR.Chicago@ed.gov Web: www.ed.gov/ocr

Illinois Department of Human Rights

100 West Randolph Street- 10th Floor- Intake Unit
Chicago, IL 60601

Phone: (312) 814-6200 Fax: (312) 814-1436

TTY: (866) 740-3953

Web: <https://www.illinois.gov/dhr/FilingCharge>

PARKING POLICY

First Institute has ample parking available to its students at both campuses.

The Crystal Lake campus has three parking lots. Students will park at the offsite parking facility located at the Prince of Peace Lutheran Church, 932 S. McHenry Ave. until a parking pass is issued for onsite parking. First Institute provides bus transportation to and from classroom buildings and the church parking lot. Students must maintain 90% attendance and have a 2.0 GPA to be eligible for a parking pass. Students are not allowed to park in the 90-minute parking spaces at the 790 McHenry Ave location or the eight spaces directly in front of the massage clinic, located at 757 McHenry Ave. Any student who violates the parking policy and parks in the parking lot without a parking pass displayed will have their parking pass privileges revoked and will be required to park in the church parking lot for the remainder of their program.

The Libertyville campus is located in a strip mall and has ample parking available. Students may park in the mall parking lot.

SMOKE & TOBACCO FREE CAMPUS POLICY

First Institute is an entirely tobacco and smoke free environment, including all inside spaces and external grounds. Any form of tobacco product or surrogate tobacco product, such as cigarettes, personal vaporizers, electronic nicotine delivery systems, or smokeless tobacco is strictly prohibited.

The use of smoking products of any sort is also prohibited on all school--owned and operated campus grounds both indoors and outdoors. This tobacco ban does not apply to public rights-of-way (sidewalks, streets) on the perimeter of the campus.

Littering campus with remains of smoking products is prohibited. This policy applies to all employees, students, visitors, contractors and externally affiliated individuals. All First Institute students, faculty, staff, contractors and visitors must comply with this policy. Individuals observed smoking on the campus will be informed of the policy.

Violators may be provided education, offered a referral for smoking cessation and, if a student or employee

of First Institute, may be subject to disciplinary action as indicated below. Persons engaging in smoking and/or the use of Smoking Products in violation of this policy may be subject to the following:

- Students will be referred to the appropriate student conduct office. Violation of this policy is a violation of the Student Code of Conduct.
- Employees will be referred to their supervisor and/or appointing authority for appropriate action.
- Contractors will be referred to their respective employers for appropriate action.

Visitors will be required to leave the campus if they fail to conform to the policy when advised.

No person who makes a complaint of a violation of this policy or who furnishes information concerning a violation of this policy shall be retaliated against in any manner.

SURVEILLANCE

First Institute has installed video cameras to monitor activity within school property for the purpose of security and safety for students and employees. The purpose of these security cameras and video monitoring is to deter theft or destruction and to monitor activity within and/or unauthorized entry onto school property after normal operating hours.

Footage from the security camera is continuously streamed 24 hours a day, 7 days a week to a local network server. Video footage is archived for thirty days and screen shot captures of security camera footage may be taken by management staff. All video and screen shot pictures can be used as evidence in disciplinary proceedings.

Information obtained through video monitoring will be used exclusively for security, disciplinary, policy enforcement, and/or law enforcement purposes. Access to video monitoring footage is limited only to select staff. Video monitoring of the company premises will be conducted in a professional, ethical, and legal manner. Video monitoring will be conducted in a manner consistent with all existing policies, including First Institute's non-discrimination policy, its sexual harassment policy, and other relevant policies. Monitoring will not be based on individual characteristics of race, gender, ethnicity, sexual orientation, disability, or other classifications protected by the schools non-discrimination policy. Video monitoring of the school premises is limited to uses that do not violate the standard of a "reasonable expectation to privacy" as defined by law.

VIDEO / AUDIO TAPING

Because of the interactive nature of training at First Institute video or audio taping of any activities, classroom or otherwise, is prohibited without written authorization of all students present at the time and First Institute management and the presenting instructor.

VOTER REGISTRATION

First Institute encourages all students to participate in the electoral process by registering to vote, and voting in every election. To expedite this process, voter registration forms for the State of Illinois are available to students by visiting Student Services. You may also access voter registration forms from the Illinois State Board of Elections at <https://www.elections.il.gov/votinginformation/register.aspx>.

According to Illinois law, you must register to vote at least 28 days prior to each election to be eligible to vote in that election.

NO WEAPONS POLICY

First Institute is committed to maintaining a safe and secure environment and prohibits all persons who enter the College property from possession, use, manufacturing, distributing, sales, etc. of any firearm, knives, explosives of any kind, TASERs, or other weapons capable of threatening or producing bodily harm, regardless of whether the person is licensed to carry the weapon or not; with the exception of authorized law enforcement officials. Anyone found in violation of First Institute's policies shall be subject to disciplinary policies and procedures applicable to students, academic and staff personnel, and/or criminal prosecution by the appropriate jurisdiction.

Individuals should immediately report weapons violations to the Campus Director by dialing (815) 459-3500 in Crystal Lake or (847) 440-2000 in Libertyville or call 911 if they feel an immediate threat of bodily harm. It is important to provide a description and location of the individual carrying the weapon.

WI-FI ACCEPTABLE USE POLICY

First Institute is committed to maintaining a quality network environment. As a consequence certain uses of the network are restricted by the following acceptable use policy.

First Institute network facilities may not be used for any of the following at any time:

1. Any activities which violate local, state, or federal statutes are prohibited.
2. "Cracking/Hacking" Example: Attempting to circumvent user authentication or security of any host, network, or account on First Institute, Inc.'s systems or the Internet at large is strictly forbidden.
3. "Denial of service" attacks of any kind are forbidden. Use of First Institute's systems or networks (willfully or negligently) in a manner that encumbers disk space, processors, bandwidth, or other system resources so as to interfere with others' normal use of services on First Institute systems or networks, or any other systems or networks is prohibited. Attempting to knock a server off-line, slow down our connection, or knock any other user offline is prohibited.
4. Use of TCP, or UDP port scanners to scan remote networks without the express written consent of that networks' administrator is prohibited.
5. Dissemination of spam and/or viruses, whether knowingly or as the result of a worm or virus on your computer, is prohibited. Attempting to send any virus or malicious material including any type of "Out of Band" packet to any other Internet user is prohibited.
6. Spamming is prohibited. Example: Sending unsolicited mass mailings of any nature, including those with an "opt-out option" for continuation. The opt-out option is inviting those who do not wish to receive more email to reply to you.
7. Mail-bombing is prohibited. Example: Sending a large number of email messages, or singularly large email messages, to a single address in order to flood someone's mailbox.
8. Forging any email header to obscure the originator of the message.
9. Creating or participating in pyramid schemes or chain letters.
10. Sending any type of harassing email, either by language, size, or frequency. This includes sending email or instant messages to any person who has asked explicitly that you do not.
11. The posting of pornographic or otherwise indecent or offending materials. First Institute, Inc. is the sole arbiter of what constitutes "indecent" or "offending."
12. Unauthorized use of copyrighted or trademarked logos, phrases or names by Internet, Web, or Domain Hosting customers.

13. Distribution of any software or materials in violation of any copyrights or distribution licenses. (Mp3's/ Warez/etc.) Example: Torrent Host/Client.
14. The posting of slanderous or defamatory materials or articles.
15. Distribution of any material which violates local, state, or federal statutes.

First Institute, Inc. reserves the right to restrict or terminate Wi-Fi usage in the event of an Acceptable Use Policy (AUP) violation. First Institute, Inc. reserves the right to take action on abuse which is not specifically named in this AUP at the sole discretion of First Institute. Use of First Institute's systems and network constitutes understanding and agreement of this policy. Any and all legal expenses incurred by First Institute, Inc. resulting from failure to follow AUP guidelines will be borne by the account holder responsible for the infraction.





CAREER PROGRAMS

DENTAL ASSISTING & DENTAL ASSISTING BLENDED



OBJECTIVES

Objectives and course descriptions are the same for both programs.

Dental Assistants perform a variety of duties in a dental office. In the front office they may schedule and confirm appointments, welcome patients to the office, send bills, process payments, and inventory supplies.

Dental Assistants assist the dentist during the examination and treatment of patients by handing required instruments to the dentist and using suction or other instruments to keep the patients mouth clear. Dental Assistants prepare instrument trays and assist patients with dental health care. Some Dental Assistants will make dental impressions, remove sutures, and apply anesthetics to the gums and cavity preventatives to teeth. Dental Assistants must be reliable, work well with others and have good manual dexterity.

CPR Certification is included as part of program fees for all programs and classes are conducted on-campus.

Hepatitis B Titer testing for students enrolled in the Dental Assisting and Dental Assisting Blended programs is included as part of the program fees and testing is scheduled at Northwestern Medicine facility or on-campus when available.

CAREER OPPORTUNITIES

Dental Assistant
Dental Office Manager

Dental Biller/Coder
Dental Receptionist

Oral Surgery Assistant
Orthodontic Assistant

For additional information about dental assisting careers use o*net code 31-9091 at www.onetonline.org.

DENTAL ASSISTING & DENTAL ASSISTING BLENDED (50 WEEK PROGRAM)		*CLOCK HRS	FINANCIAL QTR. CREDITS	ACADEMIC QTR. CREDITS
DEN:101	Dental Assisting Principles	50 hrs	2 cr.	3 cr.
	<i>Dental Assisting Principles Lecture</i>	<i>25 hrs</i>		
	<i>Dental Assisting Principles Lab</i>	<i>15 hrs</i>		
	<i>Outside Class Work</i>	<i>10 hrs</i>		
DEN:102	Anatomy and Physiology for Dental Assistants	50 hrs	2 cr.	3 cr.
	<i>Anatomy and Physiology for Dental Assistants Lecture</i>	<i>25 hrs</i>		
	<i>Anatomy and Physiology for Dental Assistants Lab</i>	<i>15 hrs</i>		
	<i>Outside Class Work</i>	<i>10 hrs</i>		
DEN:103	Head and Neck Anatomy	50 hrs	2 cr.	3 cr.
	<i>Head and Neck Anatomy Lecture</i>	<i>25 hrs</i>		
	<i>Head and Neck Anatomy Lab</i>	<i>15 hrs</i>		
	<i>Outside Class Work</i>	<i>10 hrs</i>		
DEN:104	Infection Control	50 hrs	2 cr.	3 cr.
	<i>Infection Control Lecture</i>	<i>25 hrs</i>		
	<i>Infection Control Lab</i>	<i>15 hrs</i>		
	<i>Outside Class Work</i>	<i>10 hrs</i>		

DENTAL ASSISTING & DENTAL ASSISTING BLENDED (50 WEEK PROGRAM)		*CLOCK HRS	FINANCIAL QTR. CREDITS	ACADEMIC QTR. CREDITS
DEN:105	Dental Health and Safety	50 hrs	2 cr.	3 cr.
	<i>Dental Health and Safety Lecture</i>	<i>25 hrs</i>		
	<i>Dental Health and Safety Lab</i>	<i>15 hrs</i>		
	<i>Outside Class Work</i>	<i>10 hrs</i>		
DEN:106	Embryology, Histology, and Tooth Morphology	50 hrs	2 cr.	3 cr.
	<i>Embryology, Histology & Tooth Morphology Lecture</i>	<i>25 hrs</i>		
	<i>Embryology, Histology & Tooth Morphology Lab</i>	<i>15 hrs</i>		
	<i>Outside Class Work</i>	<i>10 hrs</i>		
DEN:107	Chair Side Assisting I	50 hrs	2 cr.	3 cr.
	<i>Chair Side Assisting I Lecture</i>	<i>25 hrs</i>		
	<i>Chair Side Assisting I Lab</i>	<i>15 hrs</i>		
	<i>Outside Class Work</i>	<i>10 hrs</i>		
DEN:108	Chair Side Assisting II	50 hrs	2 cr.	3 cr.
	<i>Chair Side Assisting II Lecture</i>	<i>25 hrs</i>		
	<i>Chair Side Assisting II Lab</i>	<i>15 hrs</i>		
	<i>Outside Class Work</i>	<i>10 hrs</i>		
DEN:109	Dental Radiology	50 hrs	2 cr.	3 cr.
	<i>Dental Radiology Lecture</i>	<i>25 hrs</i>		
	<i>Dental Radiology Lab</i>	<i>15 hrs</i>		
	<i>Outside Class Work</i>	<i>10 hrs</i>		
DEN:110	Laboratory Procedures I	50 hrs	2 cr.	3 cr.
	<i>Laboratory Procedures I Lecture</i>	<i>25 hrs</i>		
	<i>Laboratory Procedures I Lab</i>	<i>15 hrs</i>		
	<i>Outside Class Work</i>	<i>10 hrs</i>		
DEN:111	Laboratory Procedures II	50 hrs	2 cr.	3 cr.
	<i>Laboratory Procedures II Lecture</i>	<i>25 hrs</i>		
	<i>Laboratory Procedures II Lab</i>	<i>15 hrs</i>		
	<i>Outside Class Work</i>	<i>10 hrs</i>		
DEN:112	Oral Surgery and Periodontics	50 hrs	2 cr.	3 cr.
	<i>Oral Surgery and Periodontics Lecture</i>	<i>25 hrs</i>		
	<i>Oral Surgery and Periodontics Lab</i>	<i>15 hrs</i>		
	<i>Outside Class Work</i>	<i>10 hrs</i>		
DEN:113	Dental Specialties and Pediatrics	50 hrs	2 cr.	3 cr.
	<i>Dental Specialties and Pediatrics Lecture</i>	<i>25 hrs</i>		
	<i>Dental Specialties and Pediatrics Lab</i>	<i>15 hrs</i>		
	<i>Outside Class Work</i>	<i>10 hrs</i>		

DENTAL ASSISTING & DENTAL ASSISTING BLENDED (50 WEEK PROGRAM)	*CLOCK HRS	FINANCIAL QTR. CREDITS	ACADEMIC QTR. CREDITS
DEN:114 Endodontics and Orthodontics	50 hrs	2 cr.	3 cr.
<i>Endodontics and Orthodontics Lecture</i>	<i>25 hrs</i>		
<i>Endodontics and Orthodontics Lab</i>	<i>15 hrs</i>		
<i>Outside Class Work</i>	<i>10 hrs</i>		
DEN:115 Clinical Dental Assisting I	50 hrs	2 cr.	2 cr.
<i>Clinical Dental Assisting I Lab</i>	<i>40 hrs</i>		
<i>Outside Class Work</i>	<i>10 hrs</i>		
DEN:116 Clinical Dental Assisting II	50 hrs	2 cr.	2 cr.
<i>Clinical Dental Assisting II Lab</i>	<i>40 hrs</i>		
<i>Outside Class Work</i>	<i>10 hrs</i>		
DEN:117 Externship	120 hrs	4.80 cr.	4 cr.
Total	920 hrs	36.80 cr.	50.00 cr.

*NOTE: The classes above do not necessarily represent the order in which the classes are delivered.
Scrubs are required for all classes on-campus.*

**Clock hours above include outside class work. The Dental Assisting and Dental Assisting Blended programs without outside class work is 760 hours.*

- *First Institute's blended programs share the same curricular objectives and expected learning outcomes as the on-campus programs. Blended program courses will be offered online and on-campus as identified on the student schedule. Blended program students must perform the hands-on skills at the same competency level as on-campus programs prior to beginning externship.*

DENTAL ASSISTING PRINCIPLES

DEN:101

This course is an introduction to dental assisting. Topics include the history of dentistry, professional, legal, and ethical responsibilities of the dental assistant, HIPAA regulations, professionalism, communication skills, job duties, career opportunities and resume writing. Students will gain an understanding of various administrative procedures, including appointment scheduling, telephone etiquette, dental records management and inventory control. Students will learn about the concepts of communication in the dental profession and how communication has a direct impact on the workplace. Students will create a resume and cover letter.

ANATOMY & PHYSIOLOGY FOR DENTAL ASSISTANTS

DEN:102

This course is designed to familiarize students with the directional terms, regions, and regions of the basic anatomy and physiology of the face and oral cavity, and the relationship and interaction of these body systems in relation to dental treatment. The dental assisting student will learn pharmacology and drugs associated with treating diseases; the importance of reference texts relating to pharmacology and drug enforcement, and their use in dentistry; related terms; and parts of a prescription. Students will learn preparedness in dealing with common medical and dental emergencies, and be familiar with the necessary contents of an office emergency kit. The student will also learn procedures for handling medical emergencies in the dental office including a patient with syncope, anaphylaxis, asthma attacks, hyperventilation, seizures, hypoglycemia, and angina pectoris.

HEAD AND NECK ANATOMY

DEN:103

Anatomical emphasis is placed on the head and neck including a detailed study of bony landmarks, muscular, circulatory, and nervous systems as well as landmarks of the face and oral cavity. Students learn the clinical significance of head and neck structures as they pertain to oral health and dental hygiene. Upon completion, students will be able to identify cranial and facial bones, muscles of mastication, facial features, bones and landmarks of the hard palate, salivary glands and lymph nodes, nerves of the maxilla and the mandible, and arteries and veins of the head and neck. The anatomical structures that make up the Temporomandibular Joint (TMJ), movements of the joint and clinical concerns associated with the TMJ.

INFECTION CONTROL

DEN:104

This course introduces fundamental microbiology, infectious diseases, immunity, and infection control in the dental office. Topics include infection control and disinfection techniques for patient and occupational protection, disease transmission and prevention for healthcare settings. Upon completion, students will understand the proper methods for hand washing, use of PPEs, placement and removal of surface barriers, and treatment room cleaning and disinfection. Students will gain knowledge of in aspects of cleaning, disinfecting and sterilization within the dental setting. Proper maintenance of dental waterlines will be explained. These methods will be practiced on-campus once they return to the classroom and lab.

DENTAL HEALTH AND SAFETY

DEN:105

In this course, the dental assisting student will learn infection control standards including the requirements of the Occupational Safety and Health Administration (OSHA) Bloodborne Pathogens Standard and Hazardous Communication Standard to manage biohazardous waste and hazardous materials, such as engineering controls, labeling, safety data sheets (SDSs), housekeeping, laundry, and the disposal of hazardous materials. Students will learn compliance with regulations regarding infectious disease control, training requirements, maintenance of records, and the importance of asepsis management to ensure a safe work-place in the dental office.

EMBRYOLOGY, HISTOLOGY & TOOTH MORPHOLOGY

DEN:106

This course introduces oral embryology, histology, and tooth morphology. Emphasis will be placed on tooth and root morphology, and embryological and histological correlations to provide a foundation essential for understanding dental health. Overview of the dentitions, oral diagnosis, and treatment planning will be explained. Upon completion, students will be able to identify the structures and forms of the human teeth and their location in the mouth as well as the eruption schedule and function of each tooth in the primary and permanent dentition. Students will also be able to define cavity classifications and identify charting symbols as they apply for accurate dentition charting of teeth, existing and/or needed restorative treatment and conditions.

CHAIR SIDE ASSISTING I

DEN:107

In this course students will learn how preparation for patient care is an important part of providing quality dental service to each patient. This includes obtaining personal, medical, and dental history, reviewing the information, and alerting the dentist to any areas of concern. Students will learn how to contribute to the patient's preparation by learning how to obtain vital signs. Students will learn about dental office design; the treatment rooms and dental equipment; routine office care, including opening and closing the dental office; how to prepare the treatment room; how to seat and dismiss patients; ergonomics for the operator and assistant; and working with patients with special needs. Students will be introduced to the principles of chair-side assisting, which include chair-side responsibilities, instrument identification, tray setups, four-handed techniques, and sequences of general dentistry procedures.

CHAIR SIDE ASSISTING II

DEN:108

In this course, the student will learn about instrument grasps and transfer, as well as methods to maintain a clear operating field in the oral cavity. Techniques for moisture control and isolation, the dental dam, the dental dam for the pediatric patient, and alternatives to the full dental dam placement are addressed. Students will become familiar with the methods used to manage pain and anxiety related to dental procedures, topical anesthetics, and their placement, and types of local anesthetics used in dentistry. Steps for preparing anesthetic administration, injection sites, materials and equipment required, the role of nitrous oxide sedation, and administration will be discussed. Students will learn the properties, composition, and manipulation of dental amalgam. The dental assisting student will be able to identify the armamentarium and steps of an amalgam procedure, explain the composition of composite resins, explain the properties and manipulation of various composite restorations, and explain the use of glass ionomer, resin, resin-enforced glass ionomer, and compomer restorative materials. This course also covers the advanced functions of matrix and wedge, and matrix band.

DENTAL RADIOLOGY

DEN:109

This course is designed to introduce the essential skills of radiographic techniques for the practice of dentistry including theory and technique of oral

radiography, radiation hygiene and safety, quality assurance, infection control, anatomical landmarks, and methods and materials for processing radiographs using film and digital radiology. Students will learn how to produce diagnostically acceptable intra oral radiographs with emphasis on film and digital sensor placement, cone angulations, exposing and developing radiographs, and mounting and evaluating processed films. Students will learn about extraoral radiographs; radiographic interpretation; imaging systems/digital imaging systems; digital radiography in the dental office; three-dimensional imaging in dentistry; and handheld intraoral radiography.

LABORATORY PROCEDURES I

DEN:110

In this course, the dental assisting student will learn the types of restorative materials and cements used in general dentistry, the standards and organizations responsible for those standards, the role of the dental assistant in chairside restorative procedures, and the properties of dental materials. Students will be able to list the types of materials and cements used to restore teeth, describe the use of bonding agents and their proper manipulation, identify types of direct restorative materials, and list the steps in cavity preparation. Placement of cavity liners, cavity varnish, and cement bases are also discussed. The student will learn to identify the materials used in the dental laboratory and to perform associated procedures, demonstrate knowledge and skills required to prepare, take, and remove alginate impressions, elastomeric impression materials, and polyether impression material for the dentist. The student will also learn skills required to mix and manipulate gypsum products, pour, and trim impressions for diagnostic casts, understand the use of a dental articulator, identify different classifications and uses of dental waxes. Students will be able to understand the skills required to fabricate acrylic tray resin, custom trays, vacuum-formed and thermoplastic custom trays, how to contour prefabricated temporary crowns, and fabricate and custom fit temporary restorations.

LABORATORY PROCEDURES II

DEN:111

In this course, the dental assisting student will learn the scope of fixed prosthodontics, the recommendations for various types of prostheses, and their functions. Students will learn the materials used in the fabrication of fixed prostheses. Techniques for retention of prostheses, implants,

and techniques for maintaining fixed prosthetic appliances are taught. The use of computerized impression technology and corresponding restorative treatment systems will be explained. The advanced function of gingival retraction in restorative dentistry is explained. The student will learn the scope and fundamentals of cosmetic dentistry. Restorative types and material options are described. Tooth whitening in dentistry is discussed. Causes of tooth stain, whitening techniques and equipment/materials associated with teeth whitening are reviewed. The student will understand the fundamentals of over-the-counter whitening options versus professional whitening treatments. The choices of removable prosthodontics are explained. Students will learn the steps in diagnosis and materials required for fabrication along with the advantages/disadvantages of partial, full, immediate and over dentures. Polishing, relining, and repair of removable prosthetics are reviewed.

ORAL SURGERY & PERIODONTICS **DEN:112**

In this course, the dental assisting student will learn an overview of the specialties of Oral and Maxillofacial Surgery and Periodontics. Patient diagnosis and necessary treatment will be explained. The instruments, procedures, and evaluation for patients for each specialty is discussed. The dental assisting student will learn how to prepare the patient for surgical treatment, create tray setups for treatments, explain procedures and postoperative instructions to patients. Students will be able to understand the cause of postsurgical complications and prevention measures. Fundamentals of information regarding oral cancer prevention, diagnosis, biopsies and treatments are described. The scope of dental implants and their place in modern dentistry will be reviewed. Types of dental implants, surgical placement procedures and restorative treatment procedures are explained.

DENTAL SPECIALTIES & PEDIATRICS **DEN:113**

In this course, the dental assisting student is expected to learn about the common dental practices and procedures within the scopes of Preventative Dentistry and Pediatric Dentistry and identifying types of treatments specific to these particular areas. Nutrition and patient preventative

dental care including oral hygiene techniques and recommendations are discussed. The placement of dental sealants as part of preventative dentistry is explained and the patient selection, indications/contraindications and placement procedure are examined. Students will be introduced to coronal polishing and will have a fundamental understanding of the steps of the procedure as well as how to maintain the oral cavity while the procedure is being performed.

ENDODONTICS & ORTHODONTICS **DEN:114**

In this course, the dental assisting student will learn about the branch of dentistry that deals with diagnosis and treatment of diseases of the pulp and periapical tissues, endodontic procedures, root canal treatment, and periapical surgical procedures. Students will learn the definition of orthodontics and the orthodontic office setting; define the role of the dental assistant in an orthodontic practice; define and describe occlusion and malocclusion; and identify the causes of malocclusion. The student will learn about preventive, interceptive, and corrective orthodontics. The process of tooth movement is explained. Students learn the importance of the pre-orthodontic and consultation appointments with diagnostic records. Differentiation is made between fixed and removable appliances, the function of basic orthodontic instruments, and stages of treatment. Procedures for both the placement and removing orthodontic appliances is explained and how the teeth are retained in position afterward.

CLINICAL DENTAL ASSISTING I **DEN:115**

This course provides students the opportunity to practice the skills learned in a clinical setting. Emphasis is placed on the basic skills of dental assisting and provides the student with hands on dental chair-side assisting and laboratory experience and enables the dental assisting student to practice skills and competencies developed throughout the program. Upon completion, students should also be comfortable demonstrating administrative office procedures and customer service skills.

CLINICAL DENTAL ASSISTING II DEN:116

A continuation of Clinical Dental Assisting I, students continue practicing and refining their proficiency and efficiency with dental assisting skills acquired throughout the program. Fundamental skills of dental assisting are practiced with hands on dental chair-side assisting and laboratory experience and enables the dental assisting student to practice skills and competencies developed throughout the program. Upon completion, students should also be comfortable demonstrating administrative office procedures and customer service skills.

EXTERNSHIP

DEN:117

Upon successful completion of all other courses, students conclude their training in the Dental Assisting program with a 120-hour clinical externship. The clinical externship provides students an opportunity to work with patients and staff at a dental office where they will apply the principles and practices learned throughout the program in the classroom and laboratory settings.



MEDICAL ASSISTING & MEDICAL ASSISTING BLENDED

OBJECTIVES

Objectives and course descriptions are the same for both programs.

Students of the Medical Assisting and Medical Assisting Blended gain the skills necessary to aid the physician and other medical personnel as they examine and treat patients. Medical Assistants perform administrative and clinical tasks that keep a medical office or clinic running smoothly. Upon successful completion, graduates will be prepared to work in physicians' offices, hospitals, outpatient clinics, and other healthcare facilities.

First Institute prepares students in the Medical Assisting and Medical Assisting Blended to obtain certification from American Medical Technologists (AMT) for the Registered Medical Assistant (RMA) and/or National Healthcareer Association (NHA) for the Certified Clinical Medical Assistant (CCMA), Certified Phlebotomy Technician (CPT), Certified Billing & Coding Specialist (CBCS) and Certified EKG Technician (CET). Onsite testing is available for these NHA certifications.

First Institute provides related coursework, online test preparation with Focused Review, and teacher led study reviews for the CCMA certification. The cost of the first certification attempt, either the RMA or CCMA, is included as part of the program and paid for by First Institute.

CPR Certification is included as part of program fees for all programs and classes are conducted on-campus.

For additional information for the RMA visit:
www.americanmedtech.org

For information for the CCMA, CPT, CBCS or CET visit: www.nhanow.com



CAREER OPPORTUNITIES

Medical Assistant	Phlebotomist
Medical Biller or Coder	Medical Collections
Medical Transcriptionist	Patient Registration
Insurance Verification Clerk	Medical Records Clerk
Medical Administrative Assistant	

For additional information about medical assisting careers use o*net code 31-9092 at www.onetonline.org.

MEDICAL ASSISTING & MEDICAL ASSISTING BLENDED COURSES (53 WEEK PROGRAM)

		*CLOCK HRS	FINANCIAL QTR. CREDITS	ACADEMIC QTR. CREDITS
MA:101	Anatomy and Physiology I	50 hrs	2 cr.	4 cr.
	<i>Anatomy and Physiology I Lecture</i>	<i>40 hrs</i>		
	<i>Outside Class Work</i>	<i>10 hrs</i>		
MA:102	Medical Terminology I	50 hrs	2 cr.	4 cr.
	<i>Medical Terminology I Lecture</i>	<i>40 hrs</i>		
	<i>Outside Class Work</i>	<i>10 hrs</i>		
MA:103	Medical Law and Ethics	19 hrs	.76 cr.	1.50 cr.
	<i>Medical Law and Ethics Lecture</i>	<i>16 hrs</i>		
	<i>Outside Class Work</i>	<i>3 hrs</i>		
MA:104	Computer Billing	100 hrs	4 cr.	6 cr.
	<i>Computer Billing Lecture</i>	<i>40 hrs</i>		
	<i>Computer Billing Lab</i>	<i>40 hrs</i>		
	<i>Outside Class Work</i>	<i>20 hrs</i>		

MEDICAL ASSISTING & MEDICAL ASSISTING BLENDED COURSES (53 WEEK PROGRAM)		*CLOCK HRS	FINANCIAL QTR. CREDITS	ACADEMIC QTR. CREDITS
MA:105	Medical Insurance Billing and Coding	100 hrs	4 cr.	6 cr.
	<i>Medical Insurance Billing and Coding Lecture</i>	<i>40 hrs</i>		
	<i>Medical Insurance Billing and Coding Lab</i>	<i>40 hrs</i>		
	<i>Outside Class Work</i>	<i>20 hrs</i>		
MA:106	Clinical Procedures	58 hrs	2.32 cr.	2.50 cr.
	<i>Clinical Procedures Lecture</i>	<i>12 hrs</i>		
	<i>Clinical Procedures Lab</i>	<i>36 hrs</i>		
	<i>Outside Class Work</i>	<i>10 hrs</i>		
MA:107	Anatomy and Physiology II	50 hrs	2 cr.	4 cr.
	<i>Anatomy and Physiology II Lecture</i>	<i>40 hrs</i>		
	<i>Outside Class Work</i>	<i>10 hrs</i>		
MA:108	Medical Terminology II	50 hrs	2 cr.	4 cr.
	<i>Medical Terminology II Lecture</i>	<i>40 hrs</i>		
	<i>Outside Class Work</i>	<i>10 hrs</i>		
MA:109	Laboratory Procedures I	100 hrs	4 cr.	6 cr.
	<i>Laboratory Procedures I Lecture</i>	<i>40 hrs</i>		
	<i>Laboratory Procedures I Lab</i>	<i>40 hrs</i>		
	<i>Outside Class Work</i>	<i>20 hrs</i>		
MA:110	Laboratory Procedures II	130 hrs	5.20 cr.	7 cr.
	<i>Laboratory Procedures II Lecture</i>	<i>44 hrs</i>		
	<i>Laboratory Procedures II Lab</i>	<i>60 hrs</i>		
	<i>Outside Class Work</i>	<i>26 hrs</i>		
MA:111	Medical Office Procedures	100 hrs	4 cr.	6 cr.
	<i>Medical Office Procedures Lecture</i>	<i>40 hrs</i>		
	<i>Medical Office Procedures Lab</i>	<i>40 hrs</i>		
	<i>Outside Class Work</i>	<i>20 hrs</i>		
MA:112	Externship	160 hrs	6.40 cr.	5 cr.
Total		967 hrs	38.68 cr.	56 cr.

NOTE: The classes above do not necessarily represent the order in which the classes are delivered.
Scrubs are required for all classes on-campus.

*Clock hours above include outside class work. The Medical Assisting and Medical Assisting Blended programs without outside class work is 808 hours.

- First Institute's blended programs share the same curricular objectives and expected learning outcomes as the on-campus programs. Blended program courses will be offered online and on-campus as identified on the student schedule. Blended program students must perform the hands-on skills at the same competency level as on-campus programs prior to beginning externship.

ANATOMY AND PHYSIOLOGY I MA:101

Students will learn the anatomical terms, appropriate combining forms, pathological conditions, and diagnostic techniques associated with the body systems that include the skeletal system, muscles and joints, the nervous system, and the blood and lymphatic systems. Students also learn structures common to the central nervous system and peripheral nervous system and identify structures of the brain. Students will define range of motion movements of the skeletal muscles and understand the major functions of the blood and lymphatic systems.

MEDICAL TERMINOLOGY I MA:102

The basics of medical terminology, including the three basic components of a word and the rules for joining prefixes and suffixes to a word root are covered in this course. Body organization including the five body cavities, nine body regions and directional terms will be reviewed. The integumentary system will be introduced including medical terms, pathological conditions, appropriate combining forms, and diagnostic techniques associated with this body system.

MEDICAL LAW AND ETHICS MA:103

Students will learn the difference between ethics and law; be able to define the components of public and private law; identify areas of medical ethics of particular concern, list the AAMA Code of Ethics; define important terms such as implied and expressed consent, defamation of character, libel and slander; prepare common consent forms; understand legally required disclosure; understand the rights of a physician in providing treatment, as well as the rights of a patient receiving treatment. Students will understand the key components of HIPAA, PHI and important aspects of medical laws.

COMPUTER BILLING MA:104

This course presents the use of an integrated medical practice management and electronic health record system. Students learn the conceptual framework both for medical billing and for using an electronic health record in medical documentation

and patient management. By working through exercises of increasing difficulty that simulate use of PM and EMR, students develop transferable skills needed to manage the required software tasks used throughout a patient encounter. Students will learn how to perform charting tasks during patient intake and examination, use electronic encounter forms to assign procedure/diagnosis codes, and discuss the charge capture process used to verify coding and billing compliance. Students will discuss interpersonal communication as it relates to the medical setting, and methods used in the healthcare setting to maintain compliance and HIPAA privacy. Students will refine their job search and communication skills by completing a mock employment interview.

MEDICAL INSURANCE BILLING AND CODING MA:105

This course teaches the process of medical billing and coding. Students will study and define basic medical insurance terminology and will learn the different types of medical insurance programs available in today's healthcare system. At the completion of this course, students will have a basic knowledge of how to code diagnoses and procedures, perform basic medical insurance billing and complete common forms found in medical billing.

CLINICAL PROCEDURES MA:106

In this course, students will explore the study of Pharmacology and be able to identify the laws and governing agencies that enforce the safe manufacture, distribution and use of common medications. Drug actions/interactions that occur within the body, drug classifications, calculations, and schedules are reviewed. Minor surgical procedures and instrument identification are also introduced. instrument identification are also introduced.

ANATOMY AND PHYSIOLOGY II MA:107

Students will learn the medical terms, pathological conditions, appropriate combining forms, and diagnostic techniques associated with the body systems that include the cardiovascular system, respiratory system, digestive system, and endocrine system. Students will identify structures of the heart and learn the pathway of blood as it travels through the heart. Students will learn the anatomy and physiology of each system, identify the signs and symptoms that indicate possible problems with each system, define common conditions, and identify diagnostic techniques and treatments of each system.

MEDICAL TERMINOLOGY II MA:108

Students will learn the medical terms, pathological conditions, appropriate combining forms, and diagnostic techniques associated with the special senses, urinary system, female reproductive system, and obstetrics. Students will learn the anatomy and physiology of each system, identify diagnostic techniques and treatments and identify the signs and symptoms that indicate possible concerns.

LABORATORY PROCEDURES I MA:109

Students will be introduced to the medical laboratory procedures for preparation of specimen collection and basic laboratory procedures for urine, sputum, and stool. Diagnostic tests and procedures will be discussed in the course. Students will be introduced to vital signs and body measurements. The student will learn to instruct and prepare patients for procedures and other diagnostic tests. Methods of infection control, universal precautions, OSHA Bloodborne Pathogens, and the importance of asepsis and sterilization techniques are practiced. Upon completion of this course, students will know the proper procedures for taking bodily fluid samples, how to assist the physician with general, physical, and pediatric examinations, and imaging and radiological procedures. Student will learn how to communicate the results with the doctor and to notify the patient.

LABORATORY PROCEDURES II MA:110

The student will learn to instruct and prepare patients for EKG's. Students will perform vital signs including pulse, respirations, blood pressure, and pulse oximetry. Students will learn to administer intramuscular, intradermal, subcutaneous injections, and to perform capillary punctures and venipunctures. Students will learn the necessary steps in the processes and be expected to pass hands on testing in all skills at the conclusion of the course. Students and patient safety will be areas of concentration as well as professionalism and patient satisfaction. Upon completion of this course, students will obtain CPR certification.

MEDICAL OFFICE PROCEDURES MA:111

Students will learn the basics of daily activities in a medical office. This course will highlight various roles, define patient and provider interactions, and explain working with patient medical records and appropriate documentation for reimbursement. Students will work on resume building and developing an understanding of the positive work attitudes that contribute to work ethic and professionalism. Students will discuss interpersonal communication as it relates to the medical setting and methods used in the healthcare setting to maintain compliance. Common medical abbreviations and Electronic Health Records will be introduced.

EXTERNSHIP MA:112

This is a capstone course that provides students with 160 hours of practical experience in a healthcare setting. Students will utilize and demonstrate the skills and knowledge learned throughout the program and will perform various clinical, laboratory, and administrative skills in a medical setting outside the classroom. The site supervisor provides practical guidance for students to refine skills. Upon completion of this course, students will gain practical experience in a healthcare setting such as a physician's office, urgent care or other outpatient facility.

MASSAGE THERAPY

OBJECTIVES

Graduates of the Massage Therapy Program learn how to assess the musculoskeletal system and present massage treatment methods and techniques that address disorders of the neck, back, elbow, knee, sciatic nerve, and shoulder, as well as carpal and tarsal tunnel syndromes. Massage Therapy students develop strong business acumen and customer service skills while completing their internship at First Institute's Massage Clinic.

First Institute prepares students of the Massage Therapy Program to take the Massage & Bodywork Licensing Examination (MBLEx) through the Federation of State Massage Therapy Boards (FSMTB). The MBLEx is an entry level licensure examination utilized in 46 of the 49 regulated states, the District of Columbia, as well as the territories of Puerto Rico and the U.S. Virgin Islands.

First Institute provides related coursework, online test preparation, and teacher led study review for the MBLEx. Half of the fee for the first MBLEx attempt is included as part of the program and paid for by First Institute.

For additional information for the MBLEx visit:

www.fsmtb.org

CPR Certification is included as part of program fees for all programs and classes are conducted on-campus.



CAREER OPPORTUNITIES

Licensed Massage Therapist

Swedish Massage Therapist

Sports Massage Therapist

Deep Tissue Massage Therapist

Hot Stone Massage Therapist

Clinical Massage Therapist

Massage Therapy Courses (792 Clock Hour Program)		CLOCK HOURS
MT:101	Intro to Anatomy	48 hrs
	<i>Anatomy Lecture</i>	<i>48 hrs</i>
MT:102	Swedish Massage	48 hrs
	<i>Swedish Massage Lecture</i>	<i>10 hrs</i>
	<i>Swedish Massage Clinical Lab</i>	<i>38 hrs</i>
MT:103	Anatomy, Physiology and Pathology - A	40 hrs
	<i>APP Lecture</i>	<i>40 hrs</i>
MT:104	Anatomy, Physiology and Pathology - B	40 hrs
	<i>APP Lecture</i>	<i>40 hrs</i>
MT:105	Anatomy, Physiology and Pathology - C	40 hrs
	<i>APP Lecture</i>	<i>40 hrs</i>
MT:106	Anatomy, Origins, Insertions and Actions (OIA)	60 hrs
	<i>Anatomy OIA Lecture</i>	<i>60 hrs</i>
MT:107	Deep Tissue/Neuromuscular Therapy	80 hrs
	<i>Deep Tissue/Neuromuscular Therapy Lecture</i>	<i>24 hrs</i>
	<i>Deep Tissue/Neuromuscular Therapy Clinical Lab</i>	<i>56 hrs</i>

Massage Therapy Courses (792 Clock Hour Program)		CLOCK HOURS
MT:108	Aromatherapy	20 hrs
	<i>Aromatherapy Lecture</i>	<i>10 hrs</i>
	<i>Aromatherapy Clinical Lab</i>	<i>10 hrs</i>
MT:109	Chair Massage	12 hrs
	<i>Chair Massage Lecture</i>	<i>2 hrs</i>
	<i>Chair Massage Clinical Lab</i>	<i>10 hrs</i>
MT:110	Kinesiology	20 hrs
	<i>Kinesiology Lecture</i>	<i>5 hrs</i>
	<i>Kinesiology Clinical Lab</i>	<i>15 hrs</i>
MT:111	Reflexology	20 hrs
	<i>Reflexology Lecture</i>	<i>10 hrs</i>
	<i>Reflexology Clinical Lab</i>	<i>10 hrs</i>
MT:112	Special Populations	20 hrs
	<i>Special Populations Lecture</i>	<i>10 hrs</i>
	<i>Special Populations Clinical Lab</i>	<i>10 hrs</i>
MT:113	Sports Massage	20 hrs
	<i>Sports Massage Lecture</i>	<i>8 hrs</i>
	<i>Sports Massage Clinical Lab</i>	<i>12 hrs</i>
MT:114	Hot Stone Therapy	20 hrs
	<i>Hot Stone Therapy Lecture</i>	<i>5 hrs</i>
	<i>Hot Stone Therapy Clinical Lab</i>	<i>15 hrs</i>
MT:115	Therapeutic Applications	24 hrs
	<i>Therapeutic Applications Lecture</i>	<i>8 hrs</i>
	<i>Therapeutic Applications Clinical Lab</i>	<i>16 hrs</i>
MT:116	Self-Wellness	20 hrs
	<i>Self-Wellness Lecture</i>	<i>10 hrs</i>
	<i>Self-Wellness Clinical Lab</i>	<i>10 hrs</i>
MT:117	Professional Development	20 hrs
	<i>Professional Development Lecture</i>	<i>10 hrs</i>
	<i>Professional Development Clinical Lab</i>	<i>10 hrs</i>
MT:118	Business Management	40 hrs
	<i>Business Management Lecture</i>	<i>15 hrs</i>
	<i>Business Management Clinical Lab</i>	<i>25 hrs</i>
MT:119	Ethics, Boundaries, Laws and Regulations	20 hrs
	<i>Ethics, Boundaries, Laws and Regulations Lecture</i>	<i>20 hrs</i>
MT:120	Five Elements - Eastern Massage	40 hrs
	<i>Five Elements - Eastern Massage Lecture</i>	<i>20 hrs</i>
	<i>Five Elements - Eastern Massage Clinical Lab</i>	<i>20 hrs</i>
MT:121	Energetic Techniques	20 hrs
	<i>Energetic Techniques Lecture</i>	<i>10 hrs</i>
	<i>Energetic Techniques Clinical Lab</i>	<i>10 hrs</i>
MT:122-A	Clinical Practical Internship - Part I	60 hrs
	<i>Massage Clinic Internship</i>	<i>60 hrs</i>
MT:122-B	Clinical Practical Internship-Part II	60 hrs
	<i>Massage Clinic Internship</i>	<i>60 hrs</i>
Total Hours		792

NOTE: The classes above do necessarily represent the order in which the classes are delivered.
Scrubs are required for all classes.

INTRODUCTION TO ANATOMY MT: 101

This basic course in human anatomy is designed to give the student a working anatomical vocabulary. Using these terms, gross anatomical structures will be identified and the integration of these structures will be examined.

SWEDISH MASSAGE MT:102

This course teaches students to perform the techniques involved in a complete Swedish Massage, including the use of oils. Students will be able to explain and demonstrate the applications and the effects of massage on the circulatory system for relaxation and stress reduction.

ANATOMY, PHYSIOLOGY AND PATHOLOGY - A MT:103

This is one of three APP courses wherein students will study the structure, function and pathologies of the human body as they relate to the practice of massage therapy. This will become an essential skill that will serve as the foundation for the critical thinking required of massage therapists when making therapeutic decisions. In this course, students will learn basic medical terminology, body organization, basic cytology and histology, as well as the structure, function and pathologies of the integumentary, skeletal and muscular systems as they relate to massage therapy. Primarily a lecture and discussion course, students are encouraged to develop self-study and basic critical thinking skills in an engaging educational environment.

ANATOMY, PHYSIOLOGY AND PATHOLOGY - B MT:104

This is one of three APP courses wherein students will study the structure, function and pathologies of the human body as

they relate to the practice of massage therapy. The systems covered in this course include the nervous system, with a look inside the senses of the body, the endocrine system, blood and the cardiovascular system. Through increased understanding of both the normal and abnormal structure and function of these systems, students develop their ability to relate anatomy, physiology and pathology to the practice of massage therapy. Utilization of proper medical terminology and critical thinking skills is actively reinforced in classroom experiences and students are encouraged and supported in the development of self-study skills.

ANATOMY, PHYSIOLOGY AND PATHOLOGY - C MT:105

This is one of three APP courses wherein students will study the structure, function and pathologies of the human body as they relate to the practice of massage therapy. The systems studied in this course include the lymphatic, immune, respiratory, digestive, urinary and reproductive systems. A discussion of common pathologies that effect these systems will serve to provide students a foundation for the critical thinking required of massage therapists when making therapeutic decisions in their practices. Additionally, students will study basic body metabolism and nutrition while discussing the principles of healthy eating. The use and development of self-study skills and professional medical terminology is encouraged.

ANATOMY ORIGINS, INSERTIONS & ACTIONS (OIA) MT:106

This course teaches students the bony landmarks and attachments of the major muscle groups, which enables them to locate the origins, insertions, and actions of each muscle. This skill allows for more specific hands-on application of massage techniques taught in other classes.

DEEP TISSUE/NEUROMUSCULAR THERAPY MT:107

This study in deep tissue massage provides the student with the skills to release stagnation, knots, and spasms that lie deep within the muscular tissue. Techniques for acute and chronic muscular conditions are also covered.

AROMATHERAPY MT:108

This course examines the practice of using essential oils including the tradition of ancient aromatherapy with respect to mental and physical well-being. Students will learn how to prepare a variety of common essential oils, their applications, and the therapeutic qualities of individual essential oils. Safety guidelines for the use of essential oils are reviewed and applied.

CHAIR MASSAGE MT:109

Students will learn, practice and demonstrate massage techniques that utilize the massage chair for seated clients and involve the manipulation of soft tissue and acupressure. This type of bodywork is geared toward the corporate on-site massage when a massage table is inconvenient.

KINESIOLOGY MT:110

Kinesiology is the study of movement. Students learn joint ranges of motion, as well as the lever action muscle groups that act upon these joints. They will be able to describe the interaction of agonistic, synergistic and antagonistic muscle groups, along with how they relate to each other.

REFLEXOLOGY MT:111

Massage applications are learned using reflex points, primarily in the feet that correspond to other physiological systems in the body. The student will learn the basic principles and techniques of this relaxing and therapeutic treatment.

SPECIAL POPULATIONS MT:112

Students learn to massage those with special needs such as infants, pregnant women, the elderly, terminally ill, and cancer patients. Possible benefits will be discussed as well as contraindications, cautions and different types of massage for each special need.

SPORTS MASSAGE MT:113

Massage, used in conjunction with sports, is considered by many athletic competitors to be essential for peak performance with minimal risk of injury. This course provides the student with pre/post sporting event massage techniques, as well as developmental training massage methods.

HOT STONE THERAPY MT:114

Hot stone massage incorporates heated basalt river stones and cooled marble stones to facilitate a very relaxing treatment for the client and therapist. The stones are used as tools to provide deep

penetrating heat at specific locations on the body, which brings relief to stiff and sore muscles.

THERAPEUTIC APPLICATIONS MT:115

This course examines methods of assessing musculoskeletal clinical pathologies, and presents massage treatment methods and techniques that address disorders of the neck, back, elbow, knee, sciatic nerve and shoulder, as well as carpal and tarsal tunnel syndromes. This course is designed specifically to teach skills that are useful when working with chiropractors or other licensed health care providers.

SELF WELLNESS MT:116

This course teaches the importance of caring for the self as it relates to the ability to care for others. It is an opportunity for self-discovery and the possible need for improvement in areas such as: stress management, time management, nutrition, and exercise. Diet, goal setting, breathing exercises, and progressive relaxation are just a few of the tools taught in this class. These self-care exercises promote the student's physical and mental well-being which in turn helps promote better care for others.

PROFESSIONAL DEVELOPMENT MT:117

In this course students will learn techniques on how to design a professional resume. Students will also practice professional correspondence by creating cover letters and thank you letters. Students will compare diverse employment settings, practice interviewing skills, and develop job search methodologies. Presentation and professionalism, including the importance of proper attire will be

emphasized. The goal of this course is to prepare students for entering the professional massage environment with confidence.

BUSINESS MANAGEMENT MT:118

This course teaches students how to manage their massage practice. They will learn how to effectively communicate with clients and associates, and will be gain knowledge in permit requirements, record keeping, tax information, employment versus independent contracting, and advertising methods.

ETHICS, BOUNDARIES, LAWS & REGULATIONS MT:119

This course teaches the students to understand Ethics in their practice. The students will learn how to manage conflict, as well as provide methods to resolve issues and problems that can occur in the massage room. The definition and differences between laws, scope of practice, morals, values, and ethics is discussed as well as the value of ethical practice and professionalism in all areas of their practice and interpersonal relationships. The State of Illinois Massage Therapy Act is also reviewed.

FIVE ELEMENTS/ EASTERN MASSAGE MT:120

This interactive course introduces students to principles and practical applications of various Eastern massage techniques and modalities. Topics include: history, theory, Qi, Yin/Yang, Five Elements, acupuncture, acupressure, cupping, and meridian theory. Students will gain tools to integrate Eastern techniques with a Western massage foundation.

ENERGETIC TECHNIQUES

MT:121

This course is designed to aid students in the development of energetic techniques applicable to the practice of massage therapy. Students will be introduced to Reiki, Grounding, Body Scanning, Chakra Systems, and other energetic modalities.

CLINICAL PRACTICE INTERNSHIP PART I

MT:122-A

Students will practice massage therapy techniques acquired in the program in a clinical environment. Students learn and apply skills and techniques in a real massage clinic setting. Students practice and refine communication skills by interacting with a wide variety of clients. Integration of classroom and clinical learning is expected throughout this course.

(MT:101 and MT:102 are pre-requisites for this course.)

CLINICAL PRACTICE INTERNSHIP PART II

MT:122-B

This is a continuation of Clinical Practice Internship Part I. Students will continue to practice and fine tune the techniques and communication skills they have developed. Upon completion of clinical internship, students will be able to illustrate competent massage therapy techniques, prepare SOAP notes, perform daily clinic operations tasks, demonstrate professional communication skills, and execute proper body mechanics during massages.

(MT:101 and MT:102 are pre-requisites for this course.)



2021 - 2022 ACADEMIC CALENDAR

CRYSTAL LAKE CAMPUS

MEDICAL ASSISTING DAY CLASS START DATES

Monday/ Wednesday

January 18, 2021 – February 9, 2022
April 5, 2021 – April 27, 2022
June 14, 2021 - July 11, 2022
August 23, 2021 - September 14, 2022
October 25, 2021 - November 16, 2022

Tuesday/Thursday

February 23, 2021 – March 17, 2022
May 4, 2021 – May 26, 2022
July 20, 2021 - August 11, 2022
September 28, 2021 - October 20, 2022
November 30, 2021 - January 5, 2023

MEDICAL ASSISTING NIGHT CLASS

February 22, 2021 – March 16, 2022
April 26, 2021 – May 18, 2022
June 29, 2021 – July 21, 2022
August 30, 2021 – September 22, 2022
November 08, 2021 – December 1, 2022

DENTAL ASSISTING DAY CLASS

January 19, 2021 – January 20, 2022 (T/TH)
March 22, 2021 – March 23, 2022 (M/W)
June 9, 2021 – June 8, 2022 (M/W)
July 19, 2021 – July 20, 2022 (M/W)
July 28, 2021 – July 28, 2022 (Night Class)
October 5, 2021 – October 6, 2022 (T/TH)
December 8, 2021 – December 7, 2022 (M/W)

MASSAGE THERAPY DAY CLASS

January 12, 2021 – November 9, 2021 (T/TH)
March 18, 2021 – January 18, 2022 (T/TH)
June 21, 2021 - April 19, 2022 (T/TH)
October 4, 2021 – August 24, 2022 (M/W)
November 8, 2021 – September 28, 2022 (M/W)

MASSAGE THERAPY NIGHT CLASS

August 3, 2021 – June 21, 2022 (Mon-Thur)
December 7, 2021 – October 25, 2022 (Mon-Thur)

THERE WILL BE NO CLASS ON THE FOLLOWING DAYS:

2021 HOLIDAYS

* Presidents Day: Feb. 15, 2021
* Memorial Day: May 31, 2021
* 4th of July: July 5, 2021
* Labor Day: Sept. 6, 2021
* Thanksgiving Day: Nov. 25, 2021

2022 HOLIDAYS:

Feb. 21, 2022
May 30, 2022
July 4, 2022
Sept. 5, 2022
Nov. 24, 2022

2021-2022 SCHEDULED BREAKS:

* Spring Break: March 27, 2021 – April 4, 2021
* Winter Break: Dec. 18, 2021 – Jan. 2, 2022

* Spring Break: March 26, 2022 – April 3, 2022
* Winter Break: Dec. 17, 2022 – Jan. 1, 2023

ALL COURSE SCHEDULES ARE SUBJECT TO CHANGE



2021 - 2022 ACADEMIC CALENDAR

LIBERTYVILLE CAMPUS

MEDICAL ASSISTING DAY CLASS START DATES

Monday/ Wednesday

January 18, 2021 – February 9, 2022
April 5, 2021 – April 27, 2022
June 14, 2021 - July 11, 2022
August 23, 2021 - September 14, 2022
October 25, 2021 - November 16, 2022

Tuesday/Thursday

May 4, 2021 – May 26, 2022
July 20, 2021 - August 11, 2022
September 28, 2021 - October 20, 2022
November 30, 2021 - January 5, 2023

MEDICAL ASSISTING NIGHT CLASS

June 28, 2021 – July 25, 2022
August 30, 2021 – September 22, 2022
November 08, 2021 – December 1, 2022

DENTAL ASSISTING DAY CLASS

January 19, 2021 – January 20, 2022 (T/TH)
April 20, 2021 – April 21, 2022 (T/TH)
October 5, 2021 – October 6, 2022 (T/TH)
December 8, 2021 – December 7, 2022 (M/W)

THERE WILL BE NO CLASS ON THE FOLLOWING DAYS:

2021 HOLIDAYS

* *Presidents Day:* Feb. 15, 2021
* *Memorial Day:* May 31, 2021
* *4th of July:* July 5, 2021
* *Labor Day:* Sept. 6, 2021
* *Thanksgiving Day:* Nov. 25, 2021

2022 HOLIDAYS:

Feb. 21, 2022
May 30, 2022
July 4, 2022
Sept. 5, 2022
Nov. 24, 2022

2021-2022 SCHEDULED BREAKS:

* *Spring Break:* March 27, 2021 – April 4, 2021
* *Winter Break:* Dec. 18, 2021 – Jan. 2, 2022

* *Spring Break:* March 26, 2022 – April 3, 2022
* *Winter Break:* Dec. 17, 2022 – Jan. 1, 2023

ALL COURSE SCHEDULES ARE SUBJECT TO CHANGE

2021 Textbook and Supplemental Materials List

DENTAL ASSISTING/BLENDED PROGRAMS		ISBN/Description	List Price
1)	Dental Assisting, A Comprehensive Approach, 5 th Edition – Phinney & Halsted (2018)	ISBN: 978-1-305-96763-2	\$165.49
2)	Head, Neck & Dental Anatomy, 4 th Edition – Short, Levin- Goldstein (2012)	ISBN: 978-1-111-30678-6	\$122.49
3)	Chromebook	Equipment	\$310.78
4)	MindTap Dental Assisting, A Comprehensive Approach	Digital Learning Tool	N/A
5)	Dentrix Practice Management Software	Software	N/A

(Books & Digital Learning Tools for Offered via Cengage Unlimited: <https://www.cengage.com/>)

MEDICAL ASSISTING/BLENDED PROGRAMS		ISBN/Description	List Price
1)	Comprehensive Medical Terminology, Fifth Edition - Betty Davis Jones (2015)	ISBN: 978-1-285-86954-4	\$94.49
2)	Medical Assisting: Administrative & Clinical Competencies, 8 th Edition – Michelle Blesi (2017)	ISBN: 978-1-337-90981-5	\$120.99
3)	Understanding Health Insurance, A Guide to Billing & Reimbursement, 15 Edition – Michelle Green (2020)	ISBN: 978-0-357-37864-9	\$171.49
4)	3-2-1 Code It! 8 th Edition – Michelle Green (2020)	ISBN: 978-0-357-36264-8	\$137.99
5)	Chromebook	Equipment	\$310.78
6)	MindTap Comprehensive Medical Terminology	Digital Learning Tool	N/A
7)	MindTap Medical Assisting: Administrative & Clinical Competencies	Digital Learning Tool	N/A
8)	MindTap Understanding Health Insurance	Digital Learning Tool	N/A
9)	3-2-1 Code It! – MindTap	Digital Learning Tool	N/A
10)	MindTap MOSS	Digital Learning Tool	N/A
11)	CCMA Test Preparation - National Healthcareer Association	Web-based Training	\$194.00

(Books & Digital Learning Tools for Offered via Cengage Unlimited: <https://www.cengage.com/>)

MASSAGE THERAPY PROGRAM		ISBN/Description	List Price
1)	Theory & Practice of Therapeutic Massage, 6 th Edition – Mark F. Beck (2017)	ISBN: 978-1-285-18755-6	\$110.00
2)	Trail Guide to the Body, 6th Edition – Andrew Biel (2019)	ISBN: 978-0-9987850-6-6	\$71.49
3)	Trail Guide to the Body Student Workbook, 6th Edition – Andrew Biel (2019)	ISBN: 978-0-9914666-7-2	\$28.75
4)	A Massage Therapist's Guide to Pathology, 7th Edition - Ruth Werner (2019)	ISBN: 978-0-9982663-4-3	\$79.99
5)	MindTap Theory & Practice of Therapeutic Massage	Digital Learning Tool	N/A
6)	Massage Prep (for Mblex) - Massage Prep, LLC	Web-based Training	\$250.00

(Books & Digital Learning Tools for Offered via Cengage Unlimited: <https://www.cengage.com/>)

ADMINISTRATION & FACULTY

ADMINISTRATION

Eric Beier, President

Lisa Raap, Associate Executive Director

Katie Postelnick, Compliance Administrator

Nick Eigenschenk, Sr. Admissions Advisor

Scott Lurette, Admissions Advisor

Jessica Veltri, Student Services Administrator

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Darrell Russell, Financial Aid Administrator

Victoria Patterson, IDL Coordinator

Destine Haley, Massage Clinic Coordinator

Samantha Weaver, Massage Clinic Coordinator

CRYSTAL LAKE CAMPUS FACULTY

Betty Sindelar
Dental Instructor

Karrie Gilliam
Dental Instructor

Kelly Goff
Dental Instructor

Bobbi Sandoval
Medical Instructor

David Williams
Medical Instructor

Karen Grube
Medical Instructor

Lynette Reedy
Medical Instructor

Susan Hennelly
Medical Instructor

Christine Barnes
Massage Instructor

Coralee Watkin
Massage Instructor

Debra Schweitzer
Massage Instructor

Kelly Blake
Massage Instructor

Miriam Jamisola
Massage Instructor

LIBERTYVILLE CAMPUS FACULTY

Betty Sindelar
Dental Instructor

Karrie Gilliam
Dental Instructor

Kelly Goff
Dental Instructor

David Williams
Medical Instructor

Sumana Banerjee
Medical Instructor

Susan Hennelly
Medical Instructor

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Margo Abbatemarco – AdvocateAurora Healthcare

Marcia Rodriguez – Greater Elgin Family Health Care

Meagan Romer – MercyHealth

MASSAGE THERAPY

Cassandra Stratton – Mario Tricoci

Nancy Wallace – Hand and Stone Massage

Tina Loos – Malooley Chiropractic



CAMPUS SAFETY & CRIME DISCLOSURE

ANNUAL CAMPUS SAFETY REPORT & CRIME STATISTICS

First Institute, Inc. is committed to providing a safe and secure educational environment for our students, staff, faculty and visitors. First Institute, Inc. adheres to and supports federal statute “20 U.S.C. 1092(f) Disclosure of Campus Security Policy and Campus Crime Statistics Act” also known as the “Clery Act”. This law requires all colleges and universities that participate in federal financial aid programs to disclose and report campus crimes on an annual basis. Furthermore, the law requires that this information be available to current and prospective students and employees.

First Institute’s Jeanne Clery Disclosure of Campus Security Policy and Campus Crimes Statistics Report are distributed to every student and employee on an annual basis and are available to prospective employees and students at their request. Students and employees receive an electronic copy each year distributed via email, and hard copies are also available in the Student Services office. New students and employees receive notification of the Annual Security Report during orientation and they may also obtain a hard copy in the Student Services Office. Crime Statistics are also posted in break areas and in the front reception area of the buildings. Faculty and staff may access the report on First Institute’s network and the report may also be found on the institution’s public website located at:

www.firstinstitute.edu/campus-safety-report

CORONAVIRUS ADDENDUMS

INTRODUCTION

The purpose of this Addendum to First Institute's Catalog is to outline some of the modifications made due to the Coronavirus pandemic; however, this document is not exhaustive of all potential modifications to policies and procedures outlined in the catalog.

First Institute will work closely with students on an as needed basis to determine where additional flexibility or modifications are possible.

Due to the COVID-19 pandemic, this approval is temporary and we anticipate the institution will resume clinical lab classes and other courses as after the 'shelter in place' order is lifted by Governor Pritzker.

COVID BREAK

Due to the Coronavirus outbreak, First Institute was closed the week of March 16-March 22 prior to Spring Break that was scheduled March 23-March 29. All programs resumed online March 30, 2020.

PROGRAM DELIVERY

First Institute is approved by the Accrediting Council of Continuing Education and Training (ACCET) and the U.S. Department of Education (USDE) to offer programs in an online format temporarily. First Institute is offering all programs virtually through synchronous and asynchronous delivery methods. Courses will convert to a blended/hybrid delivery to combine online and on-campus instruction and on-campus instruction will be limited to clinical laboratory hands-on courses as social distancing requirements are modified allowing more students into the buildings. This amendment is effective March 16, 2020 until emergency declarations from the state and federal government are rescinded.

EMERGENCY PREPAREDNESS AND OPERATIONS PLAN (EOP)

Please refer to the COVID-19 Addendum to Emergency Preparedness and Operations Plan (EOP) for Students, Staff, and Campus Operations for more information and resources.

ADMISSIONS REQUIREMENTS

Program advisement, campus tours and financial advising are available daily through video conferencing. All applicants must schedule an online interview with First Institute admissions staff, complete an Application for Enrollment, pass the Wonderlic assessment, provide proof of high school graduation or GED, and a government issued form of identification to verify identity. Applicants will review broad program goals and objectives with admissions advisors to assist with determining if the program objectives meet their educational and career goals. Students must sign and adhere to respective program parameters listed in the catalog and reviewed during the orientation process.

During the COVID-19 emergency, the Wonderlic assessment required for admission and the First Institute Scholarship is temporarily suspended during the pandemic. The Performance Scholarship student document



submission period has temporarily changed during the pandemic to 30 days after a student's exit interview or the date of the letter that is sent to the student if they are unable to attend an exit interview in person. This amendment is effective March 16, 2020 until emergency declarations from the state and federal government are rescinded.

Proof of Graduation Attestation

Due to temporary school closures from COVID-19, an exception is being made to allow the temporary use of an attestation if proof of graduation or equivalent is delayed until schools reopen. Proper documentation must be secured once schools reopen; however, the attestation will remain on file to demonstrate compliance at the time the student started classes. As a result of difficulties students may have in obtaining proof of high school completion or equivalent due to the Coronavirus pandemic (COVID-19) school closures, the College is temporarily modifying its policy to accept attestations in place of high school diplomas or equivalent credentials. The College has confirmed that in some cases, federal financial aid can be paid temporarily using an attestation; however, there are some circumstances that may not allow funding without an official proof of graduation and/or other required documents.

Questionnaire

Applicants seeking admission to programs with temporary online courses must satisfy the same admission requirements as on-campus programs. Prospective online students must also complete the Blended Course Readiness Questionnaire. Prospective students are apprised throughout the application process of the instructional delivery systems and technologies used in their program including the technical competencies and requirements to successfully complete the online portion of courses in the program. First Institute only offers blended/hybrid online programs in the state of Illinois where students must complete the hands-on component portion of the program at the Crystal Lake or Libertyville campuses.

For successful engagement in the online learning environment, applicants should consider the following:

Availability of Time:

Student success is predicated on the time available to participate in online classes, and additional time to complete online class assignments, projects, or homework as assigned. The more time spent on preparation and studying, the better the opportunity for achieving success. Students should plan to log in and participate in forums, submit assignments, and/or take quizzes in any given week. Additionally, students will spend a significant time offline reading, completing online course activities and studying. Students must manage their time carefully in order to succeed.

Technology Requirements

Throughout the admissions process, prospective students are apprised of the instructional delivery systems and technologies used in the blended/hybrid online programs and are informed of the technical competencies and equipment required to complete the online portions in the program. Students enrolled in the blended/hybrid online programs MUST have access to a computer and the internet in order to effectively participate and successfully complete the courses with an online component. Cell phone apps may not facilitate full participation and cannot solely be relied upon for completing assignments. Prior computer experience and word processing knowledge provides a solid foundation for online course success.

ATTENDANCE POLICY

Attendance, punctuality, and participation are expected in all classes and learning experiences. Students enrolled in programs whether on-campus or a blended delivery format should plan to attend all scheduled classes and online live instructor and class sessions, participate in discussion forums, and complete all online class activities. At First Institute, regular and punctual attendance and participation in the classroom, lab, clinical setting and online format is expected of all students and is essential to ensure that students acquire the necessary knowledge and skills to be successful in a professional healthcare environment. If a student is sick or anticipates that he/she will miss a classroom, clinical experience, or online activity, the student should notify the school, instructor or externship supervisor in advance.

When a student enrolls at First Institute, that student accepts the responsibility of regularly attending and participating in classes and completing all class work assigned. For satisfactory attendance, a student must maintain a minimum of 90% attendance. First Institute does not have excused absences and students may miss no more than 10% of scheduled class hours for emergencies. Students should always have a back-up plan for childcare, transportation and work.

Participation in Regular and Substantive Interaction for Academic Attendance

Students in a blended program with online course content are subject to the same attendance policy and procedures as the on-campus programs. However with an online component, attendance is defined in a different manner. Students participating in a blended program are expected to actively participate in the course through academically related assessments, activities, and discussions with both instructors and classmates, and on-campus scheduled classes.

Academic related activities:

Academic related activities are used to determine a student's official last date of attendance at First Institute and determine the effective date of active and withdrawn enrollment statuses. A student must participate in a discussion or submit online at least one academic related activity for each online day scheduled for the week to be considered in attendance and actively participating. Online class attendance will be documented based on the class activities assigned online class activity as defined in the course syllabus and course activities checklist.

An online class week is defined as 12 AM CST Monday and ends on Sunday 11:59 CST, unless otherwise indicated. The following activities are considered academically related activities for attendance:

1. Submission of a gradable assignment, such as a paper, test, exam or quiz.
2. Participation in a gradable online discussion, as directed by an instructor, with classmates, in a way that is substantively and academically related to the enrolled course. Examples include:
 - Participation in a gradable online discussion with an instructor, such as an asynchronous lecture, in a way that is substantively and academically related to the enrolled course.
 - The purpose of substantive interaction in an online discussion forum or thread is to promote comprehension of the academic topic through a collaborative, collective and interactive conversation. Substantive interaction involves a sustained, interactive communication.
 - A substantive post adds to the discussion and encourages a response from fellow students. A student's discussion post may include a well thought out opinion that applies ideas relevant to the course content. It may compare and contrast the posts of others, perceptions of each student experience of facts may also

vary based on the student's perception. In some cases, the values of an outcome may be explored that further expands on the discussion thread. By substantively interacting, it opens up the lines of communication with fellow classmates and instructors to help foster and promote a deeper academic understanding of the topics discussed in the course, which will contribute to student academic achievement.

Some examples of non-substantive posts that are **not** considered to be an academically related activity:

- Discuss topics unrelated to the academic coursework (i.e. the plot line of your favorite television show).
- Mocking or insulting classmates for their opinions.
- Asking questions of the instructor that are not academically substantive in nature or related to the specific course (i.e. “will this test be hard?”)
- Offering a two word response like “I disagree,” without further explanation.
- Merely logging into an online course without active participation (as described above) does not constitute attendance.

Completion of weekly coursework, assignments and student submissions will be graded/evaluated in FI’s Moodle within 48 hours of the Sunday 11:59 pm due date. Attendance will be deducted for any assignments and class activities that are not completed by the weekly deadline.

14 Day Attendance Policy

A student who is not in attendance for 14 consecutive calendar days (including weekends), will be administratively withdrawn from the program, unless the student notifies First Institute they are returning to class. If a student has an emergency situation where they will not be able to attend class for two weeks or longer, students may request a temporary leave as outlined in the Leave of Absence Policy. Scheduled breaks of five days or more are not included in the 14 day no attendance calculation.

Students enrolled in a blended online program follow the same 14 day attendance policy as on-campus programs. Students who do not attend at least one academic related activity in any two-week period will be dropped from the course and administratively withdrawn from the program. A students' participation and substantive interaction for academic attendance will be tracked using interaction with the instructor and the tools within the learning management system (FI Moodle).

Throughout the course, students must participate to ensure successful completion by regularly submitting assignments and substantively interacting with other students and the instructor on a weekly basis. Students are expected to abide by First Institute’s Attendance Policy and online student attendance requirements. Students who do not engage in an academically related activity or attend scheduled on-campus classes for 14 consecutive days (excluding scheduled breaks over 5 days) will be withdrawn for lack of participation/ substantive interaction, resulting in a grade of “W” recorded on the student's academic transcript.

Make-Up

Students in a blended program with online course content are subject to the same make-up policies and procedures as on-campus requirements with some modifications. If a student’s attendance falls below 90%, the student will be required to participate in class discussion or complete online activities to receive make-up hours. Make-up may be completed online or on-campus.

Make-up will be relevant to scheduled courses missed and comparable to the content, time and delivery of the classes missed. Make-up is recorded for attendance hours and documents are maintained by student services. Students may not complete make-up related to material that has not yet been presented within in a course.

Make-up may be done online or on-campus, however for clinical lab hands-on-skills, make-up can only be completed on-campus, except in extreme circumstances such as covid. Any class activities or missing assignments that are not complete one-week after the end of the course will receive a grade of 0 and will also negatively affect your attendance. Make-up assignments may be completed at a later date for attendance purposes only, but make-up will not change the final grade for any assignments or class activities attempted after the course deadline.

Discussion Forum Make-Up

Due to the nature of the discussion forums, active participation is required during the specific time frame when the discussion forum is open. Once the time has expired and a discussion forum is closed, students will not be able to submit make-up related to a closed discussion forum.

SATISFACTORY ACADEMIC PROGRESS POLICY (SAP)

Section 3509 of the CARES Act allows institutions to exclude from the quantitative component (pace measurement) of satisfactory academic progress (SAP) attempted credits a student was unable to complete as a result of the COVID-19 national emergency. It is not necessary for a student to have filed a SAP appeal for an institution to exercise this flexibility. However, to exclude attempted credits from SAP, an institution must have reasonably determined that the student's failure to complete those credits was the result of a COVID-19 related circumstance. Allowable circumstances include, but are not limited to, illness of the student or family member, need to become a caregiver or first responder, economic hardship, added work hours, loss of childcare, inability to continue with classes via distance education, inability to access wi-fi due to closed facilities. If an institution temporarily ceases operations during a period of enrollment, attempted credits for all affected students (specific to that enrollment period) may be excluded.

Regarding the effect of excluding attempted credits on maximum timeframe, SAP regulations require that the pace at which student's progresses through the program ensures completion of that program within the maximum timeframe. A four-year program consisting of 120 credit hours with a maximum timeframe of 180 credit hours (150 percent of program length) must have a pace of 66.666 percent (rounded to 67 percent), cumulatively measured at each interval, to ensure students complete within maximum timeframe. For example, the pace of a student who has completed 78 of 120 attempted hours is 65 percent (78/120), below what is necessary to be making SAP. However, if 12 credits the student attempted but was unable to complete in spring of 2020 are excluded due to a COVID-19 related circumstance, the pace becomes 72 percent (79/108) and he or she is making SAP. The 12 credits are effectively excluded from the maximum timeframe as well as the measurement of pace.

Repeated Courses: A student must repeat any course in which a passing grade of 70% or higher is not earned. Upon successful completion of a repeated course, the new grade replaces the original grade in computing the student's cumulative grade point average. A repeated course will count toward both the pace and maximum time frame. Credit for a repeated course is considered only one time in the determination of satisfactory progress and as credit toward graduation requirements.



LEAVE OF ABSENCE (LOA)

The U.S. Department of Education has permitted COVID-19 to be included as an approved reason for a Leave of Absence (LOA) should students wish to postpone their education even if the student notifies the institution in writing after the approved leave of absence has begun. Students should follow the procedures as outlined in First Institute's Catalog to request a leave of absence.

Under the Coronavirus Aid, Relief, and Economic Security (CARES) Act an institution offering a program for which distance education is not a viable option may decide to suspend the program on a temporary basis placing students on approved LOAs. When a student reaches the point where they have only the clinical lab course(s) remaining, First Institute will place students on an approved LOA. Please refer to the Addendum to Emergency Preparedness and Operations Plan (EOP) on the College's Coronavirus page for updates on reopening. <https://www.firstinstitute.edu/coronavirus-disease-2019-covid-19/>

STUDENT CONDUCT

In addition to the standard student conduct requirements, added requirements to protect students and employees and comply with all related guidance necessitated by the COVID-19 pandemic include but are not limited to:

1. Wearing a mask whenever required;
2. Adhering to required social distancing space;
3. Refraining from attending campus when ill or exhibiting symptoms;
4. Participating in required temperature screenings as required;
5. Complying with direction of staff and faculty when entering and exiting the buildings.

R2T4 Waiver

First Institute has elected not to participate in the COVID 19 R2T4 Waiver option, all monies will be refunded to the U.S Department of Education per our current policy.

HIGHER EDUCATION EMERGENCY RELIEF FINANCIAL AID STUDENT GRANTS

First Institute received education stabilization funds under Section 18004(a)(1) of the Coronavirus Aid, Relief, and Economic Security Act ("CARES Act"), Public Law No: 116-136. This Fund Report applies to the student portion received under the Higher Education Emergency Relief Fund that is designated exclusively for emergency financial aid grants to students.

The institution appreciates that Congress and the President have made these critical funds available for eligible students who have expenses related to the disruption of campus operations due to the coronavirus pandemic. We take receipt of these federal funds seriously and are distributing them in accordance with the CARES Act and implementing guidance.

First Institute will take the full Higher Education Emergency Relief Fund (HEERF) student award granted to the institution from the U.S Department of Education and divide it between all eligible students. Once the amount per student is calculated the total amount per student will be divided into two (2) payments approximately 30 days apart.

Institutional Disclosures Reporting Table

Reporting Period July 1, 2019 - June 30, 2020

Per Section 1095.200 of 23 Ill. Adm. Code 1095:

Institution Name: First Institute

The following information must be submitted to the Board annually; failure to do so is grounds for immediate revocation of the permit of approval.

	Medical Assisting	Dental Assisting	Massage Therapy		
Disclosure Reporting Category					
Program Name					
CIP*	51.0801	51.0601	51.3501		
SOC*	31-9092	31-9091	31-9011		
A) For each program of study, report:					
1) The number of students who were admitted in the program or course of instruction* as of July 1 of this reporting period.	100	31	17		
2) The number of additional students who were admitted in the program or course of instruction during the next 12 months and classified in one of the following categories:					
a) New starts	137	42	23		
b) Re-enrollments	2	0	0		
c) Transfers into the program from other programs at the school	0	0	0		
3) The total number of students admitted in the program or course of instruction during the 12-month reporting period (the number of students reported under subsection A1 plus the total number of students reported under subsection A2).	238	73	40		
4) The number of students enrolled in the program or course of instruction during the 12-month reporting period who:					
a) Transferred out of the program or course and into another program or course at the school	1	0	0		
b) Completed or graduated from a program or course of instruction	86	23	19		
c) Withdrew from the school	30	5	5		
d) Are still enrolled	121	45	16		
5) The number of students enrolled in the program or course of instruction who were:					
a) Placed in their field of study	76	21	13		
b) Placed in a related field	4	0	2		
c) Placed out of the field	5	1	2		
d) Not available for placement due to personal reasons	0	0	1		
e) Not employed	1	1	1		
B1) The number of students who took a State licensing examination or professional certification examination, if any, during the reporting period.					
	89	0	19		
B2) The number of students who took and passed a State licensing examination or professional certification examination, if any, during the reporting period.					
	79	0	17		
C) The number of graduates who obtained employment in the field who did not use the school's placement assistance during the reporting period; such information may be compiled by reasonable efforts of the school to contact graduates by written correspondence.					
	6	7	5		
D) The average starting salary for all school graduates employed during the reporting period; this information may be compiled by reasonable efforts of the school to contact graduates by written correspondence.					
	\$15.54	\$14.91	\$23.13		

*CIP--Please insert the program CIP Code. For more information on CIP codes: <https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>

*SOC--Please insert the program SOC Code. For more information on SOC codes: <http://www.bls.gov/soc/classification.htm>

*A course of instruction is a standalone course that meets for an extended period of time and provides instruction that may or may not be related to a program of study, but is either not part of the sequence or can be taken independent of the full sequence as a stand-alone option. A Course of Instruction may directly prepare students for a certificate or other completion credential or it can stand alone as an optional preparation or, in the case of students requiring catch-up work, a prerequisite for a program. A stand-alone course might lead to a credential to be used toward preparing individuals for a trade, occupation, vocation, profession; or it might improve, enhance or add to skills and abilities related to occupational/career opportunities.

} In the event that the school fails to meet the minimum standards, that school shall be placed on probation.

} If that school's passage rate in its next reporting period does not exceed 50% of the average passage rate of that class of schools as a whole, then the Board shall revoke the school's approval for that program to operate in this State. Such revocation also shall be grounds for reviewing the approval to operate as an institution.

FIRST INSTITUTE'S MASSAGE CLINIC

Massage Therapy has many beneficial qualities such as relieving stress brought on by day to day life. It can promote peace of mind, relax muscle tension, increase circulation and it can also help foster a healthier lifestyle.



STUDENT MESSAGE SERVICES

As part of our Massage Therapy program, students take full advantage of **First Institute's** approach to hands-on training. At our Massage Clinic students not only perfect the art of massage but gain confidence in a professional, real-world setting.

Swedish Massage

60 minute Swedish Massage	\$35.00
90 minute Swedish Massage	\$55.00

Hot Stone Massage

60 minute Hot Stone Massage	\$50.00
90 minute Hot Stone Massage	\$65.00

• **Special Pricing for First Institute Active Students and Graduates**

60 Minute Swedish Massage:	Active Students of First Institute	\$10.00
	Graduates of First Institute	\$20.00

Student Massage Hours:

Monday through Saturday depending on student availability.
Call for days and times available.

To schedule your appointment today

Call: 815-788-1057

Relaxation awaits!

Massage Clinic Address: 757 McHenry Ave. Crystal Lake, IL 60014



**Crystal Lake
Main Campus**

790 S. McHenry Avenue
Crystal Lake, IL 60014

815-459-3500

**Libertyville
Branch Campus**

1139 S. Milwaukee Avenue
Libertyville, IL 60048

847-440-2000

www.firstinstitute.edu