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GENERAL INFORMATION

FOUNDING

Evara Health Institute, Inc. (dba. Evara Health Institute) was founded in 2023 as an educational institution with a profound commitment to delivering exceptional healthcare education and training. This institution is deeply attuned to the ever-evolving demands of the healthcare industry while remaining highly responsive to the unique needs of our community. Evara Health Institute's visionary approach to program development, coupled with unwavering student support and seamless integration of cutting-edge technology, will set it apart as a pioneer in healthcare education. By prioritizing accessibility and fostering meaningful student engagement, Evara Health Institute empowers its students to excel in their educational journey and opens doors to upward economic mobility, solidifying its role as a transformative force in the field of healthcare education.

The board of trustees and corporate officers governing Evara Health Institute consist of:

- Elodie Dorso, President of the Board
- Kim Schuknecht, Secretary of the Board
- James Gilbert, Treasurer of the Board

MISSION, VISION, VALUES

Mission— Evara Health Institute delivers exceptional healthcare education and training that is finely attuned to industry demands and responsive to our community needs. We achieve this through visionary program development, unwavering student support, and seamless integration of technology. By eliminating obstacles to accessibility and fostering deep engagement, we empower students to triumph in their educational journey and achieve upward economic mobility.

Vision—To be a trailblazing leader in healthcare education, Evara Health Institute envisions a future where our graduates stand at the forefront of the industry, armed with unparalleled skills, unwavering compassion, and a commitment to transforming healthcare delivery. Through our innovative programs, holistic support, and technological prowess, we strive to shape a world where access to quality healthcare education knows no bounds, and our students' success stories echo across the healthcare landscape.

Values

Excellence: We uphold the highest standards of quality in every facet of healthcare education, fostering an environment of continuous improvement and striving for exceptional outcomes.

Empowerment: We empower our students to take charge of their learning journey, equipping them with the knowledge, skills, and confidence needed to excel in their healthcare careers.

Innovation: We embrace creativity and innovation in program design, teaching methodologies, and technology integration, ensuring our students are prepared to navigate the evolving landscape of healthcare.

Compassion: We instill a deep sense of empathy and compassion in our students, recognizing the integral role of patient-centered care and the profound impact it has on individuals and communities.

Cultural Competence: We seek, celebrate, and value the diversity of backgrounds, perspectives, and experiences that enrich our learning community, fostering an inclusive environment where all are respected, heard, and empowered to reach their full potential. Through unwavering commitment to equity, we strive to dismantle systemic barriers, challenge biases, and cultivate a fair and just community where opportunities and resources are distributed equitably.

Collaboration: We cultivate a spirit of collaboration among students, faculty, and staff, as well as within the broader healthcare community, recognizing that teamwork and interdisciplinary cooperation are essential for delivering optimal patient outcomes.

Integrity: We uphold the highest ethical standards and professionalism, ensuring honesty, transparency, and accountability in all our interactions and endeavors.

Growth Mindset: We believe that nothing important is gained without hard work and that failure and struggle are often integral to the learning process. As such, we encourage our students and staff to embrace challenges, view setbacks as opportunities for learning, and persistently strive to grow and develop.

OVERARCHING OBJECTIVES

Evora Health Institute strives to create an educational environment that reflects and instills its core values. The following overarching objectives emanate from our core values and shape our organizational culture, direct our Institute operations, and inform our curricular and extracurricular endeavors with the goal that they are manifested in the lives of our Institute team and graduates.

- **Service to Community:** Graduates will regard themselves first and foremost as community service providers. They will actively advocate for equitable access to quality care for marginalized and underserved populations and work to eliminate healthcare disparities within the community.
 - Evora Health Institute works to systematically identify and eliminate barriers that hinder individuals from engaging in training programs. Through proactive measures such as flexible scheduling, blended learning options, culturally sensitive curriculum, and personalized support services, we aim to create an environment where every aspiring healthcare professional, regardless of background or circumstance, can readily embark on their educational journey and thrive in their pursuit of excellence.
- **Clinical Competence:** Graduates will showcase a solid understanding of evidence-based healthcare practices, utilizing their comprehensive knowledge to handle complex medical situations with precision, administer effective treatments, and make informed decisions that align with best practices in patient care.
 - Evora Health Institute provides all students with intentionally designed simulated clinical practice, in-facility externships, and other hands-on experiences that allow them to become proficient in technical skills relevant to their chosen healthcare field, including but not limited to medical procedures, diagnostic tools, patient care techniques, and equipment operation. These experiences prepare students to practice within real-world healthcare settings, fostering confidence and competence to make informed decisions and provide safe and effective patient care within the scope of their training.

- **Critical Thinking and Sound Judgement:** Graduates will exhibit the ability to critically analyze situations, synthesize information, and make sound clinical judgments. They will be skilled in identifying challenges, devising appropriate interventions, and adapting their approach as needed to ensure optimal patient care.
 - Evara Health Institute team members model sound critical thinking skills and a commitment to creative problem-solving. Recognizing the importance of these skills within the healthcare field, faculty deliver instruction built to reflect the complexity of providing high-quality patient care and integrate realistic application opportunities that require students to analyze complex healthcare situations, identify potential issues, and devise appropriate solutions to foster independent and thoughtful decision-making.
- **Patient-Centered Care:** Graduates will demonstrate unwavering compassion towards patients, their families, and the community at large, fostering an environment of empathy and trust. They will prioritize patients' physical, emotional, and psychological well-being of patients, going beyond medical treatment to actively listen to patients and provide them with comfort, support, and understanding.
 - Every member of the Evara Health Institute community is expected to communicate with others in an empathic, respectful, and culturally sensitive manner. Faculty and staff model and teach empathy and communication skills to foster a warm and welcoming learning environment, develop students' ability to establish trusting relationships, and effectively convey information to patients, families, and fellow healthcare professionals. The critical nature of comprehensive patient-centered care is emphasized daily and woven into the Institute's curriculum and instruction.
- **Team Collaboration:** Graduates will embrace a multidisciplinary team approach to healthcare, demonstrating their capacity to work harmoniously with colleagues from diverse healthcare backgrounds to achieve integrated patient care and improved outcomes. They will contribute their unique skills to create comprehensive solutions that address complex health challenges.
 - Evara Health Institute maintains an inclusive teaming model that seeks diverse perspectives, promotes collaboration, supports thoughtful decision-making, and fosters engagement. Faculty provide explicit instruction in the skills necessary to work efficiently and harmoniously within interdisciplinary healthcare teams and provide ample opportunities for students to practice these skills through experiential learning activities.
- **Compliant and Ethical Behavior:** Graduates will uphold the highest ethical standards in their clinical practice, demonstrating integrity, honesty, and respect for patients' autonomy and rights. They will serve as positive role models within the healthcare industry and inspire others to pursue careers that prioritize community service and compassionate care. They will navigate complex ethical dilemmas with sensitivity and professionalism.
 - Evara Health Institute embodies the values of integrity, professionalism, and ethical conduct. Institute faculty and staff are well-versed in rules, regulations, laws, and standards that govern and guide their field and closely follow policies and procedures that ensure compliance. Faculty provide direct instruction in relevant healthcare laws, regulations, ethical principles, and professional standards including those related to patient rights, confidentiality, and safety.

Students are provided multiple opportunities to practice compliant behavior and sound ethical decision-making via simulated practice activities.

- **Cultural Competence:** Graduates will demonstrate an understanding of diversity, equity, and inclusion principles within healthcare. They will recognize and respect the diverse backgrounds, cultures, and identities of patients and colleagues, integrating this awareness into their patient care practices. They will actively contribute to fostering inclusive environments that prioritize empathy, respect, and culturally sensitive communication, ensuring the provision of compassionate and patient-centered care to individuals from all walks of life.
 - Evara Health Institute’s community is diverse and inclusive, comprised of individuals whose unique backgrounds, perspectives, and experiences are sought, celebrated, and valued. Faculty deliver culturally responsive curriculum and instruction to develop students’ understanding of cultural, social, and economic factors that influence healthcare access and outcomes and enable students to provide inclusive and equitable care for diverse patients.
- **Professional Growth Mindset:** Graduates will demonstrate a commitment to lifelong learning, staying abreast of the latest advancements in healthcare practices and technologies. They will actively seek opportunities to innovate and implement evidence-based approaches to enhance patient care and community health.
 - Evara Health Institute fosters a culture of growth mindset, encouraging our students, faculty, and staff to embrace challenges, view setbacks as opportunities for learning, and persistently strive to expand their horizons. The pursuit of excellence, both personally and organizationally, is evident and ongoing. Faculty and staff model and teach self-assessment and reflection, work to normalize struggle as a natural and expected part of the learning process, and promote the power of lifelong learning.

LICENSURE AND ACCREDITATION

Licensed by the Commission for Independent Education, Florida Department of Education.

Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, toll-free telephone number (888) 224-6684.

Evara Health Institute is not accredited. This lack of accreditation makes the Institute ineligible to participate in the Title IV federal student aid program.

FACILITY INFORMATION

Evara Health Institute’s campus is located at 14100-14106 58th St. N., Clearwater, FL 33760. A new Evara Health Institute building is currently being constructed on campus. This facility will house several classrooms for didactic instruction, fully equipped laboratories for clinical instruction (medical, dental, pharmacy), administrative offices, student service offices, and a student break and library resource room. Laboratory spaces within the new Institute building will be well-equipped with the equipment, supplies, and materials appropriate for each program offered. The student resource room will provide space for students to gather and study, computers with internet access, and an online and physical library collection of current titles, periodicals, and professional journals appropriate for each educational program as well as current unabridged dictionaries, thesauri, and recent editions of handbooks appropriate to the program offerings. The building is expected to be completed by the end of July 2024. Existing

classroom, laboratory, administrative offices, and student service and resource spaces are currently co-located with Evara Health Corporate and Evara Health Highpoint Clinic within the 14100-14105 buildings. Evara Health Institute resources utilized in these buildings include a dedicated academic classroom and several clinical practice spaces which are available to be used for laboratory instruction after clinic hours (i.e., after 5:00pm and on weekends) including dedicated spaces for medical, dental, behavioral health, and pharmacy. These spaces are equipped with the equipment, supplies, and materials needed for laboratory instruction for each program offered. Student library resources are provided within the Institute's classroom and include computers with internet access, an online collection of current titles, periodicals, and professional journals appropriate for each educational program, and a physical collection of current titles, periodicals, current unabridged dictionaries, thesauri, and recent editions of handbooks appropriate to the program offerings. The campus is accessible by personal vehicle and public transportation. Convenient parking is available for students, faculty, and staff. The facility meets the Americans with Disabilities Act requirements for accessibility.

CAMPUS ADMINISTRATION, FACULTY, AND STAFF

Evara Health Institute is administered by a full-time, onsite campus administrator who is accountable for ensuring effective daily campus operations, adherence to relevant regulatory requirements and standards, and the overall quality of curricular offerings. The campus administrator oversees the campus leadership team who, in turn, directly oversee specific campus operations, educational programs, and student services.

The Institute leadership team participates in the development, administration, evaluation, and continuous improvement of campus programs, resources, and services. Campus operations leaders oversee important campus functions such as student finance, registrar, technical support, learner services, and placement services. Academic program administrators oversee the day-to-day delivery of each academic program. They are instrumental in the development of the program curriculum and the selection of program equipment, supplies, and other resources. They also select, supervise, assign, and evaluate faculty members. All campus leaders are qualified to perform their functions and assigned duties through experience and/or education and complete required professional development annually to continue to hone their expertise and organizational administration knowledge and skills.

To ensure the effective delivery of blended education programs (i.e., a combination of online and onsite instruction), Evara Health Institute employs individuals who are knowledgeable and skilled in this delivery method and are responsible for the administration of blended programs and evaluation of the effectiveness of faculty teaching in the blended environment.

All members of the Institute leadership team are available and visible on campus and interact regularly with students, faculty, and staff. Each member maintains an open-door policy and is available to meet and communicate with students privately in person and via secure online meeting rooms, email, and telephone.

Evara Health Institute faculty play a crucial role in preparing students for successful careers in their chosen fields. The faculty role is comprised of essential instructional, course administration, program effectiveness, and student support responsibilities. Distance education faculty are trained in effective distance education instructional methods and the use of the Institute's learning management system.

- **Curriculum Development:** Instructors participate in the creation, assessment, and improvement of curricula including the selection of textbooks and other learning resources, creation of syllabi, and development of assignments and assessments. They also participate in the selection, development, evaluation, and improvement of program learning resources and information services. Faculty involvement in these processes facilitates continued alignment with industry standards and program effectiveness goals.
- **Delivery of Instruction:** Instructors are responsible for delivering high-quality instruction designed to develop students' knowledge and skills in their chosen career field. Instructors provide both lecture and hands-on clinical instruction for students to develop students' knowledge base, clinical competence, critical thinking, communication, problem-solving, and effective teaming skills. Through the delivery of current, industry-aligned content, hands-on practice, and simulation, instructors ensure students can apply their learning within a learning environment designed to closely resemble what students will encounter at work.
- **Assessment and Evaluation:** Instructors are responsible for the assessment and evaluation of student performance and for providing students with high-quality feedback regarding their performance. Instructors assess students' progress through assignments, projects, exams, and practical demonstrations. They provide constructive feedback to help students improve their skills and knowledge. They oversee students' clinical externship experiences and are responsible for evaluating each student at the midpoint and end of the externship experience.
- **Student Engagement and Classroom Management:** Instructors are responsible for promoting high levels of student engagement by designing engaging learning activities, implementing instructional best practices, and establishing a safe and inclusive learning environment where all students feel respected and valued. They adapt teaching methods to accommodate different learning styles and abilities and integrate instructional technology including multimedia, software tools, and online resources to enhance learning and replicate real-world scenarios.
- **Academic Advising and Career Guidance:** Instructors provide students with academic advising and career guidance. They offer scheduled tutoring and supplemental skill instruction opportunities and meet regularly with students to offer guidance on career pathways, job opportunities, and industry certifications.
- **Collaboration:** Instructors collaborate with industry professionals, employers, and advisory boards to ensure their curriculum aligns with industry needs. This helps bridge the gap between education and the workforce. Instructors also collaborate internally with program and campus leadership to evaluate, create, and implement program effectiveness plans and student support staff to facilitate the provision of campus wrap-around services.
- **Professional Development:** Instructors regularly engage in professional development to ensure their continued growth and development. Faculty complete a minimum of 8 hours of continuing education each year to enhance their teaching skills, industry knowledge, and pedagogical techniques. Additionally, all faculty members are provided training on the blended learning model, the learning management system (LMS), library resources and services, and academic policies and procedures before teaching. Evaluations completed within the first thirty days of an instructor's first class and annually provide instructors with feedback and help to inform professional development focus areas.

A listing of all current administrative staff and faculty may be found in Evara Health Institute's Catalog Supplement.

ADVISORY BOARDS

Evara Health Institute has an active institutional advisory board and occupational advisory boards for each program of study.

Institutional Advisory Board

The Institutional Advisory Board at Evara Health Institute will be comprised of at least five members, with a majority being external to the institution. The board includes campus administrators, faculty representatives, and community members whose expertise supports the institute's mission and programs.

The Institutional Advisory Board will meet at least once per year to:

- Seek input and provide ongoing feedback regarding the continued relevancy of the institutional mission.
- Evaluate the institute's strategic plan and progress toward goals, recommending revisions as needed.
- Review financial resources available for ongoing institutional operations and strategic plan implementation.
- Assess and revise as needed the institute's plans for general operations, facilities, maintenance, improvements, and health/safety.
- Evaluate student services annually and make recommendations for improvement.
- Validate planning for new campuses and programs.

Minutes documenting the details of each Institutional Advisory Board meeting are recorded and maintained.

Occupational Advisory Boards

For each occupational area offered, Evara Health Institute maintains an Occupational Advisory Board comprised of at least three external members representing that occupational field. At least two external members must be physically present at meetings, others may attend virtually.

The Occupational Advisory Boards meets at least once per year in a face-to-face format to:

- Review and ensure ethical recruiting activities for each program;
- Evaluate the congruency of the institution's mission and local employment needs;
- Provide feedback on the program objectives and appropriateness of instructional delivery methods (traditional, hybrid, distance education);
- Review program outcomes to evaluate effectiveness and program outcomes and make recommendations for improvement;
- Review funding for instructional equipment and supplies and services to ensure quality occupational education; and,
- Establish that distance education courses are identical in quality, rigor, standards, and outcomes as those in fully residential programs.

Board meeting minutes are maintained demonstrating activities, recommendations, and member details. Members of the Occupational Advisory Board may complete Employer Program Verification forms for the program. Three signatures per program are required.

GENERAL OPERATING POLICIES AND PROCEDURES

OPEN DOOR POLICY

Evara Health Institute promotes an atmosphere whereby students are encouraged to talk freely with any Institute staff. Students are encouraged to openly discuss with their Program Director and/or Director of Student Services any concerns so appropriate action may be taken. If these individuals cannot be of assistance, the Vice President of Education and Curriculum is available for consultation and guidance. Evara Health Institute welcomes the opportunity to help students whenever possible.

EQUAL OPPORTUNITY POLICY

Evara Health Institute provides equal opportunity to all qualified applicants for training without regard to race, color, religion, sex (including pregnancy, gender identity, or sexual orientation), national origin, age, disability, handicap, marital status, genetic information, veteran status, or any other status protected by federal, state, or local laws. Evara Health Institute also complies with applicable state and local laws governing nondiscrimination. This policy applies to all terms and conditions of enrollment, including but not limited to, recruitment, enrollment, service delivery, instruction and evaluation, placement, leaves of absence, discipline, and dismissal decisions. Evara Health Institute's objective is to provide training and education for individuals who satisfy admissions criteria, make satisfactory academic progress, and comply with attendance, code of conduct, and other institutional policies. All decisions related to enrollment, instruction, student services, discipline, and program dismissal shall be made based on each individual's merit and in accordance with equal opportunity principles.

Evara Health Institute expressly prohibits any form of unlawful harassment based on race, color, sex, national origin, age, disability, religion, or status as a Vietnam-era or special disabled veteran, or status in any group protected by state or local law. Improper interference with the ability of any Evara Health Institute student to learn or employees to perform his/her expected job duties will not be tolerated.

AMERICANS WITH DISABILITY ACT—REASONABLE ACCOMMODATIONS POLICY

The Evara Health Institute Equal Opportunity Policy is consistent with the requirements and objectives set forth by Title VII of the 1964 Civil Rights Act, the Americans with Disabilities Act, and other federal, state, and local laws prohibiting discrimination, harassment, and retaliation. The Institute provides reasonable accommodations to pregnant individuals and individuals with disabilities, handicaps, and bona fide religious beliefs.

Accommodation Process

Evara Health Institute is dedicated to promoting an inclusive and equitable educational environment that values and supports the diverse abilities of all students. Our mission is to ensure that students with disabilities have equal access to educational opportunities, resources, and services, fostering their academic success and personal growth.

Guiding Principles

- **Accessibility:** We are committed to providing accessible learning environments, resources, and services that remove barriers to education for students with disabilities.

- **Equity:** We strive to create a level playing field where all students can participate, engage, and excel in their academic pursuits.
- **Empowerment:** We empower students with disabilities by promoting self-advocacy, independence, and informed decision-making in their educational journey.
- **Collaboration:** We believe that successful support requires collaboration with the student, faculty, staff, and the wider Evara Health Institute community.
- **Respect:** We uphold the dignity and respect of each individual, valuing their unique contributions and perspectives.

Accommodation Requests: Evara Health Institute Policy facilitates reasonable accommodations based on individual needs and documented disabilities. Accommodations may include extended test-taking time, accessible course materials, assistive technology, and more. Accommodations are based on individual needs and may include alternative formats, assistive technology, exam accommodations, note-taking support, and options for physical accessibility.

Confidentiality and Privacy: We respect the privacy of students and treat all disability-related information with the utmost confidentiality. Information is shared on a need-to-know basis to ensure each student's privacy.

Student Engagement: Individualized Support Plans: We collaborate with students to develop individualized accommodation plans tailored to their unique needs and goals.

Compliance and Compliance: Evara Health Institute operates in accordance with federal and state laws, including the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. We continuously assess and refine our services to meet the evolving needs of our students.

We are committed to fostering an environment where diversity is celebrated, and every student can thrive by championing accessibility, advocating for equity, and supporting the success of all students at Evara Health Institute.

Procedures for Requesting Reasonable Accommodations

Students seeking reasonable accommodations are required to self-identify as a student with a disability, complete required accommodations eligibility forms, and provide documentation of disabling condition (if required). Students requesting accommodations are required to disclose their disabling condition requiring accommodation, how the disability impacts academic performance, and the specific accommodations requested. Students may be asked to provide documentation from a medical professional who has formally evaluated the student and identified the student as having a disability that impacts academic performance or another major life function (e.g., mobility). Accommodations are not provided retroactively; therefore, students are encouraged to contact the Disability Coordinator as soon as possible to request accommodations. Students are also encouraged to communicate with the Disability Coordinator in a timely manner if provided accommodations are insufficient or ineffective. Concerns regarding eligibility decisions and accommodations provided/denied, or perceived discrimination because of disability should be escalated to the Vice President of Education and Curriculum.

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in education programs or activities including admissions, education, extracurricular activities, discipline, and other activities of schooling. The prohibition includes discrimination related to

pregnancy or pregnancy-related conditions. Evara Health Institute is committed to supporting pregnant students so that they may continue in school and complete their educational program. Students may request accommodations due to pregnancy, nursing, or pregnancy-related conditions by contacting the Disability Services Coordinator.

Evara Health Institute's Title IX Coordinator is Dr. Rebecca Sarlo, Vice President of Education and Curriculum. The Title IX Coordinator is responsible for overseeing Title IX compliance, receiving reports of sex discrimination and sexual harassment, and coordinating investigations and responses to such reports.

Evara Health Institute maintains records related to Title IX complaints and investigations and submits reports to the U.S. Department of Education's Office for Civil Rights (OCR) upon request. Confidentiality is maintained to the maximum extent possible, consistent with the need to investigate the complaint. Evara Health Institute management will give progressive and fair discipline based on facts and will provide a review of disciplinary decisions.

PROCEDURES FOR REPORTING DISCRIMINATION

At Evara Health Institute, we are committed to maintaining a community free from discrimination. We have established clear procedures for addressing discrimination grievances and encourage prompt reporting of any such incidents. This policy outlines our process for handling discrimination grievances.

Definition of Discrimination Grievance: A discrimination grievance encompasses any complaint related to discrimination based on age, race, color, religion, ancestry, national origin, age, non-disqualifying disability, gender, sex, sexual orientation, marital status, genetic information, or military or veteran status. This includes instances of sexual harassment and disability discrimination by Evara Health Institute or any member of the Evara Health Institute community, including students or third parties.

Reporting Discrimination: If any member of the Evara Health Institute community believes they have experienced discrimination in violation of our Nondiscrimination Policies (including the Equal Opportunity Policy, Americans with Disabilities Act-Reasonable Accommodations Policy, and Title IX Policy), they should report the situation immediately to the Vice President of Education and Curriculum, who also serves as the Title IX Coordinator.

In cases where the Vice President of Education and Curriculum/Title IX Coordinator is the subject of the complaint, individuals should contact Evara Health Institute's Compliance Officer.

Timely Reporting: Discrimination grievances should be reported as soon as possible following the alleged incident of discrimination.

Grievance Submission: To initiate the discrimination grievance process, the following information must be included in a written grievance:

- Name and address
- Description of the alleged violation and the date it occurred, along with the names of any witnesses
- Names of persons responsible for the alleged violation (if known)
- Any requested relief or corrective action, if applicable
- Any background information or relevant documentation

Timeliness of Complaint: Complaints should be filed within thirty days after the complainant becomes aware of the alleged violation. Complaints received later than thirty days after the complainant became aware of the alleged violation may be dismissed as untimely.

Investigation Process: Upon receipt of a grievance, Evara Health Institute will conduct an investigation, as appropriate. This investigation is designed to be prompt and thorough. It allows the complainant, the subject(s) of the complaint, and any interested persons to submit documents and information relevant to the consideration and resolution of the complaint.

Outcome Notification: Evara Health Institute will complete its investigation within a reasonable time and notify the complainant and all alleged responsible parties of the investigation's outcome and the basis for its decision.

Corrective Action: If discrimination is determined to have occurred, Evara Health Institute will take appropriate action to prevent its recurrence and correct any effects felt by the complainant and others, if necessary.

Reconsideration: Any party to the complaint may request reconsideration of Evara Health Institute's determination if dissatisfied. Requests for reconsideration must be made in writing to the Compliance Officer within seven days of receiving the determination and/or recommendation(s). The Compliance Officer will respond within thirty days. Reconsideration decisions are considered final.

External Reporting: Grievances may also be reported to the U.S. Department of Education Office for Civil Rights at the provided contact information. Complainants are not required to complete the Evara Health Institute grievance process before contacting the Office for Civil Rights. Complainant may file a complaint with the Office of Civil Rights at:

Lyndon Baines Johnson Department of Education Building
400 Maryland Avenue, SW
Washington, DC 20202-1100
Tel: 800-421-3481 (Toll Free)
Fax: 202-453-6012
TDD: 800-877-8339 (Toll-Free)
Email: mocr@ed.gov

Non-Retaliation: Evara Health Institute strictly prohibits retaliation against any complainant under this grievance procedure or against any person who assists a complainant in pursuing a complaint under this procedure.

NO-HARASSMENT POLICY

The Evara Health Institute is committed to maintaining a work and learning environment that is free from discrimination and in which faculty, staff, and students can devote their full attention and best efforts to the education journey. Harassment has no place in the school environment. Evara Health Institute does not support and will not tolerate any form of harassment based on race, color, religion, sex (including pregnancy, gender identity, or sexual orientation), national origin, age, disability, handicap, marital status, genetic information, veteran status, or any other status protected by federal, state, or local laws.

This policy applies to all students and employees and other individuals who harass our students or staff. Examples of "harassment" that are covered by this policy include offensive language, jokes, or other physical, verbal, written, or pictorial conduct relating to the employee's race,

color, religion, sex (including pregnancy, gender identity, or sexual orientation), national origin, age, disability, handicap, marital status, genetic information, veteran status, or any other status protected by federal, state, or local laws that would make a reasonable person experiencing such behavior feel uncomfortable or would interfere with the person's school or work performance.

The examples below are just that – examples. It is impossible to list every type of behavior that can be considered harassment in violation of this policy. In general, any conduct based on these characteristics that could interfere with an individual's school or work performance or create an offensive environment will be considered a form of harassment and in violation of this policy, even if the offender did not mean to be offensive. All students and employees must be sensitive to the feelings of others.

Sexual Harassment

Sexual harassment (whether opposite-sex or same-sex) is strictly prohibited. Examples of the types of behavior that may be considered sexual harassment in violation of this policy include the following:

- Sexually offensive jokes or comments
- “Sexist” comments or behavior (in other words, conduct that demeans other individuals because of their sex, even if not vulgar, lewd, or sexually provocative)
- Physical assaults or other touching that is sexual
- Promising favorable treatment or threatening unfavorable treatment based on one's response to sexual demands
- Displays of sexually oriented reading materials or pictures, including electronic material.
- Punishing an individual for complaining about sexual harassment, including but not limited to, any of the above.

Harassment Based on Other Protected Categories

Harassment based on other characteristics protected by law is also strictly prohibited. Examples of the types of behavior that will be considered harassment based on these other protected characteristics include the following:

- Jokes or negative comments about these characteristics Displays of reading materials or pictures containing negative material about these characteristics, including electronic materials
- Vandalism or “pranks” based on these characteristics
- Name-calling based on these characteristics
- Punishing an employee for complaining of these types of harassment

Special note about religion: It is not a violation of this Policy for students or employees to discuss religion, or to read or view religious materials, at school outside of instructional or working time. However, students and employees who do so should be sensitive to and respectful of the different beliefs (or lack of beliefs) of others. Religious practices that interfere with school or job performance, excessive “preaching” that is unwelcome to others, or adverse treatment of others because of their beliefs, different beliefs, or lack of belief, may be considered “harassment” as defined in this Policy.

Reporting Harassment

Evara Health Institute cannot resolve matters that it does not know about. Every employee has a duty to immediately report harassment so that the Institute can try to resolve the situation. Students are highly encouraged to immediately report harassment as well. You should report harassment when:

- You believe that you have been or are being harassed
- You believe that someone else has been or is being harassed

This is true whether the alleged harasser is an employee, a student, or even a non-employee, such as a member or vendor with whom the Institute does business.

To report harassment, should contact the Institute's Title IX Coordinator. If the Title IX Coordinator is the subject of your complaint, you must contact Evara Health Institute's Compliance Officer.

Once your report has been received, the Institute will:

- Conduct a prompt and thorough investigation
- Discuss the results with the complaining employee and, if appropriate, discuss the action to be taken
- Keep the investigation and results as confidential as possible
- If the complaint is verified, the Institute will take the appropriate corrective action it deems to be necessary, up to and including expulsion from school and termination from employment.

No student or employee will be punished or retaliated against for bringing a good-faith report of harassment to the Institute's attention or for participating in an investigation.

Finally, if you feel that the Institute has not met its obligations under this policy, or if you are not satisfied with the way in which your report of harassment was handled, you should contact the Chief Compliance Officer. An effective No-Harassment policy depends on all of us, working together, to address this particularly important subject.

ANTI-BULLYING POLICY

Evara Health Institute is committed to fostering a safe and respectful learning environment for all members of the Institute community. Bullying in any form undermines this commitment and is strictly prohibited. This policy outlines our stance against bullying and the actions we take to prevent and address such behaviors.

Scope: This policy applies to all students, faculty, staff, contractors, and visitors within Evara Health Institute premises, during Institute-sponsored events, and in any Institute-related activities.

Definition of Bullying: Bullying encompasses a range of behaviors that cause harm, fear, or distress to others. This includes, but is not limited to:

- Malicious Teasing: Deliberate, hurtful, or humiliating comments intended to belittle or distress another individual.

- Social Exclusion: Intentional isolation or exclusion of an individual from social activities, groups, or discussions.
- Threats and Intimidation: Expressions of intent to cause harm, fear, or distress, whether verbal, written, or electronic.
- Stalking: Persistent and unwelcome pursuit, monitoring, or intrusion into the personal space of another individual.
- Physical Violence: Any use of physical force with the intent to harm or intimidate another person.
- Harassment: Harassment based on characteristics such as sex, race, religion, sexual orientation, gender identity, disability, or any other protected characteristic.
- Public or Private Humiliation: Infliction of public or private embarrassment or shame on another individual.
- Destruction of Property: Deliberate damage or destruction of personal or Institute property belonging to others.

Cyber-Bullying

Use of school internet, computers, online course room, or other campus communication systems for any bullying purpose (as defined above) will be treated as a violation of the Anti-Bullying Policy. Examples of cyber-bullying include, but are not limited to:

- Using e-mail or instant messaging to transmit messages, jokes, or other material that is defined as “bullying” in this Policy (this includes forwarding or even saving such material that has been sent to you by others)
- Posting messages, jokes, or other material that is defined as “bullying” in this Policy (this includes forwarding or even saving such material that has been sent to you by others) in the online course room
- Electronic “pranks” – for example, “mail-bombing” or “spamming”

This policy applies both to activities conducted on Institute computers and to transmissions from “outside” computers into the Institute computer system, and to transmissions between different “outside” computers if the intended recipient finds the material unwelcome and is a student, an employee, partner, or vendor of the Institute, or is in some other business relationship with the Institute.

Reporting and Investigation—Any member of the Evara Health community who believes they have witnessed or experienced bullying is encouraged to report the incident promptly to an Institute official or faculty or staff.

Reports will be taken seriously and investigated promptly, confidentially, and impartially. Those found responsible for bullying may be subject to disciplinary action in accordance with Institute policies and procedures.

Removing Offending Content—Evara Health Institute will make every effort to remove offending content as quickly as possible. A screenshot of offending content will be taken before being deleted and forwarded to the Conduct Administrator who will initiate a Code of Conduct investigation.

Support and Intervention—Evara Health Institute will provide support to victims of bullying, including counseling services and access to appropriate resources. Additionally, educational

initiatives and training programs will be implemented to raise awareness, prevent bullying, and promote a culture of respect and inclusion.

Retaliation Prohibition—Retaliation against individuals who report bullying or participate in an investigation is strictly prohibited. The Institute will take necessary measures to prevent and address any acts of retaliation.

Disciplinary Actions—Depending on the severity and frequency of the bullying behavior, disciplinary actions may include, but are not limited to, warnings, counseling, mandatory education programs, probation, suspension, or expulsion. In cases involving criminal conduct, law enforcement may be notified.

By adhering to this anti-bullying policy, Evara Health Institute aims to create a respectful and inclusive environment where all individuals can thrive academically, professionally, and personally. It is the responsibility of each member of the Evara Health Institute community to contribute to a culture of respect, kindness, and empathy.

ANTI-HAZING POLICY

Evara Health Institute prohibits any form of hazing. Hazing is any conduct or initiation into any organization that willfully or recklessly endangers the physical or mental health of any person. Hazing activities can range from seemingly harmless pranks to severe and life-threatening actions. These activities are typically intended to test an individual's loyalty, dedication, and commitment to the group, but they can have serious physical, emotional, and psychological consequences. Violations of this policy will result in disciplinary actions against the violator up to and including expulsion from school or termination from employment.

CAMPUS VIOLENCE PREVENTION POLICY

Nothing is more important to Evara Health Institute than the safety and security of its students and employees. Threats, threatening behavior, or acts of violence against students, employees, visitors, guests, or other individuals by anyone on Evara Health Institute property or participating in a school-sponsored activity or event will not be tolerated. Violations of this policy will lead to disciplinary action, which may include school expulsion, separation of employment, arrest, and prosecution. Safety concerns should immediately be brought to the Vice President of Education and Curriculum. Imminent threats should be reported to local law enforcement immediately. Any person who makes credible threats, exhibits threatening behavior, or engages in violent acts on Evara Health Institute property or at an Institute-sponsored activity or event shall be removed from the premises as quickly as safety permits, and shall remain off premises pending the outcome of an investigation. Evara Health Institute will initiate an appropriate response. This response may include but is not limited to, suspension or expulsion from school, a change in school schedule, termination of any business relationship, reassignment of job duties, suspension or separation of employment, and/or criminal prosecution of the person or persons involved. No existing Evara Health Institute policy, practice, or procedure should be interpreted to prohibit decisions designed to prevent a threat from being carried out, a violent act from occurring, or a life-threatening situation from developing.

CAMPUS SAFETY AND SECURITY REPORTING

Evara Health Institute is committed to ensuring the safety and security of all students, faculty, staff, and visitors on campus. In accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the Institute has established a comprehensive Campus Safety and Security Report Policy. This policy outlines the Institute's responsibilities,

procedures, and guidelines for providing accurate and timely information regarding campus safety and security.

Annual Campus Safety and Security Report

Evora Health Institute prepares and distributes an Annual Campus Safety and Security Report by October 1st of each year consistent with mandates of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act). This report includes statistics for the past three calendar years on specific campus crimes, fires, and other incidents, as well as information about campus safety policies, procedures, and resources. The purpose of this annual update is to provide accurate and current information to students, faculty, staff, and the public about the safety and security measures in place on campus. It helps individuals make informed decisions regarding their safety and well-being and ensures transparency and accountability on the part of educational institutions.

The Annual Campus Safety and Security Report covers the following areas:

- Crime statistics for on-campus, non-campus, and public property areas.
- Policies and procedures related to emergency response, evacuation, and lockdown protocols.
- Information about the Institute's security personnel and their roles.
- Details about crime prevention programs, including education, training, and awareness initiatives.
- Policies on alcohol and drug use, sexual assault prevention, and other safety-related topics.
- Information about registered sex offenders on campus, if applicable.
- Procedures for reporting crimes and emergencies, including contact information for campus security and local law enforcement.
- Timely warning and emergency notification policies.

Distribution and Accessibility—The Annual Campus Safety and Security Report is distributed to all new students and employees during their orientation and annually no later than October 1st to current students and employees. The report will be accessible electronically on the Institute's website (www.evarahealthinstitute.org), and printed copies will be available upon request.

Annual Review and Updates—This policy will be reviewed annually to ensure its effectiveness and compliance with the Clery Act and other relevant laws. Updates will be made as necessary to address changing circumstances and requirements.

Sexual Predator/Offender Registry—Students and employees seeking public information regarding individuals required to register as Sexual Predators or Offenders with the Department of Law Enforcement may access this information at <https://offender.fdle.state.fl.us/offender/sops/search.jsf> or by calling 1-888-357-7332. This contact information is provided during student and employee orientations.

Evora Health Institute is dedicated to fostering a secure and nurturing environment for all members of the campus community. By adhering to the Campus Safety and Security Report Policy, we aim to provide transparent and valuable information that empowers individuals to make informed decisions and actively contribute to the safety and security of our campus.

DRUG AND ALCOHOL ABUSE PREVENTION POLICY

Evava Health Institute is committed to maintaining a safe, healthy, and productive environment for all members of the campus community. In accordance with the Federal Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Amendments of 1989, the Institute has established a comprehensive Drug and Alcohol Abuse Prevention Policy. This policy outlines the Institute's stance on substance abuse prevention, educational programs, enforcement, and support services.

Prohibited Activities: The possession, use, distribution, sale, or manufacturing of illicit drugs and unauthorized alcohol consumption is strictly prohibited on Evava Health Institute premises, at campus-sponsored events, or as part of any campus-related activities. Even when permitted under local law, alcohol or marijuana use, possession, or influence on Institute premises, activities, or events is prohibited, unless specifically authorized by Institute leadership.

Education and Prevention: Evava Health Institute is dedicated to fostering a culture of awareness and responsibility. The Institute will provide information and resources to inform students, faculty, and staff about the risks associated with drug and alcohol abuse, as well as available support services.

Enforcement: Violations of this policy will result in disciplinary action up to and including dismissal (students) and termination (faculty and staff). In accordance with applicable federal and state laws, legal action may be pursued against individuals involved in the distribution or sale of illicit drugs.

Confidentiality and Reporting: Evava Health Institute encourages individuals to report any drug or alcohol-related concerns promptly. Reports will be treated confidentially to the extent permitted by law. Individuals who seek help voluntarily for substance abuse issues will be provided with information about available resources and support services. Referrals to community resources and support groups will be made available to those seeking help.

Annual Review and Updates: This policy will be reviewed annually to ensure its effectiveness and compliance with relevant laws. Updates will be made as necessary to address changing circumstances and needs.

Evava Health Institute is dedicated to fostering an environment of academic excellence, personal growth, and responsibility. Through the implementation of this Drug and Alcohol Abuse Prevention Policy, we aim to create a campus community that is safe, supportive, and conducive to the overall well-being of our students, faculty, and staff.

SMOKING POLICY

Evava Health Institute is committed to protecting the health of its students, employees, and their families. The use of tobacco products, including cigarettes, cigars, pipes, and smokeless tobacco, can lead to disease and death. Smoking or other use of tobacco or tobacco products (including but not limited to cigarettes, e-cigarettes, cigars, chewing tobacco, dip, snuff, pipes, etc.) is prohibited on Evava Health Institute and all Evava Health owned and/or leased locations/premises, including all internal and external areas, parking areas, and Company vehicles. The policy will also apply to all Institute-sponsored events, regardless of location.

CONFIDENTIALITY POLICY

All enrolled students are required to meticulously review and fully endorse Evava Health Institute's Confidentiality Policy as an integral step in the enrollment procedure. It is imperative

to acknowledge that healthcare establishments, both by legal mandate and ethical obligation, are entrusted with the responsibility of upholding patient confidentiality. This necessitates the safeguarding of patient information against any form of unauthorized disclosure.

During the course of engaging in clinical externship experiences, students will be exposed to various facets of patient information through direct observation, auditory reception, and unrestricted access. In light of this, it is of paramount importance that students exercise unwavering discretion in preserving the confidentiality of all patient-related data. This commitment to confidentiality is to be upheld by adhering to the ensuing guidelines:

- **Restricted Disclosure:** The divulgence of patient information is permissible solely when in strict alignment with organizational protocols and is indispensable for the successful execution of externship obligations.
- **Safeguarding Access Information:** Under no circumstances should personal access codes, user IDs, access keys, or passwords employed for gaining entry to computer systems or any other equipment be shared with others.
- **Prudent Information Access:** Students must exclusively access and peruse information that is pertinent to the requirements of the externship program. If any uncertainty arises regarding the necessity of accessing specific data for fulfilling program requisites, immediate consultation is advised.
- **Confidentiality in Communication:** Engaging in conversations about patients or patient-related data in locations where unauthorized individuals might inadvertently eavesdrop (e.g., corridors, elevators, dining facilities, public transportation, restaurants, and social gatherings) is strictly prohibited.
- **Prompt Reporting:** Any suspected or verified breaches of patient privacy or related threats should be promptly communicated to the designated externship supervisor.
- **Unauthorized Actions:** Activities such as transmitting, replicating, disclosing, probing, altering, or purging patient or confidential information, which extends to but is not confined to the transfer of such data to unauthorized locations (such as one's residence), are unequivocally forbidden.
- **Continual Adherence:** The commitment to upholding patient privacy remains binding throughout the entirety of the externship involvement, persisting even beyond the culmination of the externship experience and the associated educational program.
- **Acknowledgment of Consequences:** It is imperative to recognize that breaches of patient privacy may lead to disciplinary measures, including potential expulsion from the institution, in addition to personal civil and criminal legal repercussions.

By adhering to these stringent confidentiality mandates, students affirm their dedication to maintaining the highest standards of professional integrity and ethical practice.

REPORTING OF MISCONDUCT POLICY

Evora Health Institute is committed to operating with the highest level of integrity and ethical behavior and maintaining an environment where students and employees can make sound, ethical decisions, and report misconduct, without fear of retaliation. The purpose of this Policy is to encourage all students to disclose any wrongdoing that may adversely impact the Institute, Institute students or employees, the Institute's parent company, or the public at large. Students are strongly encouraged to discuss with their Program Director when in doubt, the best and most ethical course of action in a particular situation. Concerns regarding serious misconduct should be reported to the Vice President of Education and Curriculum.

Reporting Hotline

- Evara Health Institute has a hotline that students may use to report allegations of wrongdoing or unethical business behavior (727) 824-8163.

Definitions

- **Good Faith.** Good faith is evident when the report is made without malice or consideration of personal benefit and the employee has a reasonable basis to believe that the report is true; however, a report does not have to be proven to be true to be made in good faith. Good faith is lacking when the disclosure is known to be malicious or false.
- **Wrongdoing.** Examples of wrongdoing include but are not limited to, fraud, including financial fraud and accounting fraud, violation of laws and regulations, violations of Company policies, unethical behavior or practices, endangerment to public health or safety, and negligence of duty.
- **Adverse Enrollment Action.** Examples of adverse enrollment action include but are not limited to, unwarranted exclusion from Institute activities or events, improper grading, suspension, expulsion, threats, harassment, or denial of services as a result of the student's report of wrongdoing, or any manner of discrimination against a student because of any other lawful act done by the student pursuant to this policy.

This policy presumes that students will act in good faith and will not make false accusations when reporting wrongdoing. A student who knowingly or recklessly makes statements or disclosures that are not in good faith may be subject to discipline, which may include expulsion. Students who report acts of wrongdoing pursuant to this policy can and will continue to be held to the Institute's code of conduct, performance standards, and to the Institute's policy and procedures.

PROTECTION OF WHISTLEBLOWER POLICY

Evara Health Institute will make good faith efforts to protect the confidentiality of students making allegations of wrongdoing; provided, however, the Institute or its employees and agents shall be permitted to reveal the reporting student's identity and confidential information to the extent necessary to permit a thorough and effective investigation, or as required by law or court proceedings. In addition, Evara Health Institute will not tolerate any effort made by another person or group to ascertain the identity of any person who makes a good faith allegation anonymously. Consistent with the policies of the Institute, no Institute employee shall not retaliate, and shall not tolerate any retaliation by any other person or group, directly or indirectly, against anyone who, in good faith, makes a good faith allegation or provides assistance to aid the investigation.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) POLICY

This Family Educational Rights and Privacy Act (FERPA) Policy outlines the guidelines and procedures followed by Evara Health Institute to ensure compliance with the federal law known as the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, and its implementing regulations, 34 C.F.R. Part 99. FERPA grants eligible students certain rights with respect to their education records and establishes the privacy of these records.

Evara Health Institute's FERPA Policy is designed to safeguard the privacy and confidentiality of student education records in accordance with federal law. The Institute is committed to

upholding the rights and responsibilities outlined in FERPA and will take all necessary steps to ensure compliance and protect the information entrusted to its care.

Definitions

Student: Any individual who is currently or has been enrolled at Evara Health Institute and for whom the Institute maintains education records.

Education Records: Records, files, documents, and other materials maintained by Evara Health Institute that are directly related to a student, excluding records of instructional, administrative, and support personnel that are kept in the sole possession of the maker and are not accessible or revealed to any other individual except a temporary substitute for the maker. Evara Health Institute notifies students of their FERPA rights during the enrollment process.

FERPA Rights and Guidelines

Right to Access: Students have the right to inspect and review their education records within 45 days of the day Evara Health Institute receives an access request. Students should submit a written request to the Registrar's Office specifying the records they wish to review. The Institute will make access arrangements and notify the student of the time and place where the records may be inspected.

Right to Amend Records: If a student believes that information contained in their education records is inaccurate, misleading, or otherwise in violation of their privacy rights, they may request the Evara Health Institute to amend the records. The Institute will consider the request and, if appropriate, make the necessary corrections.

Consent for Release of Records: Evara Health Institute will not disclose personally identifiable information from a student's education records without written consent, except as permitted by law. Consent must be provided by the student in writing via completion of a FERPA Release form and must specify the records to be disclosed, the purpose of the disclosure, and the parties to whom the disclosure may be made.

Third-Party Requests: Evara Health Institute may release education records to a third party, including parents or guardians, only with a student's written consent or if the third party provides evidence that the student is a dependent for tax purposes as defined by the Internal Revenue Code.

Disclosure without Student Consent under FERPA: Evara Health Institute may release private information under certain exceptions consistent with FERPA regulations. These circumstances include:

1. School Officials with Legitimate Educational Interests:

- One exception to the consent requirement under FERPA involves the disclosure of personally identifiable, non-directory information to school officials with legitimate educational interests. In such cases, Evara Health Institute may share education records with these individuals without obtaining a student's prior written consent.
- A "school official" can be an individual employed by Evara Health Institute in various roles, including administrative, supervisory, academic, research, or support staff positions. It can also refer to a person or organization contracted by Evara Health Institute to provide specific services on its behalf. This could include individuals serving

on the Board of Trustees or students involved in official committees, such as disciplinary or grievance committees, or assisting other school officials in their roles.

- A school official is deemed to have a legitimate educational interest if accessing an education record is necessary to fulfill their professional responsibilities at Evara Health Institute.

2. Health and Safety:

- Another exception to the consent requirement under FERPA pertains to the disclosure of personally identifiable information when there is a need to protect the health or safety of the student or others. This exception allows for the sharing of information with appropriate parties, including law enforcement officials, trained medical personnel, public health officials, and parents, but only when there is an actual, impending, or imminent danger.
- It's important to emphasize that this exception is not invoked lightly, and personally identifiable, non-directory information is only disclosed under this exception when there is a clear and immediate threat. This exception is limited to the duration of the emergency.

3. Other Schools:

- In cases related to a student's enrollment or transfer, Evara Health Institute may share education records with other schools that have requested these records. This applies to schools in which the student intends to enroll, is currently enrolled, or is seeking enrollment.

4. Directory Information:

- Evara Health Institute may disclose certain directory information without obtaining a student's consent unless the student has chosen to restrict the release of this information. Directory information recognized by Evara Health Institute includes:
 - Student's name
 - Address
 - Telephone listing
 - Photograph or video
 - Program of study
 - Dates of attendance
 - Participation in officially recognized activities
 - Credentials, honors, and awards received

Record of Disclosures: Evara Health Institute will maintain a record of each request for access to and each disclosure of personally identifiable information from a student's education records. The record will indicate the name of the party making the request, any additional parties to whom the information may be disclosed, and the legitimate interests these parties had in requesting or obtaining the information.

Student Complaints: A student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by Evara Health Institute to comply with the requirements of FERPA. FERPA administration is overseen by:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520

For more information about FERPA or to submit requests related to education records, please contact the Registrar.

PERSONAL PROPERTY POLICY

Evava Health Institute cannot be responsible for personal property that is lost, damaged, or stolen. Students are responsible for protecting and keeping track of personal belongings brought to school or Institute-sponsored activities or events. As such, students are encouraged to leave valuable items at home. Personal property on the premises will not be covered under the Institute's insurance.

Evava Health Institute prohibits any items to be brought to campus or Institute-sponsored activity or event that are sexually suggestive, offensive, or demeaning to specific individuals or groups.

Students should understand that all personal property brought onto campus or to an Institute-sponsored activity or event may be inspected for purposes of enforcing the Institute's policies and protecting against theft.

POSSESSION OF FIREARMS AND DANGEROUS OBJECTS OR SUBSTANCES POLICY

Evava Health Institute prohibits the possession or use of weapons or dangerous substances on campus and at Institute-sponsored activities or events. If a weapon or dangerous substance is brought on campus or to an Institute activity or event, appropriate action will be taken to protect the community which may include involvement of local law enforcement. Students found in possession of weapons or dangerous substances will typically receive an interim suspension while the situation is investigated and are subject to disciplinary measures per the Code of Conduct up to and including school expulsion. Examples of violations of this policy include, but are not limited to the following:

- Possess or brandish a firearm
- Possess any knife or other dangerous object of no reasonable use
- Brandish a knife or other dangerous object
- Possess an explosive device
- Unlawfully possess a controlled substance
- Commit or attempt to commit assault or battery
- Commit or attempt to commit sexual assault or battery
- Cause serious physical harm to another person, except in self-defense

Nothing in this policy should be construed as limiting or preventing Evava Health Institute's discretion to take action which in the Institute's sole discretion, is necessary or advisable to promote safety and security.

THREATS AND THREATENING BEHAVIOR POLICY

Evava Health Institute will not tolerate any violent, aggressive, or threatening verbal or physical behavior, that results in physical or emotional injury or otherwise places a person's safety or productivity at risk. Threats to harm others will be handled through the Code of Conduct

discipline process and may involve an interim suspension and/or engagement with law enforcement.

If a member of the Evara Health Institute community makes a threat to harm themselves, the Institute may call for law enforcement or other persons acquainted with the individual making the threat to check on the person's welfare. Evara Health Institute will assist the individual in determining available resources and appropriate next steps.

REPORTING OF KNOWN OR SUSPECTED CHILD ABUSE

Evara Health Institute administrators, faculty, and staff will report known or suspected child abuse, abandonment, or neglect to the Florida Abuse Hotline.

Florida Statute 39.201(1) defines a mandatory reporter as any person who knows or has reasonable suspicion to believe, that a child has been abused, abandoned, or neglected by an adult responsible for the child's welfare. As such, any Evara Health Institute community member who knows or has reasonable suspicion of child abuse, abandonment, or neglect by an adult is required to report these concerns to the Florida Abuse Hotline by calling 1-800-962-2873.

HEALTH AND SAFETY PRECAUTIONS POLICY

Occupational Safety and Health Act (OSHA)

Evara Health Institute will comply with all recognized applicable standards, record keeping, posting, reporting, and related provisions of this act requiring employers to furnish students with a safe learning environment and employees with a safe workplace that is free from recognized hazards to life or health.

Evara Health Institute pledges to do its best to provide a safe learning environment for its students and workplace for its employees and to provide safety for its property and equipment. This cannot be accomplished without the full participation and cooperation of every student and employee. A safe learning environment and workplace can be attained through knowledge and understanding of the hazards of the healthcare industry and knowing what precautions are necessary to keep from becoming a victim of these hazards. The success of this depends on the alertness and personal commitment of all. To accomplish this goal, the Institute must establish safety rules and regulations to be observed by all students and employees at all times. Any student or employee who disregards any Institute safety rule and/or regulation is subject to disciplinary action including school expulsion and separation of employment.

Regarding these rules, the following will be considered standard procedure for all students and employees:

- Should a safety regulation be modified so that a student's or employee's safety is something less than it should be the student or employee should inform the Vice President of Education and Curriculum.
- All questions concerning the reason for doing something in a certain manner may be asked of any member of the Institute leadership team at any time.
- Students' and employees' decisions should always be guided by the Institute's commitment to safety.
- Should a hazardous situation or condition exist, and a decision must be made on safety or production, safety concerns should always take precedence over production.

The most important part of safety is YOU. It is your responsibility to abide by the safety rules – these rules are made for your protection. Report any personal injury IMMEDIATELY, however minor. Report all dangerous conditions and practices to Institute Program Directors or Vice President of Education and Curriculum.

Health and Safety Rules

1. Personal Protective Equipment (PPE) must be worn within designated work areas and removed before leaving the area.
2. Biohazard waste must be always discarded appropriately.
3. Infectious waste, except for sharps, shall be contained in disposable plastic bags or containers that are tear-resistant, leak-proof, and secured to prevent leakage or expulsion of solid or liquid waste during storage, handling, or transport.
4. Disposal of non-sharps must be disposed of in plastic bags or containers that are tear-resistant, leak-proof, and secured.
5. Disposal of sharps, such as needles, must be disposed of in puncture-resistant containers that are labeled and sealed when $\frac{3}{4}$ full.
6. Know where and be familiar with the Safety Data Sheet (SDS), which provides information about hazardous materials and chemicals in the workplace, and abide by the instructions. Direct any questions to your instructor or Program Director.
7. No food or drink is allowed in school laboratory environments.
8. Obey and follow procedures during a fire drill.
9. Safety vests must always be worn when applicable.
10. Wear protective clothing when working around acids, epoxies, creosote, cement, or other irritating substances.
11. Substantial – closed-toe shoes must be worn by all individuals engaged in providing patient care within a healthcare facility or a simulated laboratory environment. Open-toed shoes, sandals, etc., are not permitted to be worn.
12. Students must wear school uniforms when attending lecture and laboratory classes and during their externship experience.
13. Proper respiratory protective equipment shall be issued and used for individuals working with or around dust, fumes, mist, and gasses or in an atmosphere lacking oxygen.
14. Know where the fire extinguishers are located and know how to use them.
15. Defective materials or tools must be turned in to the Facility Department and not remain within the learning environment.
16. Extension cords used with portable electric tools and appliances shall be of the three-wire type. Defective cords shall be replaced on the day they become defective.
17. Students should check with their instructor, Program Director, or externship supervisor regarding any potentially hazardous material.
18. Drive within the safe speed limits of all posted and known traffic regulations and existing conditions.
19. Practice good housekeeping. Keep the work area neat, clean, and free from stumbling hazards, grease, etc.
20. Learn to lift the correct way. Bend knees, keep back erect, and get help for heavy loads.
21. No scuffling or horseplay on campus or while at an Institute-sponsored activity or event.
22. Do not run. Keep firm footing and proper balance at all times.
23. Keep materials out of walkways.
24. Do not throw anything before checking to be sure no one will be hit.

25. Keep guards and protective devices in place at all times. If guards are removed or faulty, notify your instructor or Program Director immediately and do not use equipment until the guards are replaced.
26. Obey all Lock-Out/Tag-Out rules.
27. Use tools only for their intended purposes. Do not use broken tools. Report broken tools immediately to your instructor or Program Director.
28. Do not attempt to operate machinery or equipment that you have not been trained for, without getting permission and instructions.

FIRST AID PROCEDURES

Minor First Aid Treatment—First aid kits are kept in each Program Director’s office and within each laboratory. If you sustain an injury or are involved in an accident requiring minor first aid treatment, inform your Instructor and Program Director immediately. First aid treatment will be administered to the injury or wound. Access to a first aid kit is not intended to be a substitute for medical attention.

Non-Emergency Medical Treatment—For non-emergency injuries occurring on campus or at Institute-sponsored activities or events, inform your Instructor, Program Director, or Vice President of Education and Curriculum who will coordinate medical care and complete an Incident Occurrence Report. Students are expected to provide needed details to accurately complete the report.

Emergency Medical Treatment—If you sustain a severe injury requiring emergency treatment, try to inform your instructor or Program Director, but do not jeopardize your health. Request immediate assistance and transportation to the local hospital emergency room or call 911. Once feasible, provide the necessary details to your Program Director for the completion of an Incident Occurrence Report.

Accident Occurrence Reporting—All students are responsible for reporting any accidents or injuries that occur on campus or during any Institute-sponsored activity or event to their instructor or Program Director immediately.

STUDENT ADMISSIONS POLICY

Evara Health Institute only admits individuals who are capable of completing their chosen program of study. Admissions decisions are made based on fair, effective, and consistently applied criteria. No individual is denied admission based on race, creed, color, sex, age, disability, or national origin. Reasonable accommodations are made for students with disabilities consistent with the American Disabilities Act (ADA, 1990). Evara Health Institute does not admit individuals who do not have a high school diploma or recognized equivalent.

Evara Health Institute’s general admissions criteria require prospective students to fulfill the following criteria: Applicants must meet the following admissions criteria to be admitted into an Evara Health Institute program:

Admissions Criteria

Admissions criteria are clearly defined and provided in writing to applicants. Admissions decisions are based on the fair and consistent application of these criteria. Collectively, the criteria provide a reliable method to assess a prospective student’s ability to complete his/her chosen course of study before being admitted into the program. Applicants must meet the following admissions criteria to be admitted into an Evara Health Institute program:

1. Complete all required admissions documents including the *Evara Health Institute Enrollment Agreement (EA)* and Program Enrollment Packet.
2. Provide proof of graduation from a valid high school or GED program, a home school affidavit, or evidence of competency in previous post-secondary courses from an accredited postsecondary institution. The following documentation is accepted as evidence of satisfying this criterion:
 - Diploma or transcript with diploma conferral date from all public high schools within the U.S. or U.S. territories
 - Diploma or transcript with diploma conferral date from a regionally accredited high school
 - Diploma or transcript with diploma conferral date from a high school accredited by the Distance Education and Training Council (DETC) or AdvancEd
 - All state and military-issued General Education Diplomas (GEDs)
 - Diploma or transcript with diploma conferral date from a private high school previously validated by Evara Health Institute
 - A signed (by parent or school official) and notarized Homeschool Completion Affidavit
 - A copy of the applicant's DD Form 214 Certificate of Release or Discharge from Active Duty (commonly referred to as a DD-214) if it indicates that the individual is a high school graduate or equivalent.
 - Foreign high school transcripts, evaluated by a NACES affiliate and deemed equivalent to a standard high school diploma.
 - Students who completed their secondary school education outside of the United States and whose proof of completion has not yet been evaluated are encouraged to provide all documentation to the Institute's Registrar's Office. Once all documents are received, Evara Health Institute initiates an official comprehensive evaluation by an agency affiliated with the National Association of Credential Evaluation Services (NACES). Only students whose secondary school certificate is deemed equivalent to a high school diploma in the United States will be admitted.
 - Students who completed secondary education in a foreign country and are unable to obtain a copy of their high school diploma or transcript may document their high school completion status by obtaining a copy of a "secondary school leaving certificate" (or other similar document) through the appropriate central government agency (e.g., a Ministry of Education) of the country where the secondary education was completed.
3. Be eighteen (18) years of age or older before starting their program.
4. Pass a Level 2 Background Check consistent with the Florida Agency for Health Care Administration (AHCA) criteria. Students may appeal background check eligibility decisions to Evara Health Institute. The Institute retains discretion as to whether a student's background check results meet admissions requirements.
 - Background screening requirements may be waived for students already employed by a healthcare organization for which completing a Level 2 background screening is a requirement for employment.

5. Demonstrate basic academic proficiency by meeting or exceeding threshold requirements on the Tests of Adult Basic Education Online assessment for their chosen program. The assessment is administered by an independent proctor to ensure fairness and accuracy. Program score thresholds are aligned with established criteria. Minimum test scores are published below.
 - Students who possess a degree at the Associate of Applied Science level or higher; who have demonstrated college readiness via ACT, SAT, PERT, or Next-Generation ACCUPLACER; who have passed a state, national, or industry licensure exam included in Florida’s Basic Skills and Licensure Exemption List; who are enrolled in a registered apprenticeship program are exempted from the basic academic proficiency requirement.
 - Accommodations for students with disabilities are provided consistent with American Disabilities Act (ADA) requirements. Students with disabilities are responsible for self-identification, requesting needed accommodations, and submitting documentation of their disability at least one week before their scheduled testing date.

TABE Minimum Threshold Requirements				
Program	TABE Level	Math	Language	Reading
Behavioral Health Technician	D	10	10	10
Dental Assistant with Expanded Functions	D	10	10	10
Dental Hygiene	D	10	10	10
Dental Hygiene Bridge	D	10	10	10
Limited Scope Radiology	A	11	10	10
Medical Assistant	D	10	10	10
Pharmacy Technician	A	11	10	10

6. Possess the behaviors, skills, and abilities to perform academically in a safe, reliable and efficient manner in the classroom, laboratory, and in clinical situations and to remain in compliance with legal and ethical standards as set forth by regulation and industry practice standards.

Evava Health Institute is committed to the principle of diversity. Program admission is open to all qualified applicants. Evava Health Institute complies with the Americans with Disabilities Act and with Section 504 of the Rehabilitation Act of 1973 and provides reasonable and relevant accommodations for students with disabilities during the admissions process and throughout the student’s educational journey. See the Disability Services description found within the Student Services section of this catalog.

Applicants must attest that they possess the ability to meet the minimum standards outlined below, with or without reasonable accommodation, to be admitted into Evava Health Institute. Further, students must demonstrate their ability to meet the minimal performance standards, with or without reasonable accommodations, during their first course to be officially registered within their chosen program of study.

If a student requires accommodations to demonstrate the skills and abilities identified below, it is the responsibility of the student to request such accommodations. Evava Health Institute will provide reasonable accommodations as long as it does not fundamentally alter the nature of the

program offered and does not impose an undue hardship such as those that cause a significant expense or are unduly disruptive to the educational process.

Minimum Performance Standards	
Standard Area	With or without reasonable accommodation, the student should be able to:
Motor	<ul style="list-style-type: none"> Demonstrate a high degree of manual dexterity and the ability to execute motor movements reasonably required to provide general treatment and emergency care to patients/clients; adequate strength and ability to perform to perform clinical skills and patient transfers (when relevant), the ability to maneuver with functional coordination and mobility procedures in small spaces, as well as be sedentary for several hours at a time. Tactile abilities and sufficient sensitivity of digits of both hands to gather information and provide treatment intervention, as needed.
Visual	<ul style="list-style-type: none"> Demonstrate visual acuity and perception sufficient for observation and assessment of needs to ensure safe and effective clinical performance.
Auditory	<ul style="list-style-type: none"> Demonstrate functional ability to acquire and mentally process auditory information provided by care team members and patients.
Communication	<ul style="list-style-type: none"> Demonstrate the ability to communicate clearly with patients/clients, care team members, patients and their families, faculty, caregivers, community and professional groups, and peers and colleagues. Communication includes verbal and nonverbal expression, reading, writing, computation, and basic computer skills.
Self-Care	<ul style="list-style-type: none"> Demonstrate the ability to maintain general good health and basic self-care in order to not jeopardize the health and safety of self and others in academic and clinical settings.
Critical Thinking	<ul style="list-style-type: none"> Demonstrate critical thinking ability sufficient for clinical judgment and problem-solving, maintaining competent judgment under stressful conditions, and to responding quickly in emergency situations.
Organizational Skills	<ul style="list-style-type: none"> Demonstrate the ability to handle multiple tasks simultaneously and to operate in a logical and orderly manner.
English Language Proficiency	<ul style="list-style-type: none"> Demonstrate the ability to read, write, speak, and understand English at a level consistent with successful course completion and with the development of positive care team and patient relationships.
Commitment to Learning	<ul style="list-style-type: none"> Demonstrate a positive attitude regarding and continued engagement within the learning environment and with the learning process. Seek academic support and advising whenever needed.
Affective and Interpersonal Skills	<ul style="list-style-type: none"> Demonstrate maturity and emotional intelligence in order to establish and maintain positive working relationships with patients/clients, care team members, faculty, peers, and colleagues and protect the mental, emotional, physical, and behavioral safety of all individuals within classroom, laboratory, and clinical settings. Demonstrate the ability to relate to, respect, and cooperate with people from a variety of social, emotional, intellectual, and cultural backgrounds to foster harmonious working relationships and deliver high-quality patient/client care.

Admissions Decisions

Diploma Programs—Admission into Evara Health Institute’s diploma programs is completed in order of each candidate’s completion of the enrollment requirements. Once a program’s cohort

is full for a particular start date, not yet admitted candidates are placed on a waitlist and prioritized for the next available program start date.

Dental Hygiene Applied Associates Programs—Admission into the Dental Hygiene and Dental Hygiene Bridge programs is competitive given the limited number of program spots available each year. When a greater number of applications for admission into the Dental Hygiene programs are received than there are seats available, Evara Health Institute prioritizes admitting candidates who satisfy one or more of the following:

- Previously graduated from Evara Health Institute’s Dental Assistant with Expanded Functions (DAEF) program with a CGPA of 3.0 or higher. (4 points)
- Previously graduated from an Evara Health Institute program, other than the DAEF program, with a CGPA of 3.0 or higher. (3 points)
- Previously graduated from an approved dental assistant, or similar, post-secondary program. (2 points)
- Current (within the last 3 years) work experience in the dental field with a letter of recommendation from the candidate’s supervisor. (2 points)
- Previously completed one or more post-secondary courses, earning a course grade of B or higher. (1 point)

Dental Hygiene and Dental Hygiene Bridge program candidates are admitted by the total number of points earned through prior education and work experience. After these candidates are admitted, the remaining program spots are filled in the order the candidate’s applications were received until the cohort is full. The remaining candidates are placed on a waitlist for future cohort start dates. Candidates on the wait list may be added to an active cohort up until the Thursday of the first week of the first course in the event that an admitted candidate fails to meet start requirements.

Documentation of Admissions Decisions— Admission decisions are provided in writing after all required admissions criteria are deemed satisfied. Documentation used to admit applicants to Evara Health Institute is securely maintained in each student’s file. Documentation of reasons for denying admission to any applicant is also maintained. Student files containing admissions documentation are maintained for at least seven years following their last program completion. Records of denied applicants are retained for at least one year.

ENROLLMENT AGREEMENTS (EA)

Evara Health Institute utilizes an enrollment agreement that serves as a binding contract between the Institute and the student. *The Evara Health Institute Enrollment Agreement (EA)* includes, but is not limited to, the following:

- A clear statement of the binding nature of the agreement upon acceptance by the Institute and the student.
- Name of the institution, phone number, and physical address of the Institute
- Program title as licensed and identified in the catalog for the student’s chosen program.
- Number of credit hours required for program completion and total length of the program.
- Credential earned for satisfactory completion.
- Total costs clearly stated including total tuition for the total program, the tuition cost per credit hour, and all refundable and nonrefundable fees payable by the student.
- Statement that the cost of books and supplies are included in the tuition charges.

- Anticipated costs, outside of tuition, are required to be paid by the student and clearly stated method of payment of all costs in compliance with federal and state laws.
- Class start date.
- Anticipated program completion date
- Class schedule including the student’s specific schedule of class days and time in which they are expected to be in attendance.
- Program-specific admission, registration, and completion requirements (e.g., drug screening for Pharmacy Technician students)
- Attestations regarding the applicant’s high school completion status and intent to comply with a variety of important Institute policies and procedures including provisional registration, attendance, immunization, and background screening policies.
- Attestations regarding the applicant’s self-perceived ability to meet General Performance Standards.
- Grounds and procedures for cancellation of a binding document by Evara Health Institute or the student
- Institutional Refund policy aligned with 6E-1.0032(6), F.A.C.
- Employment guarantee disclaimer aligned with 6E-1.0032(6)(j), F.A.C.
- Statement that all signers have received and read a copy of the binding document and catalog.
- Signatures and acceptance signatures and dates of the applicant and parent or guardian, if the applicant is under eighteen (18) years of age, and the acceptance date and signature of the appropriate Institute official.
- Clear and conspicuous reference to all conditions on each page being part of the document.
- Pages numbered using the format page 1 of ___ pages, page 2 of ___ pages, etc.

Drug screening, immunization, and background results vary from organization to organization. Evara Health Institute’s admissions criteria were designed to align as closely as possible with general requirements across the healthcare sector. It is important to note that facilities that host students for externship may require additional criminal or personal background checks, random or pre-placement drug screening, or other additional requirements. Evara Health Institute will assist students in completing the required checks and screenings.

PROGRAM PARTICIPATION AND COMPLETION REQUIREMENTS

All Evara Health Institute applicants are made aware of program-specific participation and completion requirements during the enrollment process including issues related to the completion of required externship hours and related drug screening, immunization, and background result requirements.

All Evara Health Institute programs include the completion of externship hours at a healthcare facility. Satisfactory completion of clinical/externship experiences is required for program graduation.

Program	Required Externship Hours
Behavioral Health Technician	135
Dental Assistant with Expanded Functions	225
Dental Hygiene	610
Dental Hygiene Bridge	610

Limited Scope Radiology	180
Medical Assistant	205
Pharmacy Technician	185

PROVISIONAL REGISTRATION PERIOD POLICY

Evara Health Institute’s provisional registration process allows students to begin their studies while working to meet certain conditions required to be officially registered into their chosen program. Provisional registration is granted to applicants who have completed the *Evara Health Institute Enrollment Agreement (EA)*. The duration of the provisional registration period is commensurate with the length of the student’s first course (typically 6 weeks).

Provisionally registered students are eligible to attend classes, participate in activities, and access Institute services and resources commensurate with officially registered students. Provisionally registered students are expected to adhere to all Institute policies and procedures.

No tuition is charged to a student’s account during the provisional registration period. Once a student satisfies all official registration requirements, they become responsible for paying tuition and may receive any student assistance for which they are eligible, retroactive to the beginning of the student’s program.

Provisionally registered students who do not attend class during the first week of their first term are canceled. Provisionally enrolled students who attend class during the first week of their first term and satisfy the following criteria are officially enrolled and registered:

- Provide proof of graduation from a valid high school or GED program, a home school affidavit, or evidence of competency in previous post-secondary courses from an accredited postsecondary institution consistent with Evara Health Institute’s Admissions Policy.
- Pass a Level 2 Background Check as evaluated by the Florida Agency for Health Care Administration (AHCA) or provide employer attestation stating the student has met Level 2 background screening criteria.
- Demonstrate basic academic proficiency by meeting or exceeding threshold requirements on the Tests of Adult Basic Education Online assessment for their chosen program or specified alternative methods.
- Comply with the Institute’s attendance, code of conduct, and dress code policies.
- Pass drug screening (Pharmacy Technician only)
- Demonstrate ability to demonstrate General Performance Standards.
- Earn a passing grade in their first term.
- Post attendance in the first week of their second term.

Once all outstanding requirements are met, the student’s provisional status will be lifted, and they will be granted full registration status. Students will be notified in writing about their transition to full registration.

Provisional registration does not guarantee official registration. Provisionally registered students are encouraged to work diligently to meet full registration requirements and submit any required documentation promptly. Provisionally registered students failing to meet the registration requirements will not be allowed to continue their studies beyond the provisional registration period. Evara Health Institute may cancel provisionally registered students who are not meeting

registration requirements at any point during the provisional registration period. Provisionally registered students who fail to satisfy all registration requirements by the end of the first week of the second term are canceled while in provisional registration status and will not incur tuition obligation to Evara Health Institute or receive any student assistance.

Students who believe that they should be granted an extension to fulfill official registration conditions can submit a written appeal. The appeals committee, consisting of campus, program, and student service leaders will review the appeal, progress made toward satisfying registration requirements, and other pertinent information to grant or deny the request for an extension.

DRUG SCREENING POLICY

Drug screening is considered a universal requirement for Pharmacy Technician externship and employment. Thus, Pharmacy Technician students are required to pass a drug screening during their provisional registration period to be officially registered and enrolled in the Pharmacy Technician program. To ensure appropriate program progression, student drug screening results must be received before the start of their second term. Students who fail the drug screening may be dismissed from the program.

All students whose host externship/clinical site(s) require drug screening are expected to comply with these requirements. Students who fail the required drug screening may be dismissed from the program.

Student drug screening results are considered personal and private and are handled in accordance with Evara Health Institute's Confidentiality policy.

STUDENT HEALTH AND IMMUNIZATION POLICY

Adults whose occupations place them in contact with patients with contagious diseases are at increased risk for contracting vaccine-preventable diseases and, if infected, for transmitting them to their patients. Healthcare personnel, including physicians, nurses, students, support personnel, and students should protect themselves and susceptible patients by receiving appropriate immunizations.

Florida Statute Section 1006.69 requires postsecondary educational institutions to provide detailed information concerning the risks associated with meningococcal meningitis and hepatitis B and the availability, effectiveness, and known contraindications of any required or recommended vaccine to every student, or to the student's parent if the student is a minor, who has been accepted for admission.

Meningitis is a serious disease that affects the brain and spinal cord. Because bacterial meningitis is a grave illness and can rapidly progress to death, it requires early diagnosis and treatment. This is often difficult because the symptoms closely resemble those of the flu and the highest incidence occurs during late winter and early spring (flu season). When not fatal, bacterial meningitis can lead to permanent disabilities such as hearing loss, brain damage or loss of limbs.

Hepatitis B is a serious infectious disease caused by a virus that attacks the liver. The hepatitis B virus (HBV) can cause life-long infection that leads to cirrhosis (scarring) of the liver, liver cancer, or liver failure. There is no cure for hepatitis B, but the infection can be prevented by vaccination. Each year, about 200,000 people are infected with the virus and 5,000 people die.

All students are encouraged to consider being vaccinated against these diseases.

All Evara Health Institute programs include requisite externship experiences completed within a healthcare facility. Immunization requirements can vary based on healthcare facilities' policies, the specific role of the healthcare worker, and regional regulations. In addition to required immunizations, many healthcare organizations require students to be screened for Tuberculosis. If a student tests positive, the student must present evidence of a clear chest x-ray before starting the externship. Healthcare organizations may also require students to undergo physical examinations to establish that they are capable of performing the required tasks and to reduce the risk of injury.

Participation in externship/clinical experiences at a healthcare facility requires that students comply with the organization's immunization, screening, and examination requirements. Students will not be released to begin their externship/clinical experience until proof of compliance with the health policies of their assigned externship site (e.g., immunization records) is provided to Evara Health Institute. The following vaccinations are commonly required to participate in an externship/clinical at a medical facility:

- MMR (measles, mumps, rubella)
- Varicella (chicken pox)
- Tdap (Tetanus, Diphtheria, and Pertussis)
- Hepatitis B (HBV)
- Influenza
- Pneumococcal

Evara Health Institute supports students to meet immunization, screening, and examination requirements of their assigned externship/clinical site(s) including placing the orders for the procedures and covering associated expenses.

ENROLLMENT CANCELLATION POLICY

Evara Health Institute's official cancellation period is from the date of signing the Enrollment Agreement (EA) and the end of his/her provisional registration period. See the Provisional Registration Period Policy in this catalog for more details. Institute students may cancel their enrollment anytime during the cancellation period without incurring any financial penalty. Additionally, students who do not begin attendance within the first seven (7) calendar days of a program are canceled by Evara Health Institute without incurring any tuition charges. A student seeking to cancel his/her enrollment before his/her first day of attendance should notify the Evara Health Institute Registrar (EvaraRegistrar@hcnetwork.org). A student seeking to cancel after posting attendance in his/her first course should inform their admissions representative, Director of Student Services, Program Director, or Registrar of his/her intent to cancel. Students who are considering canceling their enrollment, but remain undecided, are highly encouraged to discuss any concerns or barriers to continued enrollment with their student service advisor or other Evara Health Institute faculty or staff member with whom they feel comfortable.

PROGRAM WITHDRAWAL POLICY

Student Voluntary Withdrawal Requests

Students who wish to voluntarily end their enrollment after Evara Health Institute's official cancellation period may withdraw from Evara Health Institute at any time. A student is considered officially withdrawn on the day he/she notified an Evara Health Institute faculty or staff member of his/her intent to withdraw from his/her program. Students who seek to withdraw from school after the cancellation period and before the completion of their program should

contact the Registrar's Office by visiting the office in person, via telephone, or by email at EvaraRegistrar@hcnetwork.org to officially request to withdraw from their program.

Process to Stop or Reverse Withdrawal Procedures

Any student who requests to withdraw from Evara Health Institute and then subsequently decides to remain enrolled may stop or reverse the withdrawal process by communicating his/her intent to remain enrolled in his/her program. Students must communicate their intent to remain enrolled in writing within three (3) business days (excluding scheduled breaks of 5 calendar days or more) from the date of their official withdrawal notification.

Only students who are eligible to return to school may cancel their official withdrawal notification. Any student whose reinstatement or continued enrollment would violate another Evara Health Institute policy (e.g., the student was subject to dismissal) is not eligible to cancel their official withdrawal and is required to adhere to the Student Re-Entry Policy and procedures to return to school.

Program Withdrawal Due to Nonattendance

Evara Health Institute will withdraw any student who:

1. Violates the published attendance policy or
2. Fails to return from a leave of absence.

Student Notification—All withdrawn students are notified of their official withdrawal from their programs in writing.

Grading—Students who are withdrawn from their program of study during a grading period will receive a W grade as outlined in the Grading System Policy for any course currently in progress. Students receive a WD grade for any courses scheduled in which the student did not begin attendance.

Financial Obligations—Students who are withdrawn from their program may owe tuition following the provision of appropriate institutional refunds. Additional information may be found by reviewing the Institutional Refund Policy within this catalog. Students are responsible for paying the final balance owed to Evara Health Institute.

STUDENT DISMISSAL AND EXPULSION POLICY

In accordance with established Evara Health Institute policy, a student may be dismissed or expelled from school for conduct, academic, and program eligibility violations including:

Conduct

1. Serious or chronic violations of the Student Code of Conduct
2. Violation of the Non-Discrimination, Anti-Bullying, No Harassment, Anti-Hazing, or Retaliation Policies

Academic

3. Failure to meet Satisfactory Academic Progress Policy requirements.
4. Failing the same course or equivalent courses three times

Program Eligibility

5. Violation of Drug Screening Policy
6. Violation of Background Screening Policy

Student Notification—All students who are dismissed or expelled are notified in writing.

Grading—Students who are dismissed or expelled from their program during a grading period will receive a W grade as outlined in the Grading System Policy for any course currently in progress. Dismissed or Expelled students receive a WD grade for any courses scheduled in which the student did not begin attendance.

Financial Obligations—Students who are dismissed or expelled from their program may owe tuition following the provision of appropriate institutional refunds. Additional information may be found by reviewing the Institutional Refund Policy within this catalog. Students are responsible for paying the final balance owed to Evara Health Institute.

INSTITUTIONAL REFUND POLICY

Evara Health Institute is committed to providing an equitable and transparent refund policy for all students in accordance with federal refund guidelines and the refund guidelines set by the Commission for Independent Education (CIE) rule. The refund policy is designed to ensure fairness and clarity in the event that a student withdraws, is dismissed, is placed on an Administrative Leave of Absence, transfers programs, or fails to return from a leave of absence.

Equitable Policy Administration: Evara Health Institute's refund policy applies to all students and is uniformly administered. The policy is designed to ensure that students are fairly reimbursed based on the length of time they remain enrolled in their program.

Disclosure in Catalog and Enrollment Agreement: Evara Health Institute's refund policy is fully disclosed in both the Institute's catalog and enrollment agreement (i.e., Enrollment Agreement (EA)) to provide transparent information about important financial aspects of their enrollment.

Integration of Expenses: Evara Health Institute does not charge students separately for supplies, books, equipment, uniforms, services, or any other program-related resource. All associated program expenses are integrated into the cost of program tuition.

Provisional Registration Period: Evara Health Institute has established a provisional registration period commensurate with the length of a student's first course (typically 6 weeks) during which students are provisionally registered. No tuition is charged to a student's account during the provisional registration period. Once a student satisfies all registration requirements, they become responsible for paying tuition and may receive any student assistance (e.g., WIOA funding) for which they are eligible, retroactive to the beginning of the student's program. See the Provisional Registration Period Policy for additional information.

Billing, Calculation, and Refund Timelines: Evara Health Institute students are billed by payment period (i.e., semester) for all courses scheduled for that semester. All institutional refund calculations are completed and students refunded, when indicated, within thirty (30) calendar days of the date of determination. The date of determination is the date Evara Health Institute determined the student to be no longer enrolled in a program including those who were withdrawn, dismissed, placed on an Administrative Leave of Absence, transferred to another Evara Health Institute program, or failed to return as planned from a leave of absence. Refund calculations are based on a student's last day of attendance. The last day of attendance for a student is the last day the student was physically present in a scheduled class, earned externship/clinical hours, or engaged in attendance-generating academic activity within the

online course room such as discussion boards, submission of assignments, or assessments (blended programs only). If the student is owed a refund from the institutional refund calculation, Evara Health Institute processes the necessary refund within thirty (30) calendar days and refunds the student consistent with the amount indicated by the refund calculation. Students are responsible for any balance due on their accounts following the application of an appropriate pro-rata refund.

Proration Process: Evara Health Institute students are billed for tuition by semester payment period (i.e., typically 18 weeks) for all courses scheduled for that semester. A student who is no longer enrolled in an Institute program receives a pro-rata refund based on the percentage of the payment period (semester) completed by the student as follows:

- A student who is no longer enrolled before the start of a payment period for which they have been charged, the student receives a refund of 100% of tuition charges.
- A student who is unenrolled after the start of a payment period for which they have been charged but before or at the 60% completion of the payment period is issued a pro-rata refund as follows:
 - The pro rata amount of tuition refunded is determined by dividing the number of calendar days after a student's last day of attendance in the payment period by the number of calendar days in the payment period.
 - The number of calendar days in a payment period is defined as the number of calendar days from the start of a payment period until the last day of the last course a student was scheduled to attend in the payment period. Scheduled breaks of 5 calendar days or more and periods of leave of absence are excluded from the calculation.
 - Refunds are rounded to the nearest whole dollar.

Evara Health Institute is dedicated to maintaining fairness and transparency in all aspects of our educational programs, including financial matters. If you have any questions or concerns regarding our refund policy, please don't hesitate to contact our Student Finance office for assistance.

TERMS OF PAYMENT

Evara Health Institute students are billed by payment period (i.e., semester) for all courses scheduled for that semester. Students are billed for the first time after they have met all registration requirements and have been officially registered in their program. Official registration typically occurs on the first Thursday of students' second course. See the Provisional Registration Policy located in this catalog for additional details regarding the provisional registration period. Once officially registered, students are billed for all courses taken in their first and second terms and scheduled in their third term which collectively make up the first semester payment period. Beginning in their second semester (i.e., terms 4, 5, and 6), students are billed during the first week of the first term of the semester.

Alternative payment plans and schedules may be negotiated with the Student Finance department. Students may pay more than the amount owed each month.

Students who owe tuition following completion of their academic program are placed on a payment plan with payment dates set for the 15th of each month. Students may pay more than the amount billed each month.

Payments may be made with cash, personal check, electronic check (ACH), credit card (Visa, MasterCard, Discover, American Express), or money order. Returned checks incur a \$25 fee.

Students who do not adhere to their payment plan and schedule may be dismissed from Evara Health Institute.

ACADEMIC PROGRAM INFORMATION

INFORMATION ABOUT BLENDED LEARNING

Evara Health Institute delivers instruction via a blended learning modality. This modality was selected because it allows for increased flexibility for students (e.g., decreased commuting demands) while maintaining the integrity and effectiveness of technical instruction. Online didactic instruction and learning activities align with students' abilities, skills, and needs and include universally available learning resources and support (e.g., audio textbooks, optional graphic organizers). Technical competencies are effectively taught using hands-on practice with appropriate equipment and supervision, and students' competency achievements are well-documented. Evara Health Institute identified the following advantages of blended instruction and learning during the modality selection process:

- **Customized Learning Experience:** Blended learning allows instruction to be tailored to individual student needs, allowing for personalized learning paths that enhance understanding and skill mastery.
- **Accommodating Technical Competencies:** Blended learning ensures direct teaching of technical competencies, combining theoretical knowledge with practical application using hands-on practice and proper supervision and evaluation by qualified faculty. Evara Health Institute's model ensures students in blended programs receive the same quality of technical competency training as they would receive in fully residential programs counterparts.
- **Access to Resources:** Students benefit from both physical and virtual access to a wealth of learning resources and information services, empowering them to explore and expand their understanding.
- **Enhanced Exam Security Strategies:** Evara Health Institute employs rigorous exam security measures, including secure storage, access control, password protection, and distribution restrictions. Multiple exam versions deter academic dishonesty, and the use of online assessment platforms with remote proctoring ensures secure exam delivery and monitoring. Faculty members are educated on the importance of exam security and provided with guidelines for the secure handling and distribution of exams. Clear communication of academic honesty policies underscores the importance of integrity in assessments. Regular audits and reviews of exam distribution processes, along with comprehensive security measures, ensure ongoing enhancement of the institute's exam security protocols.

By embracing blended learning and implementing robust security measures, Evara Health Institute ensures that its healthcare training programs are effective, secure, and conducive to meaningful learning outcomes, ultimately preparing students for successful careers in healthcare.

ACADEMIC PROGRAM OFFERINGS

Evara Health Institute offers the following diploma programs:

- Behavioral Health Technician
- Dental Assistant with Expanded Functions
- Medical Assistant
- Limited Scope Radiology
- Pharmacy Technician

Evara Health Institute offers the following Applied Associates programs:

- Dental Hygiene
- Dental Hygiene Bridge

COURSE NUMBERING SYSTEM

Each course is designated by an alphanumeric system that indicates the program and academic level of each course. Foundational courses typically have course numbers between 1000 and 1999 and are generally taken early in the program. Courses that address more advanced topics typically have course numbers between 2000 and 2999 and are generally taken after the completion of more foundational 1000-series courses. Program externship/clinical courses are assigned course numbers between 3000 and 3999. Stand-alone laboratory courses are indicated with an L following the course numbers. Stand-alone clinic courses that are aligned with specific didactic courses are indicated with a C following the course numbers.

BEHAVIORAL HEALTH TECHNICIAN

BHT Program Details

Program Credential—Diploma

Instructional Modality—Blended Instruction

630- total in-class clock hours

- 345 lecture hours
- 150 laboratory hours
- 135 externship hours
- Outside of class hours are required for studying, assigned reading, and completion of homework assignments and projects.

Instructional Time—36 weeks

Normal Time—38 week

BHT Program Description

The Behavioral Health Technician program prepares students to work in a variety of healthcare settings assisting individuals with mental health, substance abuse, and behavioral challenges. Students gain well-rounded knowledge and skills through a curriculum integrating topics in mental health, addiction studies, applied behavior analysis, trauma-informed care, treatment planning, and professional self-care.

Coursework provides a foundation in common psychiatric disorders, psychotropic medications, addiction across drug classes, neurobiology of addiction, trauma impacts, resilience factors, and recovery models. Techniques are developed in assessment, counseling, case management, behavior modification, data collection, and crisis intervention.

The applied behavior analysis course aligns with the Registered Behavior Technician Task List to equip students with knowledge and competencies for certification. Students learn how to implement ABA therapy and skill-building plans under the supervision of a Board Certified Behavior Analyst.

An emphasis is placed on professional ethics, scope of practice, therapeutic communication, cultural competence, and compassionate, person-centered care. Students complete an externship for hands-on experience under the guidance of qualified supervisors in addiction treatment, mental/behavioral health, or community health settings.

Upon completion of this program, Behavioral Health Technicians will have the diverse knowledge and skills necessary to provide integrated support services and improve quality of life for individuals and families facing emotional, mental, and behavioral health challenges. Graduates will be prepared for paraprofessional roles as community health workers, behavioral health aides, residential technicians, and ABA therapy assistants.

BHT Program Objectives

- Mental Health and Addictions Foundations—Students will demonstrate knowledge of common mental illnesses, addictions, and behavioral disorders including symptoms, criteria, biological bases, and treatment options.
- Focus on Recovery—Students will approach their work with a spirit of hope and belief in recovery for patients and be able to explain stages of change and recovery models for addiction and mental illness.

- Communication and Rapport—Students will apply therapeutic communication techniques to engage diverse clients and build rapport.
- Assessment and Screening—Students will possess the skills to conduct assessments and screenings using appropriate tools and methods and to learn new assessment tools and screening tools and protocols as the field evolves.
- Treatment Planning—Students will be skilled in the development of client-centered treatment plans in collaboration with clinical supervisors and members of the interdisciplinary team.
- Case Management—Students will be proficient in providing case management services including care coordination, discharge planning, resource referrals, and utilization management.
- Direct report—Students will be skilled in implementing support techniques with appropriate supervision such as active listening, motivational interviewing, patient education, and crisis intervention.
- Applied Behavior Analysis—Students will possess the skills required to collect behavioral data, implement behavior modification plans, and apply principles of applied behavior analysis under the supervision of a BCBA.
- Trauma-Informed Care—Students will incorporate trauma-informed care principles into service delivery for trauma survivors.
- Self-Care—Students will practice self-care techniques to increase resilience, prevent burnout, and manage secondary traumatic stress.
- Professional Standards—Students will understand and adhere to industry standards of care, professional codes of ethics, legal requirements, and scope of practice boundaries.
- Communication—Students will use clear, concise written and verbal communication when reporting assessment/screening results, documenting interventions, and reporting patient status and updates.

BHT PROGRAM COMPLETION REQUIREMENTS

Students must meet the following requirements to complete the Behavioral Health Technician program:

- Pass all required classes with a grade of C or better.
 - Students must achieve a score of 75% out of a possible score of 100% on course clinical evaluations to pass the course with a C or better.
- complete all externship hours and meet performance requirements.
- Satisfy Evara Health Institute attendance requirements.

In addition to the above program completion requirements, students must also earn a minimum CGPA of 2.0 to graduate.

Behavioral Health Technician Courses			
Course Number	Course Name	Hours	Credit Hours
BH1100	Integrated, Whole-Person Care	45 Lecture/18 Lab	3.5

BH1150	Mental Health Foundations for Healthcare Professionals	45 Lecture/18 Lab	3.5
BH1200	Principles of Addiction and Recovery for Healthcare Professionals	45 Lecture/24 Lab	3.5
BH2000	Trauma and Trauma-Informed Care	45 Lecture/24 Lab	3.5
BH2500	Treatment Planning and Case Management	45 Lecture/24 Lab	3.5
BH2750	Introduction to Applied Behavior Analysis	45 Lecture/24 Lab	3.5
BH1250	Resilience and Self-Care for Healthcare Professionals	45 Lecture/18 Lab	3.5
BH3000	Behavioral Health Technician Externship	135 Clinical	3.0
			27.5 credits

BHT COURSE DESCRIPTIONS

BH1100 Integrated, Whole-Person Care—This course examines the importance of integrating physical and mental health treatment to provide comprehensive patient-centered care. Students will explore the fundamental relationship between mental and physical health and gain an understanding of how biological, psychological, social, and environmental factors intersect and contribute to a person's overall health status. Evidence-based models for coordinating care between primary care providers, mental health professionals, and community resources will be discussed. Students will learn strategies for educating patients about the mind-body connection, reducing the stigma associated with mental illness, and empowering patients to be active participants in their personalized health management plan. Communication skills and care coordination techniques will be developed through case studies and practice exercises focused on improving health outcomes for patients with co-occurring physical and mental health conditions. Upon completion, students will be prepared to promote integrated health care and collaborate effectively as part of an interdisciplinary team to treat the whole person. (3.5 credits, no prerequisites)

BH1150 Mental Health Foundations for Healthcare Professionals—This course introduces mental health concepts and disorders relevant to healthcare professionals. Students will gain an understanding of the biological, psychological, social, and environmental factors that influence mental health and contribute to specific conditions. Common mental illnesses such as anxiety, mood disorders, psychosis, substance abuse, and personality disorders will be explored along with their criteria, symptoms, and treatment options. The course covers mental status assessment, risk assessment, crisis intervention, and de-escalation techniques applicable across healthcare settings. An overview of psychotropic medications, side effects, and important considerations is included. Principles of mental health law and ethics including confidentiality, duty to warn, and mandated reporting will be reviewed to guide professional practice. Emphasis is placed on reducing stigma and using person-first language. Students will enhance their communication skills and gain knowledge to allow for safe, compassionate care of patients with mental health challenges. (3.5 credits, no prerequisites)

BH1200 Principles of Addiction and Recovery for Healthcare Professionals—This course provides an overview of addiction and substance use disorders for healthcare students and professionals. It covers the major drug classes and their effects on the body and mind including alcohol, stimulants, opioids, marijuana, hallucinogens, and more. The neurobiology of addiction and the factors that influence substance misuse will be examined. Stages of addiction and dependence are explored along with treatment options such as detoxification, counseling,

support groups, and medication-assisted therapies. Relapse prevention strategies and harm reduction principles are discussed. Special considerations for working with pregnant women, adolescents, and other populations with addiction issues are addressed. The course emphasizes the use of therapeutic communication techniques, motivational interviewing, and increased empathy for patients facing addiction. Healthcare professionals will gain the knowledge necessary to show compassion, use person-first language, and provide effective screening, treatment, and recovery support for individuals with substance use disorders. (3.5 credits, no prerequisites)

BH2000 Trauma and Trauma-Informed Care—This course provides an in-depth understanding of trauma and its impacts on mental and physical health across the lifespan. Students will study the neurobiological effects of trauma and adverse childhood experiences. Trauma-informed assessment, care principles, and psychological first-aid strategies will be covered with an emphasis on promoting resilience and recovery. The responsibilities and challenges of working with traumatized children and families involved in the child welfare system will be examined. Risk factors for secondary traumatic stress and compassion fatigue will be explored along with self-care practices that promote provider wellness. Through case discussions, practice exercises, and the application of trauma-informed frameworks, students will gain essential skills for providing care that is sensitive, empowering, and prevents re-traumatization. Upon completion, students will understand trauma prevalence, outcomes, and the importance of creating safe, supportive systems for survivors' healing. (3.5 credits, no prerequisites)

BH2500 Treatment Planning and Case Management—This course provides students with skills to develop client-centered treatment plans and provide effective case management services. Emphasis is placed on instilling hope, incorporating the individual's strengths and goals, and coordinating care across multiple services and systems. Students will gain an understanding of the treatment team, the role of the case manager, and how to engage with clients in a collaborative process to establish a personalized care plan. The four components of treatment planning will be covered including assessment, diagnosis, treatment goals/objectives, and interventions. Ongoing documentation, progress monitoring, utilization review, and discharge planning will be addressed. Students will learn how to appropriately involve family and connect clients with community resources to improve functioning and support reintegration. Multidisciplinary collaboration and cultural considerations will be discussed to ensure treatment plans meet the holistic needs of diverse populations. (3.5 credits, BH1100, BH1150, BH1200, BH2000 are prerequisite)

BH1250 Resilience and Self-Care for Healthcare Professionals—This course provides evidence-based strategies to build resilience, promote well-being, and prevent burnout as a healthcare professional. Students will explore the impact of occupational stressors and grief on providers as well as personal life demands. The concepts of compassion fatigue, vicarious trauma, and moral distress will be discussed including signs and symptoms. Students will identify appropriate self-care planning including work-life balance, social support networks, mind-body practices, continued education, and humor skills. Available mental health resources will be outlined with an emphasis on overcoming barriers to accessing care like stigma. Self-assessments and tools for monitoring compassion satisfaction and secondary traumatic stress will be applied. Students will gain practical skills to manage stress, practice self-compassion, establish healthy boundaries, and sustain longevity in demanding caregiving roles. The course aims to model a culture of acceptance that values provider well-being. (3.5 credits, no prerequisites)

BH2750 Introduction to Applied Behavior Analysis—This course provides an introduction to the principles and techniques of applied behavior analysis (ABA) and their use in behavioral intervention for clients with autism, developmental disabilities, and other needs. Students will gain knowledge and skills aligned with the Registered Behavior Technician (RBT) Task List to prepare them for the Behavior Analysts Certification Board (BACB) Registered Behavior Technician (RBT) certification. (3.5 credits, no prerequisites)

Topics include foundational principles of ABA, measurement and data collection methods, conducting assessments, implementing behavior reduction and skill acquisition interventions, documentation and reporting, and professional ethics. Through lectures, discussions, and practical exercises, students will learn how to objectively measure target behaviors, develop data-driven behavior plans, provide ABA therapy using evidence-based procedures, and work collaboratively under the supervision of a Board Certified Behavior Analyst.

Upon successful completion of this course, students will demonstrate competence in the RBT Task List content and skills necessary to provide ethical and effective behavioral interventions.

BH3000 Behavioral Health Technician Externship—This externship course provides students with the opportunity to apply knowledge and skills from the Behavioral Health Technician program in a practical setting under the supervision of experienced professionals. Students will complete 135 hours of field experience in an approved behavioral health, mental health, addiction treatment, or community health facility.

Through hands-on practice, students will refine skills in conducting assessments, implementing treatment plans, providing education and interventions, collecting data, reporting observations, and maintaining appropriate clinical documentation. Students will follow all legal, ethical, and workplace policies and procedures. They will demonstrate professionalism, compassion, and an understanding of the scope of practice boundaries when working with clients and families.

Students will be supervised on-site by qualified providers and participate in ongoing reflective exercises with faculty. The externship experience will build clinical competence and prepare students for entry-level positions as behavioral health technicians, community health workers, and registered behavior technician assistants. Students will gain valuable experience as members of an interprofessional treatment team while making connections for future employment opportunities.

Students will also participate in an approved community behavioral health community service project.

Upon completion of this course, students will have successfully integrated and applied knowledge from prerequisite Behavioral Health Technician courses to demonstrate the necessary skills and character for working with diverse client populations in the behavioral health field. (3.0 credits, BH1100, BH1150, BH1200, BH2000, BH2500, BH2750, BH1250 are prerequisite)

DENTAL ASSISTANT WITH EXPANDED FUNCTIONS

DAEF Program Details

Program Credential—Diploma

Instructional Modality—Blended Instruction

723 total in-class clock hours

- 270 lecture hours
- 228 laboratory hours
- 225 clinical externship hours
- Outside of class hours are required for studying, assigned reading, and completion of homework assignments and projects.

Instructional Time—36 weeks

Normal Time—38 weeks

DAEF Program Description

PO

DAEF Program Objectives

- **Professionalism Skills:** Students will apply interpersonal skills such as problem-solving skills, empathy, critical thinking, teamwork, and effective communication to work effectively as a member of a dental team and provide high-quality patient-centered care.
- **Dentistry Law and Ethics:** Students will understand the legal and ethical aspects of dentistry, including HIPAA compliance, patient confidentiality, and professional conduct. Special attention will be given to educating students on the specific regulations and requirements for dental assistants with expanded functions in the state of Florida.
- **Infection and Hazard Control:** Students will gain hands-on experience in implementing infection control measures, using personal protective barriers, performing disinfection procedures, and managing hazardous waste in compliance with OSHA guidelines.
- **Clinical Equipment Function and Maintenance:** Students will identify, operate, and maintain various dental equipment in clinical settings, ensuring proper functionality for effective patient care.
- **Ergonomics for the Dental Setting:** Students will understand the importance of ergonomic positioning, preventing repetitive motion injuries, and accommodating patients with disabilities or special needs.
- **Patient Management and Education Procedures:** Students will acquire skills in patient management, including seating, dismissing, and interviewing patients to update their patient files. Students will also acquire the skills to provide patient education related to maintaining dental health and following oral health instructions.
- **Chairside Assisting Skills:** Students will demonstrate proficiency in identifying and using dental instruments, materials, and tools, assembling tray set-ups, and employing proper transfer methods during a wide range of dental procedures. They will also learn isolation methods to ensure a dry field and retraction techniques for protecting oral tissues during dental procedures.
- **Dental Laboratory/Pre-Clinical Skills:** Students will demonstrate proficiency in laboratory techniques, including taking impressions, pouring and trimming models, fabricating appliances, and understanding CAD/CAM applications.

- Expanded Restorative Procedures: Students will possess knowledge and skills in a range of restorative procedures, such as placement and removal of temporary crowns and bridges, taking impressions for study models, and applying pit and fissure sealants.
- Radiography Techniques: Students will possess the knowledge and skills to implement advanced radiography techniques, including taking and processing dental x-rays, ensuring accurate diagnostic imagery while adhering to radiation safety guidelines.
- Orthodontic Procedures: Students will understand the role of dental assistants in supporting orthodontic treatment and gain knowledge and skills in orthodontic procedures, including banding and bonding, archwire adjustments, and placement of orthodontic appliances.
- Periodontal Procedures: Students will gain knowledge regarding periodontal disease and the skills needed to assist with periodontal treatments such as scaling and root planing procedures and maintenance of periodontal dressings.
- Endodontic Procedures: Students will develop knowledge and skills to assist with endodontic procedures, including assisting in root canal treatments and placement of temporary fillings.
- Oral Surgery Assistance: Students will gain knowledge and skills required to assist with oral surgery procedures, including tooth extractions, suture placement, and post-operative care instructions.
- Dental Charting: Students will be proficient in dental charting methods, using appropriate terminology and symbols for accurate recordkeeping.
- Business Office Procedures: Students will learn to maintain accurate patient records, schedule appointments professionally, respond to inquiries, utilize office equipment, and apply technology trends for effective communication and outreach.

DAEF Program Completion Requirements

Students must meet the following requirements to complete the Dental Assistant with Expanded Functions program:

- Pass all required classes with a grade of C or better.
 - Students must achieve a score of 75% out of a possible score of 100% on course clinical evaluations to pass the course with a C or better.
- complete all externship hours and meet performance requirements.
- Satisfy Evara Health Institute attendance requirements.

In addition to the above program completion requirements, students must also earn a minimum CGPA of 2.0 to graduate.

Dental Assistant with Expanded Functions Courses			
Course Number	Course Name	Hours	Credit Hours
DA1100	Dental Anatomy, Physiology, and Pathology	30 Lecture/24 Lab	2.5
DA1150	Dental Assistant Foundations	60 Lecture/24 Lab	4.5
DA1200	Chairside Assisting and Preventative Dentistry	45 Lecture/45 Lab	4.5
DA3000	Dental Assistant Foundations Externship	90 Clinical	2.0
DA2000	Restorative Dentistry Principles and Procedures	45 Lecture/45 Lab	4.5
DA2500	Advanced Topics and Dental Specialties	45 Lecture/45 Lab	4.5
DA1250	Dental Office Administration	45 lecture/0 Lab	3.0
DA2750	Dental Assistant Clinical Capstone	0 lecture/45 Lab	1.5

DA3500	Dental Assistant Clinical Capstone Externship	135 Clinical	3.0
			30 credits

DAEF Course Descriptions

DA1100 Dental Anatomy, Physiology, and Pathology—The Dental Anatomy, Physiology, and Pathology course aims to provide students with working knowledge of the anatomy and physiology of the head, neck, and oral cavity. Content includes oral histology, oral embryology, and normal and abnormal oral development. Specific identification and charting of teeth and other oral structures are emphasized. The course encompasses both general and oral pathology and provides students with a foundational understanding of the nature of diseases, their causes, processes, and effects. Students acquire fundamental knowledge in the etiology, pathogenesis, identification, and management of diseases that impact the oral and maxillofacial regions. Instruction emphasizes the importance of adhering to recommended CDC and OSHA guidelines when handling tissue specimens related to oral pathology, ensuring a safe and responsible approach to laboratory and clinical instruction in the field. Overall, students gain the expertise needed to recognize and comprehend deviations from normal oral health, underpinning their ability to contribute effectively to patient care in dental assisting practice. (2.5 credits, no prerequisites)

DA1150 Dental Assistant Foundations—The Dental Assistant Foundations course covers a wide array of essential topics in professional dental assisting practice. Students will explore the impact of social determinants of health on oral well-being and access to quality care for diverse patient populations. Professionalism, ethics, and regulatory requirements relevant to dental assisting are emphasized and highlight the importance of maintaining high standards in dental assisting daily practice. Effective teamwork and collaboration are central themes, as students learn about dental team roles and responsibilities and the importance of strong interprofessional communication, critical thinking, and problem-solving to enhance working relationships. Patient engagement is a critical aspect of this course. Course content includes principles and procedures for ensuring patient safety, responding empathetically to patient concerns and distress, and adapting communication to accommodate diverse audiences. Practical skills such as patient interviewing, medical and dental history recording, and vital sign assessment and documentation are also covered. Students gain an understanding of the principles of microbiology and infection control, sterilization and disinfection requirements outlined in Florida Rule 64B5.25, and sterilization and disinfection methods and procedures. They practice hand hygiene and Personal Protective Equipment (PPE) protocols consistent with CDC recommendations, ensuring a strong foundation in infection control practices. Students are taught to identify dental equipment commonly found in dental clinics and tools and materials commonly used in preventative and/or restorative dentistry procedures. (4.5 credits, no prerequisites)

DA1200 Chairside Assisting and Preventative Dentistry—The Chairside Assisting and Preventative Dentistry emphasizes prevention as a fundamental component of dental health. Course content is designed to equip dental assistant students with the knowledge and practical skills necessary to assist with procedures and practices aimed at preventing dental issues and maintaining oral health, including dental cleanings, fluoride treatments, dental sealants, oral hygiene education, and regular check-ups. Students will learn to practice safely, effectively, and in compliance with infection control protocols, effectively assist providers, and contribute to a

positive patient experience. Students will practice procedures and effective techniques for greeting and escorting patients to the operator, ensuring patient comfort, communicating important information about the procedure, conducting patient interviews, measuring patient vitals, and updating patient charts. Students will also learn how to maintain a clean, organized, and aseptic operator, prepare necessary equipment, supplies, and materials for specific procedures, and protect themselves through the proper donning and doffing of personal protective equipment (PPE). Clinical instruction emphasizes the skills needed to operate dental equipment safely and effectively, position dental tools properly, and transfer dental instruments smoothly during dental procedures. Course content covers principles of preventative dentistry, including oral hygiene, nutrition, and disease prevention, emphasizing the importance of preventative measures in maintaining oral health. Students will develop basic knowledge related to the identification, etiology, pathogenesis, and management of oral pathology and gain knowledge regarding the role of preventative dentistry in avoiding oral pathology. Students practice providing patient education to explain the importance of preventative measures, oral hygiene practices, and the role of dietary habits in oral health. Students are provided hands-on clinical practice experiences in both chairside assisting and preventative dentistry procedures. (4.5 credits, no prerequisites)

DA3000 Dental Assistant Foundations Externship— The Dental Assistant Foundations Externship experience is an integral component of the Dental Assistant with Expanded Functions program specifically tailored to align with the knowledge and skills acquired in the Dental Anatomy, Physiology, and Pathology, Dental Assistant Foundations, and Dental Chairside Assisting and Preventative Dentistry courses. Under the supervision and guidance of experienced healthcare professionals, students will actively engage in chairside assisting activities, apply infection control procedures, and participate in patient education practices. Students are expected to uphold the highest standards of professionalism, adhere to ethical guidelines, and respect patient confidentiality and privacy. Students will also collaborate effectively within the dental care team and communicate clearly with patients. Students will be evaluated on their ability to apply fundamental dental care skills and accommodate the unique needs of diverse patient populations to support the provision of high-quality dental care. (2.0 credits, DA1100, DA1150, DA1200 are prerequisites)

DA2000 Restorative Dentistry Principles and Practice—The Restorative Dentistry Principles and Practice course is designed to equip students with the necessary knowledge and skills to work effectively perform and assist with restorative dental procedures. Students will gain in-depth knowledge of the purpose and significance of restorative dentistry and learn to describe and execute restorative procedures tailored to specific oral pathologies, diseases, and abnormalities. Instruction includes procedures and techniques for maintaining and preparing the dental operator for restorative treatments, ensuring a clean, orderly, and aseptic environment. Students become adept at equipment, instrument, and materials preparation, gaining expertise in tray set-ups for diverse restorative procedures. Through hands-on training, students gain proficiency in assisting with restorative treatments, including fillings, crowns, extractions, and root canals, and a wide range of restorative dental tasks, from caries removal and isolation techniques to temporary crown fabrication and pulp vitality testing. The course emphasizes the correct handling of dental materials and aligns strongly with CDC guidelines and OSHA regulations, placing paramount importance on infection control and patient safety. (4.5 credits, DA1100, DA1150, and DA1200 are prerequisites)

DA2500 Advanced Topics and Dental Specialties—The Advanced Topics and Dental Specializations course is designed for dental assistants to expand their knowledge and skills to become well-rounded professionals capable of providing exceptional support in various specialized dental settings while adhering to the highest standards of patient care and safety. This course covers a wide spectrum of dental specializations, including cosmetic dentistry, orthodontics, oral surgery, periodontal procedures, emergency dental care, dental radiology, and pharmacology principles. Through a combination of theoretical knowledge and hands-on training, students will acquire the skills necessary to work effectively in these specialized fields, ensuring they are well-prepared to assist dental professionals in delivering advanced dental care. In this course, dental assistants will learn to assist with various cosmetic dentistry procedures, such as teeth whitening, veneer placement, and cosmetic bonding, while also gaining insights into orthodontic support, oral surgery assistance, and periodontal care. Additionally, students will develop proficiency in dental radiology, including the capture of digital x-rays safely and in accordance with established protocols. Further, the course delves into pharmacology principles, equipping students with the knowledge to understand drug classifications, indications, contraindications, and administration methods, including those relevant to pain management and anxiety control in dental procedures. Through professional dialogue and interaction with peers and mentors, students will reflect on and share experiences and foster effective communication skills, preparing them to collaborate seamlessly within the dental team. (4.5 credits, DA1100, DA1150, DA1200 are prerequisites)

DA1250 Dental Office Administration—The Dental Office Administration course is designed to equip dental assistants with the skills and knowledge required to assist with the management of dental offices. The course focuses on the interpersonal, communication, ethical, and administrative competencies vital for fostering positive patient relationships and maintaining the professionalism of the dental team. Students will develop strong interpersonal skills to promote positive team dynamics and patient relationships. They will learn the importance of professionalism in online and offline interactions, including the appropriate use of the internet, social media, and email services. The course emphasizes punctuality, dependability, and professional attire while nurturing self-awareness through reflection and self-assessment. Critical thinking, ethical decision-making, and effective communication are encouraged, along with conflict resolution and the display of empathy, care, and compassion in all patient and team interactions. Written communication skills, including grammar, punctuation, and spelling, will be honed, and methods for bridging communication gaps for diverse populations will be explored. Appointment scheduling and professional telephone and electronic query responses are integral components of the course as well. Students will be well-versed in protecting patient rights and adhering to confidentiality and privacy regulations. Finally, course content will promote students' practical knowledge of dental office equipment and administrative procedures including electronic health record systems, word processing, and dental office equipment operation. (3.0 credits, no prerequisites)

DA2750 Dental Assistant Clinical Capstone—The Dental Assistant Clinical Capstone course represents the culmination of a comprehensive dental assistant program, providing students with the opportunity to integrate and apply the knowledge and skills they have acquired throughout their training. This immersive simulated clinical experience is designed to prepare students for a successful transition into the professional world of dental assisting by allowing them to work closely with dental professionals in a real clinical setting. Case studies and simulated dental office scenarios reinforce the knowledge and skills acquired throughout the program and ensure that students are well-prepared to provide high-quality care and make a

positive impact on the oral health of patients. A final comprehensive clinical competency assessment is performed to evaluate proficiency and provide remediation, if necessary. (1.5 credits, DA1100, DA1150, DA1200, DA2000, DA2500, DA3000 are prerequisites)

DA3500 Dental Assistant Clinical Capstone Externship—The Dental Assistant Clinical Capstone Externship experience is the culminating clinical experience for the Dental Assistant with Expanded Functions program and is designed to provide students with an opportunity to apply their comprehensive dental assisting knowledge and skills in a real-world dental healthcare environment. This externship experience serves as the final step in a student's journey to become a competent and confident Dental Assistant with Expanded Functions. (3.0 credit hours, DA1100, DA1150, DA1200, DA2000, DA2500, DA2750, DA3000 are prerequisites)

DENTAL HYGIENE

DH Program Details

Program Credential—Applied Associates

Instructional Modality—Blended Instruction

1804 total in-class clock hours

- 885 lecture hours
- 309 laboratory hours
- 610 clinical hours
- Outside of class hours are required for studying, assigned reading, and completion of homework assignments and projects.

Instructional Time—90 weeks

Normal Time—94 weeks

DH Program Description

The Dental Hygiene program at Evara Health Institute prepares students for licensure and careers as dental hygienists in Florida. The comprehensive curriculum begins with a focus on building students' foundational knowledge in dental instrumentation, materials, and radiology. As students advance, they develop skills in preventive oral services and treatment procedures including head and neck anatomy, oral pathology, periodontology, pain management, infection control, ethics, and advanced clinical dental hygiene.

The program is aligned with the American Dental Association Commission on Dental Accreditation (CODA) training standards and with industry practice standards. Extensive hands-on laboratory sessions allow students to hone core competencies like performing oral health assessments, developing treatment plans, providing cleanings and fluoride treatments, taking radiographs, administering anesthetics, identifying oral diseases, and managing dental emergencies.

Valuable practical experience is gained through clinical rotations completed at affiliate dental clinics under licensed professionals' direct supervision. Emphasizing practice-based learning, students spend significant time in clinical settings delivering care to diverse patients. Upon completing the curriculum, graduates will have satisfied all requirements to sit for the National Board Dental Hygiene Examination, Florida's ADEX Dental Hygiene Licensing Examination, and the Florida Laws and Rules Examination. Passing these exams is required to obtain dental hygiene licensure which is required to practice as a dental hygienist in Florida.

Graduates are prepared for dental hygiene careers in various settings like general/specialty practices, public health clinics, schools, and more. The program aims to develop qualified hygienists committed to evidence-based care, ethical practice, professionalism, and lifelong learning.

DH Program Objectives

- Establish dental hygiene practice knowledge through didactic coursework and lab instruction in dental anatomy, physiology, pharmacology, pathology, radiography, periodontology, and other dental sciences.

- Develop students' clinical skills through simulation practice and patient experiences in assessment, instrumentation, preventive therapies, education, radiography, pain management, sealants, debridement, and other dental hygiene procedures.
- Ensure competency in comprehensive dental hygiene care including oral inspection, charting, treatment planning, infection control, and preventive and therapeutic services across diverse patient populations.
- Prepare students to utilize critical thinking, sound judgment, and evidence-based clinical decision-making to adapt care to each patient's needs.
- Instruct students on laws, ethics, regulations, and professional standards pertaining to dental hygiene scope of practice.
- Equip students to apply theoretical learning, technical skills, and professional principles during supervised clinical experiences across dental specialties.
- Foster commitment to lifelong learning and professional development through education on emerging research, technology, and best practices in the field.
- Develop interpersonal, communication, and teamwork abilities to collaborate effectively within the interprofessional dental team.
- Ensure graduates are eligible for national and state examinations for dental hygiene licensure to begin professional practice.

DH Program Completion Requirements

Students must meet the following requirements to complete the Dental Hygiene program:

- Pass all required classes with a grade of C or better.
 - Students must achieve a score of 75% out of a possible score of 100% on course clinical evaluations to pass the course with a C or better.
- Complete all clinic hours and meet performance requirements.
- Satisfy Evara Health Institute attendance requirements.

In addition to the above program completion requirements, students must also earn a minimum CGPA of 2.0 to graduate.

Dental Hygiene Program Courses			
Course Number	Course Name	Hours	Credit Hours
DH1100	Foundations of Dental Care	60 lecture/30 lab	5.0
DH1200	Dental Instrumentation with lab	30 lecture/45 lab	3.5
DH1300	Dental Materials	30 lecture/30 lab	3.0
DH1400	Dental Radiology	30 lecture/30 lab	3.0
SO1450	Principles of Sociology	45 lecture	3.0
AP1101	A&P I with Lab	45 lecture/18 lab	3.5
CM1250	Introduction to Public Speaking	45 lecture	3.0
AP1201	A&P II with Lab	45 lecture/18 lab	3.5
PS1450	General Psychology	45 lecture	3.0
MB1301	Introduction to Microbiology with Lab	45 lecture/18 lab	3.5
DH2150	Orofacial Anatomy with Lab	30 lecture/30 lab	3.0
DH2200	Histology and Embryology	30 lecture	2.0
DH2300	Pathology and Oral Medicine	45 lecture/24 lab	3.5
DH2450	Periodontology	45 lecture	3.0
MT1100	Topics in Mathematics	45 lecture	3.0

DH2550	Community Dental Health	45 lecture	3.0
DH2550L	Community Dental Health Laboratory	30 lab	1.0
EN1100	English Composition	45 lecture	3.0
DH2700	Dental Hygiene Practice I	45 lecture/18 lab	3.5
DH2700C	Dental Hygiene Practice I Clinic	45 clinical	1.0
DH3000	Dental Hygiene Practice II	30 lecture/18 lab	2.5
DH3000C	Dental Hygiene Practice II Clinic	90 clinical	2.0
HM1100	Introduction to Humanities	45 lecture	3.0
DH2800	Dental Pharmacology	30 lecture	2.0
DH3300	Dental Hygiene Practice III	15 lecture	1.0
DH3300C	Dental Hygiene Practice III Clinic	135 clinical	3.0
DH3400	Dental Hygiene Practice IV	15 lecture	1.0
DH3400C	Dental Hygiene Practice IV Clinic	165 clinical	3.5
DH3500C	Dental Hygiene Practice Clinical Capstone	180 clinical	4.0
			82 credits

DH Course Descriptions

DH1100 Foundations of Dental Care—The Foundations of Dental Care course covers a wide array of essential topics in professional dental care and hygienist practice. Students will explore the impact of social determinants of health on oral well-being and access to quality care for diverse patient populations. Professionalism, ethics, and regulatory requirements relevant to dental hygiene care are emphasized to highlight the importance of maintaining high standards in dental hygiene daily practice. Ethical issues, legal requirements, and standards specific to the dental hygiene profession are discussed. Instruction in instrumentation and armamentarium required to perform dental prophylaxis is also provided. Effective teamwork, communication, and care team collaboration are central themes. High-quality patient care, safe practice procedures, clear and empathetic patient communication, and techniques for adapting communication to accommodate diverse audiences are emphasized throughout the course. Students gain an understanding of the principles of microbiology and infection control, sterilization and disinfection requirements outlined in Florida Rule 64B5.25, and sterilization and disinfection methods and procedures. Students practice hand hygiene and Personal Protective Equipment (PPE) protocols consistent with CDC recommendations, ensuring a strong foundation in infection control practices. Students are taught to identify dental equipment commonly found in dental clinics and tools and materials commonly used in preventative and/or restorative dentistry procedures. Practical skills such as motivational interviewing, medical and dental history record keeping, and measurement of vital signs are also covered. (5.0 credits, no prerequisites)

DH1200 Dental Instrumentation with Lab—The Dental Instrumentation with Lab course is designed to introduce dental hygiene students to the instrumentation and armamentarium used in comprehensive dental care with emphasis on those used to perform dental prophylaxis. Topics include ergonomics, instrumentation grasp, fulcrum, adaption, angulation and activation, and use of a mirror, explorer, periodontal probe, and debridement instruments. (3.5 credits, DH1100 is prerequisite)

DH1300 Dental Materials with Lab—The Dental Materials course is designed to acquaint dental hygiene students with various materials used in the dental profession, including the chemical, physical, and biological properties, rationale for use, contraindications, and

biocompatibility. The laboratory time allows the student to manipulate the various dental materials to enhance their understanding of the physical and chemical properties of the materials. (3.0 credits, DH1100 is prerequisite)

DH1400 Dental Radiology with Lab—The Dental Radiology course is designed to provide students with the knowledge, strategies, and skills required to safely and effectively obtain diagnostically acceptable dental x-ray images. Course content encompasses the history of x-rays, the utility and risks of radiation, digital imaging procedures and quality control, dental radiographic film, exposure factors, interpretation of dental radiographs, and radiation safety and protection. The laboratory portion of the course emphasizes developing competency in exposing diagnostically acceptable dental images and provides experience in the use of dental x-ray machines, various exposure projections and techniques, processing, mounting, interpreting, and critiquing dental radiographs. (3.0 credits, DH1100 is prerequisite)

DH2150 Orofacial Anatomy with Lab—The Orofacial Anatomy with Lab course is the study of skeletal, muscular, circulatory, nervous, and glandular structures of the head, neck, and oral cavity. Course content includes is the study of macroscopic anatomy and morphology of the hard and soft tissues of the oral cavity. Instruction emphasizes the structures of the head and neck including the study of osteology, musculature, neurology, vasculature, and lymphatics of the head and neck, and the temporomandibular joint, and relates them to dental treatment. The laboratory allows students to apply knowledge through activities including bone identification, muscle dissections, and examination of skull specimens. (3.0 credits, DH1100, DH1200, DH1300, DH1400 are prerequisite)

DH2200 Histology and Embryology—The Histology and Embryology course covers the microscopic anatomy and embryonic development of oral and dental structures. Content focuses on the histogenesis of orofacial tissues including salivary glands, lip, tongue, periodontium, pulp, enamel, dentin, and bone. Tooth development stages from the dental lamina through eruption are examined. (2.0 credits, DH1100 DH1200, DH1300, DH1400 are prerequisite)

DH2300 Pathology and Oral Medicine—The Pathology and Oral Medicine course covers the etiology, pathogenesis, identification, and management of diseases and conditions affecting the oral and maxillofacial region. Topics include microbiology, immunology, developmental defects, inflammation, cysts, oral cancer, systemic diseases with oral manifestations, and dental caries and periodontal diseases. Instruction regarding the relationship between oral inflammation, nutrition, and systemic health to oral disease processes and patient care planning is provided. The implications of various pathologic conditions on dental hygiene care are emphasized. (3.5 credits, DH1100 DH1200, DH1300, DH1400 are prerequisite)

DH2450 Periodontology—The Periodontology course provides an in-depth study of the etiology, pathogenesis, diagnosis, and treatment of periodontal diseases. Topics include periodontal anatomy, disease classification systems, plaque-induced gingivitis, chronic periodontitis, aggressive periodontitis, surgical and non-surgical therapies, implant therapy, lasers, wound healing, and periodontal emergencies. Evidence-based decision-making for periodontal care is emphasized. (3.0 credits, DH1100 DH1200, DH1300, DH1400 are prerequisite)

DH2550 Community Dental Health—The Community Dental Health course provides an introduction to community oral health concepts and the role of the dental hygienist in promoting population health. Students will explore the social determinants of health, epidemiology of oral

diseases, community assessment techniques, preventive programs, health policy, and professional roles in dental public health. Experiential learning activities will allow students to apply knowledge through community outreach projects. (3.0 credits, DH1100, DH1200, DH1300, DH1400 are prerequisite, DH2550L is corequisite)

DH2550L Community Dental Health Laboratory—The Community Health Laboratory course is designed to provide students with the opportunity to apply the knowledge, skills, and preparation attained in the Community Dental Health course within a community health setting. Students collect and interpret primary data using a survey method and present their findings via a poster presentation to interested stakeholders. Participation in a public health education/service project is also required. (1.0 credits, DH1100, DH1200, DH1300, DH1400 are prerequisite, DH2550 is corequisite)

DH2700 Dental Hygiene Practice I—This fundamental preclinical course provides simulated clinical experience in patient care procedures, instrumentation skills, and professional protocols needed for entry into the dental hygiene clinic. Students develop competence in infection control, dental hygiene diagnosis, preventive treatment, communication, ergonomics, instrumentation grasp and strokes, use of dental equipment, and office management skills through laboratory skill development and clinical simulations. (3.5 credits, DH1100, DH1200, DH1300, DH1400 are prerequisite, DH2700C is corequisite)

DH2700C Dental Hygiene Practice I—This fundamental preclinical course provides simulated clinical experience in patient care procedures, instrumentation skills, and professional protocols needed for entry into the dental hygiene clinic. Students develop competence in infection control, dental hygiene diagnosis, preventive treatment, communication, ergonomics, instrumentation grasp and strokes, use of dental equipment, and office management skills through laboratory skill development and clinical simulations. (1.0 credit, DH1100, DH1200, DH1300, DH1400 are prerequisite, DH2700 is corequisite)

DH2800 Pharmacology—The Pharmacology course covers the pharmacologic principles and major drug classifications relevant to dental practice. Students gain an understanding of the pharmacodynamics, pharmacokinetics, therapeutic effects, adverse reactions, and dental management considerations for commonly prescribed and encountered medications. Legal, ethical, and safety standards for medication administration are emphasized. (2.0 credits, DH1100, DH1200, DH1300, DH1400 are prerequisite)

DH3000 Dental Hygiene Practice II—THE Dental Hygiene Practice II course is the second in a series of courses designed to teach the knowledge and skills required to deliver high-quality dental hygiene care to patients. The course builds on competence gained in previous courses and provides instruction to deepen overall clinical competence and to prepare students to perform specific care procedures including scaling, root planing, radiographs, preventive therapies, and patient education. (2.5 credits, DH1100, DH1200, DH1300, DH1400, DH2700, DH2700C are prerequisite, DH3000C is corequisite)

DH3000C Dental Hygiene Practice II Clinic—The Dental Hygiene Practice II Clinic course is the second in a series of courses designed to provide students with practical experience in delivering dental hygiene care to patients. The course builds on competence gained in previous courses and clinical experiences and provides the opportunity for students to deepen their overall clinical competence and to practice specific care procedures including scaling, root planing, radiographs, preventive therapies, and patient education. (2.0 credits, DH1100, DH1200, DH1300, DH1400, DH2700, DH2700C are prerequisite, DH3000 is corequisite)

DH3300 Dental Hygiene Practice III—This course is designed to introduce students to the principles of dental hygiene practice management, strategies for improving efficiency and effective time management, emerging dental technology and treatment practices, and professional research and presentation skills. (2.5 credits, DH1100, DH1200, DH1300, DH1400, DH2700, DH2700C, DH3000, DH3000C are prerequisite, DH3300C is corequisite)

DH3300C Dental Hygiene Practice III Clinic—The Dental Hygiene Practice Clinic III course provides students with continued clinical experience in comprehensive dental hygiene care with progressively more complex dental cases. Instrumentation, radiographic skills, patient education, and treatment planning will again be emphasized. Instruction in protocols and procedures related to dental office administration, efficiency, time management skills, and sound clinical decision-making will be provided. Students will gain experience in the treatment of periodontal cases and patients with special needs. (3.0 credits, DH1100, DH1200, DH1300, DH1400, DH2700, DH2700C, DH3000, DH3000C are prerequisite, DH3300 is corequisite)

DH3400 Dental Hygiene Practice IV—The Dental Hygiene Practice IV course provides a forum for discussion of treatment planning considerations as the student progresses in the curriculum which allows for the integration of theoretical knowledge and clinical treatment. Students are prepared through case review, reflection, and professional dialogue for increasing case difficulty in the clinical setting. Topics include self and peer assessment, application of evidence-based dental research, motivational interviewing in patient counseling, and case presentation. Students will demonstrate research and presentation skills through the completion of a poster presentation on an approved dental topic of interest. Guest speakers will be integrated to provide a variety of perspectives and experiences. (1.0 credit, DH1100, DH1200, DH1300, DH1400, DH2700, DH2700C, DH3000, DH3000C, DH3300, DH3300C are prerequisite, DH3400C is corequisite)

DH3400C Dental Hygiene Practice IV—The Dental Hygiene Practiced IV Clinic course is designed to provide a variety of clinical experiences with diverse populations to enhance previously learned skills and knowledge in the delivery of comprehensive patient care. Emphasis is placed on the incorporation of technology, advanced instrumentation, professional decision-making, and patient management skills necessary to increase the quality of care in the delivery of dental hygiene services. Students participate in dental office management procedures in addition to their clinical responsibilities. Mastery of dental hygiene skills and the development of independent decision-making abilities are emphasized throughout. (3.5 credits, DH1100, DH1200, DH1300, DH1400, DH2700, DH2700C, DH3000, DH3000C, DH3300, DH3300C are prerequisite, DH3400 is corequisite)

DH3500 Dental Hygiene Practice Clinical Capstone—The Dental Hygiene Practice Clinical Capstone course is the final course to demonstrate the clinical competence expected of an entry-level dental hygienist before students transition to independent professional roles. Students are expected to demonstrate mastery of all the techniques and treatment modalities taught in previous courses. Emphasis is placed on advanced instrumentation, professional decision-making, quality of care, and time management in the delivery of comprehensive dental hygiene care. Professionalism and effective teaming skills are also emphasized. (4.0 credits, all other Dental Hygiene Bridge program courses are prerequisites).

General Education (Ge) Courses and Foundations Courses

AP1101 Anatomy & Physiology I with Lab—The Anatomy and Physiology I with Lab course provides an in-depth study of the structure and function of the human body. Topics covered

include anatomical terminology, cell biology, histology, and the integumentary, skeletal, muscular, and nervous systems. The laboratory component includes hands-on observation and study of anatomical models, histological slides, and dissection activities to reinforce lecture concepts. (GE, 3.5 credits, no prerequisites)

AP1201 Anatomy & Physiology II with Lab—The Anatomy and Physiology II with Lab course is focused on the study of the structure and function of the cardiovascular, lymphatic, respiratory, digestive, urinary, reproductive, and endocrine systems. Sensory organs and mechanisms are also covered. Laboratory activities reinforce lecture concepts through hands-on observation, dissection, models, and other activities. (3.5 credits, no prerequisites)

CM1250 Introduction to Public Speaking—The Introduction to Public Speaking course develops students' public speaking skills with an emphasis on organization, research, writing, delivery, and critical analysis. Students will study communication theory and rhetoric while exploring informative, persuasive, and ceremonial styles of speaking. Through practice and constructive feedback, students gain confidence and the ability to engage audiences using effective verbal and nonverbal techniques. (GE, 3.0 credits, no prerequisites)

EN1100 English Composition—The English Composition course develops written communication skills with an emphasis on articulating a clear focus, synthesizing information, and constructing well-reasoned arguments. Students will analyze readings, practice various types of writing including narratives, descriptions, critiques, and research papers. Grammar, punctuation, style, and usage are addressed through practice and revision. Through group workshops and instructor feedback, students learn to write and edit drafts to produce high-quality final works. (GE, 3.0 credits, no prerequisites)

HM1100 Introduction to Humanities—The Introduction to Humanities course provides an overview of influential movements, schools of thought, and seminal figures in the humanities including literature, art, music, philosophy, and history. Students will engage critically with canonical works of the Western tradition through readings, listening, discussions, and experiencing art and music firsthand. Emphasis is placed on building cultural literacy, understanding context, and developing analytical skills to interpret meaning and significance of important humanities works. (GE, 3.0 credits, no prerequisites)

MB1301 Introduction to Microbiology with Lab—The Introduction to Microbiology with Lab course provides an overview of microbiology, emphasizing the structure, function, and characteristics of microorganisms and their interactions with humans. Topics include microbial classification, genetics, growth and metabolism, immunology, mechanisms of disease, and applications to medicine, food science, and the environment. The lab component allows students to observe and work with microbes using common microbiology techniques. (3.5 credits, no prerequisites)

MT1100 Topics in Mathematics—The Topics in Mathematics course provides students with a mastery of mathematical concepts including inductive and deductive reasoning, numeracy, algebra, statistics, probability, and practical applications. Students will develop quantitative literacy and problem-solving abilities. Topics are explored through lectures, individual and group exercises, and projects emphasizing real-world math uses. Upon completion, students will be able to apply mathematical models and methods accurately and effectively. (GE, 3.0 credits, no prerequisites)

PS1450 General Psychology—The General Psychology course surveys the major theories, concepts, and research methods of the psychology discipline. Students will gain an understanding of the scientific study of human behavior and cognitive processes including learning, motivation, personality development, psychological disorders, therapy approaches, and more. The course emphasizes historical context and the value of psychological science in society today. (GE, 3.0 credits, no prerequisites)

SO1450 Principles of Sociology—The Principles of Sociology course provides an overview of major concepts, theories, research methods, and contributions to the field of sociology. Students will interpret human social behavior and gain insight into how groups influence individual actions. Topics span social institutions, culture, inequality, deviance, social change, and the impact of technology and social media. Students will apply sociological knowledge to contemporary issues. (GE, 3.0 credits, no prerequisites)

DENTAL HYGIENE BRIDGE

DHB Program Details

Program Credential—Applied Associates

Instructional Modality—Blended Instruction

1579 total in-class clock hours

- 765 lecture hours
- 204 laboratory hours
- 610 clinical hours
- Outside of class hours are required for studying, assigned reading, and completion of homework assignments and projects.

Instructional Time—78 weeks

Normal Time—82 weeks

DHB Program Description

The Dental Hygiene Bridge program at Evara Health Institute provides a pathway for students who have graduated from an accredited dental assisting program to become licensed dental hygienists. The accelerated program builds on students' prior knowledge while providing rigorous instruction in the advanced clinical skills and theoretical knowledge required for dental hygiene practice.

The program is designed to prepare students for licensure and for careers as dental hygienists in Florida. The program is aligned with the American Dental Association Commission on Dental Accreditation (CODA) training standards and with industry practice standards.

Through the program, students gain knowledge and skills in preventive oral services and treatment procedures including head and neck anatomy, oral pathology, periodontology, pain management, infection control, ethics, and advanced clinical dental hygiene. Extensive hands-on laboratory sessions allow students to hone core competencies like performing oral health assessments, developing treatment plans, providing cleanings and fluoride treatments, taking radiographs, administering anesthetics, identifying oral diseases, and managing dental emergencies.

Valuable practical experience is gained through clinical rotations completed at affiliate dental clinics under licensed professionals' direct supervision. Emphasizing practice-based learning, students spend significant time in clinical settings delivering care to diverse patients. Upon completing the curriculum, graduates will have satisfied all requirements to sit for the National Board Dental Hygiene Examination, Florida's ADEX Dental Hygiene Licensing Examination, and the Florida Laws and Rules Examination. Passing these exams is required to obtain dental hygiene licensure which is required to practice as a dental hygienist in Florida.

Graduates are prepared for dental hygiene careers in various settings like general/specialty practices, public health clinics, schools, and more. The program aims to develop qualified hygienists committed to evidence-based care, ethical practice, professionalism, and lifelong learning.

DHB Program Objectives

- Establish dental hygiene practice knowledge through didactic coursework and lab instruction in dental anatomy, physiology, pharmacology, pathology, radiography, periodontology, and other dental sciences.
- Develop students' clinical skills through simulation practice and patient experiences in assessment, instrumentation, preventive therapies, education, radiography, pain management, sealants, debridement, and other dental hygiene procedures.
- Ensure competency in comprehensive dental hygiene care including oral inspection, charting, treatment planning, infection control, and preventive and therapeutic services across diverse patient populations.
- Prepare students to utilize critical thinking, sound judgment, and evidence-based clinical decision-making to adapt care to each patient's needs.
- Instruct students on laws, ethics, regulations, and professional standards pertaining to dental hygiene scope of practice.
- Equip students to apply theoretical learning, technical skills, and professional principles during supervised clinical experiences across dental specialties.
- Foster commitment to lifelong learning and professional development through education on emerging research, technology, and best practices in the field.
- Develop interpersonal, communication, and teamwork abilities to collaborate effectively within the interprofessional dental team.
- Ensure graduates are eligible for national and state examinations for dental hygiene licensure to begin professional practice.

DHB Program Completion Requirements

Students must meet the following requirements to complete the Dental Hygiene Bridge program:

- Pass all required classes with a grade of C or better.
 - Students must achieve a score of 75% out of a possible score of 100% on course clinical evaluations to pass the course with a C or better.
- Complete all clinic hours and meet performance requirements.
- Satisfy Evara Health Institute attendance requirements.

In addition to the above program completion requirements, students must also earn a minimum CGPA of 2.0 to graduate.

Dental Hygiene Bridge Program Courses			
Course Number	Course Name	Hours	Credit Hours
DH1150	Dental Practice Foundations	30 lecture/30 lab	3.0
SO1450	Principles of Sociology	45 lecture	3.0
AP1101	A&P I with Lab	45 lecture/18 lab	3.5
CM1250	Introduction to Public Speaking	45 lecture	3.0
AP1201	A&P II with Lab	45 lecture/18 lab	3.5
PS1450	General Psychology	45 lecture	3.0
MB1301	Introduction to Microbiology with Lab	45 lecture/18 lab	3.5
DH2150	Orofacial Anatomy with Lab	30 lecture/30 lab	3.0
DH2200	Histology and Embryology	30 lecture	2.0
DH2300	Pathology and Oral Medicine	45 lecture/24 lab	3.5
DH2450	Periodontology	45 lecture	3.0

MT1100	Topics in Mathematics	45 lecture	3.0
DH2550	Community Dental Health	45 lecture	3.0
DH2550L	Community Dental Health Laboratory	30 lab	1.0
EN1100	English Composition	45 lecture	3.0
DH2700	Dental Hygiene Practice I	45 lecture/18 lab	3.5
DH2700C	Dental Hygiene Practice I Clinic	45 clinical	1.0
DH3000	Dental Hygiene Practice II	30 lecture/18 lab	2.5
DH3000C	Dental Hygiene Practice II Clinic	90 clinical	2.0
HM1100	Introduction to Humanities	45 lecture	3.0
DH2800	Dental Pharmacology	30 lecture	2.0
DH3300	Dental Hygiene Practice III	15 lecture	1.0
DH3300C	Dental Hygiene Practice III Clinic	135 clinical	3.0
DH3400	Dental Hygiene Practice IV	15 lecture	1.0
DH3400C	Dental Hygiene Practice IV Clinic	165 clinical	3.5
DH3500C	Dental Hygiene Practice Clinical Capstone	180 clinical	4.0
			70.5 credits

DHB Program Course Descriptions

DH1150 Dental Practice Foundations—The Dental Practice Foundations course is designed to provide a review of basic dental care principles and competencies for students admitted into the Dental Hygiene Bridge program. Review topics include radiology techniques, infection control techniques, instrumentation, oral exam and dentition charting techniques, medical/dental histories, vital signs, patient education techniques, polishing techniques, emergency response, documentation techniques, dental law and ethics including dental team scope of practice, and HIPAA and OSHA requirements. New content is provided specific to dental hygienist practice is covered including ethical issues, legal requirements, and standards specific to the dental hygiene profession. Instruction in instrumentation and armamentarium required to perform dental prophylaxis is also provided. Students gain hands-on practice during the laboratory portion of the course in proper ergonomics, instrumentation grasp, fulcrum, adaption, angulation and activation, and use of mirror, explorer, periodontal probe, and debridement instruments. (3.0 credits, no prerequisites)

DH2150 Orofacial Anatomy with Lab—The Orofacial Anatomy with Lab course is the study of skeletal, muscular, circulatory, nervous, and glandular structures of the head, neck, and oral cavity. Course content includes is the study of macroscopic anatomy and morphology of the hard and soft tissues of the oral cavity. Instruction emphasizes the structures of the head and neck including the study of osteology, musculature, neurology, vasculature, and lymphatics of the head and neck, and the temporomandibular joint, and relates them to dental treatment. The laboratory allows students to apply knowledge through activities including bone identification, muscle dissections, and examination of skull specimens. (3.0 credits, DH1150 is prerequisite)

DH2200 Histology and Embryology—The Histology and Embryology course covers the microscopic anatomy and embryonic development of oral and dental structures. Content focuses on the histogenesis of orofacial tissues including salivary glands, lip, tongue, periodontium, pulp, enamel, dentin, and bone. Tooth development stages from the dental lamina through eruption are examined. (2.0 credits, DH1150 is prerequisite)

DH2300 Pathology and Oral Medicine—The Pathology and Oral Medicine course covers the etiology, pathogenesis, identification, and management of diseases and conditions affecting the oral and maxillofacial region. Topics include microbiology, immunology, developmental defects, inflammation, cysts, oral cancer, systemic diseases with oral manifestations, and dental caries and periodontal diseases. Instruction regarding the relationship between oral inflammation, nutrition, and systemic health to oral disease processes and patient care planning is provided. The implications of various pathologic conditions on dental hygiene care are emphasized.

DH2450 Periodontology—The Periodontology course provides an in-depth study of the etiology, pathogenesis, diagnosis, and treatment of periodontal diseases. Topics include periodontal anatomy, disease classification systems, plaque-induced gingivitis, chronic periodontitis, aggressive periodontitis, surgical and non-surgical therapies, implant therapy, lasers, wound healing, and periodontal emergencies. Evidence-based decision-making for periodontal care is emphasized.

DH2550 Community Dental Health—The Community Dental Health course provides an introduction to community oral health concepts and the role of the dental hygienist in promoting population health. Students will explore the social determinants of health, epidemiology of oral diseases, community assessment techniques, preventive programs, health policy, and professional roles in dental public health. Experiential learning activities will allow students to apply knowledge through community outreach projects. (3.0 credits, DH1150 is prerequisite, DH2550L is corequisite)

DH2550L Community Dental Health Laboratory—The Community Health Laboratory course is designed to provide students with the opportunity to apply the knowledge, skills, and preparation attained in the Community Dental Health course within a community health setting. Students collect and interpret primary data using a survey method and present their findings via a poster presentation to interested stakeholders. Participation in a public health education/service project is also required. (1.0 credits, DH1150 is prerequisite, DH2550 is corequisite)

DH2700 Dental Hygiene Practice I—This fundamental preclinical course provides simulated clinical experience in patient care procedures, instrumentation skills, and professional protocols needed for entry into the dental hygiene clinic. Students develop competence in infection control, dental hygiene diagnosis, preventive treatment, communication, ergonomics, instrumentation grasp and strokes, use of dental equipment, and office management skills through laboratory skill development and clinical simulations. (3.5 credits, DH1150 is prerequisite, DH2700C is corequisite)

DH2700C Dental Hygiene Practice I—This fundamental preclinical course provides simulated clinical experience in patient care procedures, instrumentation skills, and professional protocols needed for entry into the dental hygiene clinic. Students develop competence in infection control, dental hygiene diagnosis, preventive treatment, communication, ergonomics, instrumentation grasp and strokes, use of dental equipment, and office management skills through laboratory skill development and clinical simulations. (1.0 credit, DH1150 is prerequisite, DH2700 is corequisite)

DH2800 Pharmacology—The Pharmacology course covers the pharmacologic principles and major drug classifications relevant to dental practice. Students gain an understanding of the pharmacodynamics, pharmacokinetics, therapeutic effects, adverse reactions, and dental management considerations for commonly prescribed and encountered medications. Legal,

ethical, and safety standards for medication administration are emphasized. (2.0 credits, DH1150 is prerequisite)

DH3000 Dental Hygiene Practice II—THE Dental Hygiene Practice II course is the second in a series of courses designed to teach the knowledge and skills required to deliver high-quality dental hygiene care to patients. The course builds on competence gained in previous courses and provides instruction to deepen overall clinical competence and to prepare students to perform specific care procedures including scaling, root planing, radiographs, preventive therapies, and patient education. (2.5 credits, DH1150, DH2700, DH2700C are prerequisite, DH3000C is corequisite)

DH3000C Dental Hygiene Practice II Clinic—The Dental Hygiene Practice II Clinic course is the second in a series of courses designed to provide students with practical experience in delivering dental hygiene care to patients. The course builds on competence gained in previous courses and clinical experiences and provides the opportunity for students to deepen their overall clinical competence and to practice specific care procedures including scaling, root planing, radiographs, preventive therapies, and patient education. (2.0 credits, DH1150, DH2700, DH2700C are prerequisite, DH3000 is corequisite)

DH3300 Dental Hygiene Practice III—This course is designed to introduce students to the principles of dental hygiene practice management, strategies for improving efficiency and effective time management, emerging dental technology and treatment practices, and professional research and presentation skills. (2.5 credits, DH1150, DH2700, DH2700C, DH3000, DH3000C are prerequisite, DH3300C is corequisite)

DH3300C Dental Hygiene Practice III Clinic—The Dental Hygiene Practice Clinic III course provides students with continued clinical experience in comprehensive dental hygiene care with progressively more complex dental cases. Instrumentation, radiographic skills, patient education, and treatment planning will again be emphasized. Instruction in protocols and procedures related to dental office administration, efficiency, time management skills, and sound clinical decision-making will be provided. Students will gain experience in the treatment of periodontal cases and patients with special needs. (3.0 credits, DH1150, DH2700, DH2700C, DH3000, DH3000C are prerequisite, DH3300 is corequisite)

DH3400 Dental Hygiene Practice IV—The Dental Hygiene Practice IV course provides a forum for discussion of treatment planning considerations as the student progresses in the curriculum which allows for the integration of theoretical knowledge and clinical treatment. Students are prepared through case review, reflection, and professional dialogue for increasing case difficulty in the clinical setting. Topics include self and peer assessment, application of evidence-based dental research, motivational interviewing in patient counseling, and case presentation. Students will demonstrate research and presentation skills through the completion of a poster presentation on an approved dental topic of interest. Guest speakers will be integrated to provide a variety of perspectives and experiences. (1.0 credit, DH1150, DH2700, DH2700C, DH3000, DH3000C, DH3300, DH3300C are prerequisite, DH3400C is corequisite)

DH3400C Dental Hygiene Practice IV—The Dental Hygiene Practiced IV Clinic course is designed to provide a variety of clinical experiences with diverse populations to enhance previously learned skills and knowledge in the delivery of comprehensive patient care. Emphasis is placed on the incorporation of technology, advanced instrumentation, professional decision-making, and patient management skills necessary to increase the quality of care in the delivery of dental hygiene services. Students participate in dental office management

procedures in addition to their clinical responsibilities. Mastery of dental hygiene skills and the development of independent decision-making abilities are emphasized throughout. (3.5 credits, DH1150, DH2700, DH2700C, DH3000, DH3000C, DH3300, DH3300C are prerequisite, DH3400 is corequisite)

DH3500 Dental Hygiene Practice Clinical Capstone—The Dental Hygiene Practice Clinical Capstone course is the final course to demonstrate the clinical competence expected of an entry-level dental hygienist before students transition to independent professional roles. Students are expected to demonstrate mastery of all the techniques and treatment modalities taught in previous courses. Emphasis is placed on advanced instrumentation, professional decision-making, quality of care, and time management in the delivery of comprehensive dental hygiene care. Professionalism and effective teaming skills are also emphasized. (4.0 credits, all other Dental Hygiene Bridge program courses are prerequisites).

General Education (Ge) Courses And Foundations Courses

AP1101 Anatomy & Physiology I with Lab—The Anatomy and Physiology I with Lab course provides an in-depth study of the structure and function of the human body. Topics covered include anatomical terminology, cell biology, histology, and the integumentary, skeletal, muscular, and nervous systems. The laboratory component includes hands-on observation and study of anatomical models, histological slides, and dissection activities to reinforce lecture concepts. (GE, 3.5 credits, no prerequisites)

AP1201 Anatomy & Physiology II with Lab—The Anatomy and Physiology II with Lab course is focused on the study of the structure and function of the cardiovascular, lymphatic, respiratory, digestive, urinary, reproductive, and endocrine systems. Sensory organs and mechanisms are also covered. Laboratory activities reinforce lecture concepts through hands-on observation, dissection, models, and other activities. (3.5 credits, no prerequisites)

CM1250 Introduction to Public Speaking—The Introduction to Public Speaking course develops students' public speaking skills with an emphasis on organization, research, writing, delivery, and critical analysis. Students will study communication theory and rhetoric while exploring informative, persuasive, and ceremonial styles of speaking. Through practice and constructive feedback, students gain confidence and the ability to engage audiences using effective verbal and nonverbal techniques. (GE, 3.0 credits, no prerequisites)

EN1100 English Composition—The English Composition course develops written communication skills with an emphasis on articulating a clear focus, synthesizing information, and constructing well-reasoned arguments. Students will analyze readings, practice various types of writing including narratives, descriptions, critiques, and research papers. Grammar, punctuation, style, and usage are addressed through practice and revision. Through group workshops and instructor feedback, students learn to write and edit drafts to produce high-quality final works. (GE, 3.0 credits, no prerequisites)

HM1100 Introduction to Humanities—The Introduction to Humanities course provides an overview of influential movements, schools of thought, and seminal figures in the humanities including literature, art, music, philosophy, and history. Students will engage critically with canonical works of the Western tradition through readings, listening, discussions, and experiencing art and music firsthand. Emphasis is placed on building cultural literacy, understanding context, and developing analytical skills to interpret meaning and significance of important humanities works. (GE, 3.0 credits, no prerequisites)

MB1301 Introduction to Microbiology with Lab—The Introduction to Microbiology with Lab course provides an overview of microbiology, emphasizing the structure, function, and characteristics of microorganisms and their interactions with humans. Topics include microbial classification, genetics, growth and metabolism, immunology, mechanisms of disease, and applications to medicine, food science, and the environment. The lab component allows students to observe and work with microbes using common microbiology techniques. (3.5 credits, no prerequisites)

MT1100 Topics in Mathematics—The Topics in Mathematics course provides students with a mastery of mathematical concepts including inductive and deductive reasoning, numeracy, algebra, statistics, probability, and practical applications. Students will develop quantitative literacy and problem-solving abilities. Topics are explored through lectures, individual and group exercises, and projects emphasizing real-world math uses. Upon completion, students will be able to apply mathematical models and methods accurately and effectively. (GE, 3.0 credits, no prerequisites)

PS1450 General Psychology—The General Psychology course surveys the major theories, concepts, and research methods of the psychology discipline. Students will gain an understanding of the scientific study of human behavior and cognitive processes including learning, motivation, personality development, psychological disorders, therapy approaches, and more. The course emphasizes historical context and the value of psychological science in society today. (GE, 3.0 credits, no prerequisites)

SO1450 Principles of Sociology—The Principles of Sociology course provides an overview of major concepts, theories, research methods, and contributions to the field of sociology. Students will interpret human social behavior and gain insight into how groups influence individual actions. Topics span social institutions, culture, inequality, deviance, social change, and the impact of technology and social media. Students will apply sociological knowledge to contemporary issues. (GE, 3.0 credits, no prerequisites)

LIMITED SCOPE RADIOLOGY

LSR Program Details

Program Credential—Diploma

Instructional Modality—Blended Instruction

- 675 total in-class clock hours
 - 270 lecture hours
 - 225 laboratory hours
 - 180 clinical externship hours
 - Outside of class hours are required for studying, assigned reading, and completion of homework assignments and projects.

Instructional Time—36 weeks

Normal Time—38 weeks

LSR Program Description

The Limited Scope Radiology program provides students with the knowledge and skills to begin a career as a basic x-ray machine operator in Florida. The program may also be taken by healthcare professionals seeking to expand their scope of practice to include basic x-ray procedures. Through a combination of classroom instruction and clinical education, students

learn the technical aspects of producing medical images as well as patient care and communication skills.

Coursework covers radiation protection and safety practices, radiographic procedures and positioning, principles of image production, radiographic equipment operation, and patient care foundations. In the anatomy and physiology course, students gain an understanding of body structures and function with an emphasis on cross-sectional relationships relevant to radiologic sciences. Students also receive instruction in medical terminology tailored specifically for radiology professionals. Students apply knowledge and skills gained in the classroom and simulation laboratory to real-world settings under the guidance of qualified radiology professionals for two 90-hour externship experiences during which students complete required competencies in chest, extremity, spine, skull, and podiatric radiographic imaging.

Program graduates will be prepared to sit for the American Registry of Radiologic Technologists (ARRT) Limited Scope Radiology exam which is required for licensure and to work as an entry-level radiologic professional performing approved limited scope procedures in Florida. After achieving licensure, students may be employed in hospitals, urgent care clinics, imaging centers, and physician offices as entry-level radiologic professionals.

LSR Program Objectives

- **Clinical Competence:** Students will demonstrate competence in performing standard radiographic examinations of the chest, extremities, spine, skull, and podiatric regions. They will apply knowledge of anatomy, positioning, and imaging principles to produce diagnostic radiographs of optimal quality.
- **Safe Practice:** Students will employ proper radiation safety practices for themselves, patients, and others.
- **Professional Acumen:** Students will practice effective patient care, communication, and teamwork skills in the radiology environment.
- **Quality Assurance:** Students will critique radiographic images for quality, determining necessary adjustments in positioning or technical factors.
- **Professional Standards:** Students will practice in accordance with legal requirements and professional practice standards and model ethical conduct in all aspects of patient care and medical imaging procedures.
- **Licensure:** Students will sit for the ARRT Limited Scope Exam and achieve Florida state licensure as an entry-level radiologic professional.
- **Career Readiness:** Students will secure entry-level positions utilizing their limited-scope radiology training in a healthcare facility upon achieving state licensure.

LSR Program Completion Requirements

Students must meet the following requirements to complete the Limited Scope Radiology program:

- Pass all required classes with a grade of C or better.
 - Students must achieve a score of 75% out of a possible score of 100% on course clinical evaluations to pass the course with a C or better.
- Complete all externship/clinical hours and meet performance requirements.
- Satisfy Evara Health Institute attendance requirements.

In addition to the above program completion requirements, students must also earn a minimum CGPA of 2.0 to graduate.

Limited Scope Radiology Courses			
Course Number	Course Name	In-Class Hours	Credit Hours
BX1000	Patient Care Foundations	45 lecture/30 lab	4.0
BX1100	Medical Terminology for Radiology Professionals	45 lecture	3.0
BX1150	Anatomy and Physiology for Radiology Professionals	30 lecture/15 lab	2.5
BX2200	Introduction to Radiologic Sciences	60 lecture/30 lab	5.0
BX2300	Principles of Radiographic Imaging	60 lecture/30 lab	5.0
BX2500	Radiographic Procedures I	15 lecture/60 lab	3.0
BX3000	Radiography Clinical Externship I	90 clinical	2.0
BX2750	Radiographic Procedures II	15 lecture/60 lab	3.0
BX3500	Radiography Clinical Capstone	90 clinical	2.0
Total Program			29.5 credits

LSR Course Descriptions

BX1000 Patient Care Foundations—The Patient Care Foundations course provides students with an introduction to the foundations of patient care in a variety of healthcare settings. Students will learn the roles and responsibilities of various members of the healthcare team and how to communicate effectively with patients, families, and other providers. Topics include healthcare ethics and legal standards, safety practices, infection control, and emergency response. Students will gain knowledge and skills to provide compassionate, patient-centered care and be prepared to function as part of an interdisciplinary team. (4.0 credits, no prerequisites)

BX1100 Medical Terminology for Radiology Professionals—The Medical Terminology for Radiology Professionals course provides an overview of medical terminology and anatomy specific to the field of radiology. Students will learn the roots, prefixes, and suffixes commonly used in radiology reports and terminology. Topics covered include basic word structure, terminology for general anatomy, physiology, and procedures; terminology for imaging modalities such as X-ray, CT, MRI, ultrasound, nuclear medicine, and interventional radiology, descriptive terms used in radiology reports to describe abnormalities found on images, and proper use of radiological abbreviations. Students will practice interpreting imaging orders. (3.0 credits, no prerequisites)

BX1150 Anatomy and Physiology for Radiology Professionals—The Anatomy and Physiology for Radiology Professionals course provides radiography students with an overview of human anatomy and physiology as relevant to radiographic imaging. Study focuses on identifying major anatomical structures and understanding physiological systems and functions, especially of the cardiovascular, respiratory, digestive, urinary, skeletal, muscular, and nervous systems. Students will gain knowledge of cross-sectional anatomy as it relates to common diagnostic imaging procedures. Applications in patient positioning, radiation safety, and assessment of medical conditions will be emphasized. (2.5 credits, no prerequisites)

BX2200 Introduction to Radiologic Sciences—The Introduction to Radiologic Sciences course provides an overview of the radiologic sciences and the role of radiologic professionals in healthcare. Students will explore the responsibilities, credentialing requirements, and scope of practice of radiologists, radiologic technologists, and other imaging professionals. Principles of radiation safety and protection will be introduced. Additional topics include ethical and legal standards in medical imaging, patient communication, basic equipment operation, and quality control procedures. (5.0 credits, BX1000 is prerequisite)

BX2300 Principles of Radiographic Imaging—This Principles of Radiologic Imaging course covers the major technical factors and imaging principles involved in radiography. Topics include radiation production and characteristics, radiographic image quality, digital image acquisition and display, equipment operation and quality control, radiation safety and protection principles, and imaging procedures. Upon completion, students will be able to understand and apply technical concepts to produce optimal-quality diagnostic radiographs. (5.0 credits, BX1000 is prerequisite)

BX2500 Radiographic Procedures I—The Radiographic Procedures I course introduces students to radiographic positioning and procedures for the upper and lower extremities and podiatric regions. Emphasis is placed on positioning accuracy to demonstrate anatomical structures with optimal image quality. Students will develop skills in critical thinking and problem-solving to adapt positioning and technical factors to a variety of patient conditions and limitations. (3.0 credits, BX1000, BX1100, BX1150, BX2200, BX2300 are prerequisites, BX3000 is corequisite)

BX2750 Radiographic Procedures II—The Radiographic Procedures II course focuses on radiographic positioning and procedures of the chest, spine, and skull. Students will develop skills in patient positioning, alignment of anatomical structures, and selecting appropriate technical factors to produce optimal diagnostic images. Critical thinking skills are emphasized in adapting positioning and techniques to patient conditions and limitations. (3.0 credits, BX1000, BX1100, BX1150, BX2200, BX2300 are prerequisites, BX3500 is corequisite)

BX3000 Radiography Clinical Externship—The Radiology Foundations Clinical Externship course provides an opportunity for students to apply knowledge and skills learned in their Radiographic Procedures I course in a healthcare facility under the supervision of qualified professionals. Through hands-on experience, students will develop competence in performing radiographic examinations of the lower and upper extremities and podiatric areas. Students will employ radiation protection principles and standard precautions during all procedures. Image evaluation skills will be refined as students critique images for quality and determine necessary corrective actions. Communication skills are strengthened through interactions with patients, staff, and clinical instructors. Upon completion, students will be proficient in limited-scope radiographic procedures at the novice level. (2.0 credits, BX1000, BX1100, BX1150, BX2200, BX2300 are prerequisites, BX2500 is corequisite)

BX3500 Radiography Clinical Capstone—The Radiology Foundations Clinical Capstone course provides an opportunity for students to apply knowledge and skills learned in their Radiographic Procedures I and Radiographic II courses in a healthcare facility under the supervision of qualified professionals. Through hands-on experience, students will develop competence in performing radiographic examinations of the chest, extremities, spine, skull, and podiatric areas. Students will employ radiation protection principles and standard precautions during all procedures. Image evaluation skills will be refined as students critique images for quality and determine necessary corrective actions. Communication skills are strengthened through interactions with patients, staff, and clinical instructors. Upon completion, students will be proficient in limited-scope radiographic procedures at the novice level. (2.0 credits, BX1000, BX1100, BX1150, BX2200, BX2300, BX2500, BX3000 are prerequisites, BX2750 is corequisite)

MEDICAL ASSISTANT

MA Program Details

Program Credential—Diploma

Instructional Modality—Blended Instruction

- 739 total in-class clock hours
 - 330 lecture hours
 - 204 laboratory hours
 - 205 clinical externship hours
 - Outside of class hours are required for studying, assigned reading, and completion of homework assignments and projects.

Instructional Time—36 weeks

Normal Time—38 weeks

MA Program Description

The Medical Assistant program is designed to prepare students for industry certification and to work successfully as medical assistants within primary, specialty, and urgent care settings. The program combines theoretical instruction with practical hands-on training to prepare students with the knowledge and skills needed to meet the demands of a dynamic healthcare environment. Instruction in medical terminology, anatomy, physiology, and pathophysiology forms the basis for effective communication with patients, physicians, and other healthcare professionals. The program covers a wide range of clinical procedures, including taking vital signs, administering injections, performing ECGs, assisting with minor surgical procedures, and more. Students will acquire skills in performing basic clinical laboratory tests, such as blood draws, urine analysis, and specimen collection. An introduction to pharmacology provides students with a foundational understanding of medications, their administration, and potential interactions. Students will learn appointment scheduling, medical billing and coding basics, electronic health record (EHR) management, and maintaining patient records in compliance with privacy regulations. Additionally, students will learn appointment management, patient flow, and effective interpersonal skills for delivering excellent patient experiences. Social determinants of health, infection control procedures, evidence-based practices, multidisciplinary teaming, and empathetic patient communication and care are emphasized throughout the program.

Students gain hands-on experience within simulated practice environments and complete a 205-hour clinical externship in a healthcare facility, where students apply their acquired skills in real-world scenarios under the guidance of experienced medical professionals.

The program prepares students for the National Healthcareers Association (NHA) Certified Clinical Medical Assistant (CCMA) exam.

MA Program Objectives

- **Professionalism Skills:** Students will develop interpersonal skills such as problem-solving skills, empathy, critical thinking, teamwork, and effective communication that allow them to work effectively as a member of a care team providing high-quality patient-centered care.
- **Medical Law and Ethics:** Students will understand their legal and ethical responsibilities and consistently adhere to regulatory requirements and professional conduct and practice standards.

- Infection and Hazard Control: Students will be competent in implementing infection control measures, using personal protective barriers, performing disinfection procedures, and managing hazardous waste in compliance with CDC and OSHA guidelines.
- Medical Terminology Proficiency: Students will gain a comprehensive understanding of medical terminology, enabling them to interpret and use medical terms correctly in both oral and written communication.
- Patient-Centered Care: Students will understand and appreciate the impact of social determinants of health on a community's ability to access high-quality patient-centered care. The students will work to overcome barriers and consistently show respect and demonstrate empathy for every patient.
- Foundational Medical Assisting Skills: Students will master foundational medical assisting skills, including greeting and rooming patients, obtaining medical histories, measuring vital signs, providing direct patient care, performing laboratory specimen collection, and responding to medical emergencies.
- Primary Care Competencies: Students will develop the procedural knowledge, cognitive strategies, and technical skills required to assist healthcare providers in primary care settings, emphasizing preventative care, health screening, diagnosis, treatment, and patient education.
- Specialty Care Expertise: Students will acquire the skills needed to fulfill medical assistant responsibilities in a variety of specialty care settings, including cardiovascular, respiratory, gastroenterology, endocrinology, obstetrics/gynecology, and neurological care.
- Phlebotomy and Laboratory Proficiency: Students will be proficient in the skills needed for phlebotomy, specimen collection, point-of-care testing, and laboratory procedures while emphasizing safety and compliance.
- Pharmacology Knowledge: Students will gain a comprehensive understanding of pharmacology principles, medication administration, dosage calculations, and associated patient safety procedures.
- Medical Office Administration: Students will be prepared for front office responsibilities within a medical office, including patient accounts management, procedural and diagnostic coding, health insurance verification, claims processing, billing, and general office management.

The Medical Assistant program curriculum and instruction is intentionally aligned with the National Healthcare Associate's (NHA) Certified Clinical Medical Assistant (CCMA) certification exam. Students will sit for the certification exam as the final evaluation in their final on-campus course. Students who pass the CCMA written exam will be awarded certification by NHA upon satisfaction of all Medical Assistant program requirements, including the Medical Assistant Capstone Externship course.

MA Program Completion Requirements

Students must meet the following requirements to complete the Medical Assistant program:

- Pass all required classes with a grade of C or better.
 - Students must achieve a score of 75% out of a possible score of 100% on course clinical evaluations to pass the course with a C or better.
- Complete all externship hours and meet performance requirements.
- Satisfy Evara Health Institute attendance requirements.

In addition to the above program completion requirements, students must also earn a minimum CGPA of 2.0 to graduate.

Medical Assistant Courses			
Course Number	Course Name	In-Class Hours	Credit Hours
MA1000	Medical Assistant Foundations	45 Lecture/45 Lab	4.5
MA1100	Medical Terminology	45 Lecture/0 Lab	3.0
MA3100	Medical Assistant Foundations Externship	45 Clinical	1.0
MA2200	Primary Care Fundamentals	45 Lecture/45 Lab	4.5
MA3200	Medical Assistant Primary Care Externship	45 Clinical	1.0
MA2300	Specialty Care Practice and Procedures	45 Lecture/45 Lab	4.5
MA3300	Medical Assistant Specialty Care Externship	45 Clinical	1.0
MA2400	Phlebotomy, Point of Care, and Lab Procedures	45 Lecture/45 Lab	4.5
MA3400	Medical Assistant Laboratory Procedures Externship	45 Clinical	1.0
MA2500	Pharmacology Fundamentals for Medical Assistants	45 Lecture/24 Lab	3.5
MA1250	Medical Office Administration	60 Lecture/0 Lab	4.0
MA3500	Medical Assistant Capstone Externship	25 Clinical	0.5
Total Program			33 credits

MA Course Descriptions

MA1000: Medical Assistant Foundations—The Medical Assistant Foundations course is designed to introduce the knowledge and skills medical assistant students need to understand their scope of practice, work effectively as part of a care team, and practice professionally, safely, and compliantly within ambulatory care settings. Instruction addresses a range of foundational medical assisting skills including greeting and rooming patients, obtaining basic medical histories and reasons for visits, measuring and recording patient vital signs, performing emergency response procedures, and demonstrating compliant, ethical, and safe practice behaviors. Effective communication, teamwork, empathy, and active listening skills are emphasized throughout. Students will complete basic life support (BLS), Bloodborne Pathogens (BBP), HIV/AIDS, OSHA, and HIPAA training as part of this course. (4.5 credit hours, no prerequisites)

MA1100: Medical Terminology—This Medical Terminology course focuses on building students' medical vocabulary and understanding of medical terminology principles. Emphasis is placed on basic word structure and word parts including prefixes, suffixes, and roots used with a combining form to establish medical terms. The course provides a survey of body systems, their anatomy and physiology, diseases, conditions, current medical and diagnostic procedures, treatments, and pharmaceutical agents, used in conjunction with medical terminology. Plural forms, correct pronunciation and spelling, and medical terminology definitions are emphasized. (3.0 credit hours; no prerequisites)

MA3100: Medical Assistant Foundations Externship—The Medical Assistant Foundations Externship experience is a crucial component of the Medical Assistant program designed to provide students with the opportunity to apply the knowledge and skills acquired in the Medical Assistant Foundations course within ambulatory healthcare settings. Under the supervision and guidance of experienced healthcare professionals, students will practice skills such as greeting and rooming patients, measuring and recording vital signs, and implementing safety and infection control protocols and procedures. Students are expected to uphold standards of professionalism, including punctuality, dress code compliance, and adherence to healthcare facility policies and procedures. Students will be evaluated based on their adherence to professional and ethical standards during the externship and their ability to effectively apply foundational medical assisting skills, interact effectively with patients and the care team, and implement safety and infection control procedures. (1.0 credit hour, MA1000 is prerequisite)

MA2200: Primary Care Fundamentals—The Primary Care Fundamentals course is designed to teach the procedural knowledge, cognitive strategies, and technical skills required of medical assistants to provide patient care within primary care settings. Instruction focuses on developing student competencies required to assist providers with preventative care, health screening and diagnosis, treatment procedures and planning, chronic disease management, medical examinations, minor surgical procedures, health education, and care integration and coordination. Common conditions diagnosed and treated within the primary care setting will be emphasized. Patient-centered care and diversity, equity, and inclusion principles are emphasized. (4.5 credit hours, no prerequisites)

MA3200 Primary Care Fundamentals Externship—The Primary Care Fundamentals Externship experience is an integral component of the Medical Assistant program specifically tailored to align with the knowledge and skills acquired in the Primary Care Fundamentals course. The externship experience is structured to provide students with hands-on experience in primary care settings, such as family medicine clinics, internal medicine practices, and community health centers. Under the supervision and guidance of experienced healthcare professionals, students will actively engage in patient care activities, including patient assessments, treatment assistance, health education, and coordination of care. Students are expected to uphold the highest standards of professionalism, adhere to ethical guidelines, and respect patient confidentiality and privacy. Students will also collaborate effectively within the healthcare team and communicate clearly with patients. Students will be evaluated on their ability to apply fundamental primary care skills and accommodate the unique needs of diverse patient populations to provide high-quality patient-centered care. (1.0 credit hour, MA2200 is prerequisite)

MA2300: Specialty Care Practice and Procedures—The Specialty Care Practice and Procedures course is designed to teach the procedural knowledge, cognitive strategies, and technical skills required to work effectively as a Medical Assistant within specialty care settings (e.g., cardiac, respiratory, gastroenterology, neurological, OB-GYN, geriatric) and/or to assist with specialized procedures within primary care settings. A survey of anatomy and physiology associated with each specialty area will be provided. Instruction in common diseases and conditions addressed in specialty care settings, diagnostic protocols, and treatment procedures is provided. The needs of diverse and special (e.g., pediatrics, geriatrics) populations are emphasized. (4.5 credits, no prerequisites)

MA3300: Medical Assistant Specialty Care Practice and Procedures Externship—The Specialty Care Practice and Procedures Externship experience is an integral component of

the Medical Assistant program, meticulously designed to align with the knowledge and skills acquired in the Specialty Care Practice and Procedures course. This externship offers students the opportunity to gain practical experience and apply their classroom learning in specialized healthcare settings. Students will work under the supervision and guidance of experienced healthcare professionals within specialty areas. Throughout the externship, students are expected to uphold the highest standards of professionalism, adhere to ethical guidelines, and respect patient confidentiality. Students will be assessed based on their adherence to professional and ethical standards and ability to apply specialty care knowledge and skills, interact effectively with patients, and accommodate the unique needs of diverse patient populations. (1 credit hour, MA2300 is prerequisite)

MA2400: Phlebotomy, Point of Care, and Laboratory Procedures—The Phlebotomy, Point of Care, and Laboratory Procedures course is designed to teach the procedural knowledge, cognitive strategies, and technical skills needed to perform phlebotomy, venipuncture, and the collection, handling, and packaging of specimens (e.g., blood, urine, stool, tissue, sputum) for testing. Universal Precautions, Standard Precautions, and Transmission-Based Precautions are emphasized throughout. Hands-on instruction in point-of-care and laboratory procedures within the Medical Assistant's scope of practice is also provided. (4.5 credits, no prerequisites)

MA3400: Phlebotomy, Point of Care, and Laboratory Procedures Externship—The Phlebotomy, Point of Care, and Laboratory Procedures Externship is an essential component of the Medical Assistant program, designed to align with the knowledge and skills acquired in the Phlebotomy, Point of Care, and Laboratory Procedures course. This externship provides students with the opportunity to apply their classroom and laboratory learning in a real-world healthcare setting. Under the supervision and guidance of experienced healthcare professionals, students will practice phlebotomy, specimen collection, point-of-care testing, and laboratory skills. Students will be expected to prioritize infection control and safety throughout the externship experience by adhering to stringent protocols to protect both themselves and others. Throughout the externship, students are expected to uphold the highest standards of professionalism, adhere to ethical guidelines, and respect patient confidentiality. Evaluation criteria will include their ability to perform phlebotomy, specimen collection, and point-of-care testing with precision, follow infection control procedures, and implement laboratory safety and compliance procedures. (1.0 credits, MA2400 is prerequisite)

MA2500: Pharmacology Fundamentals for Medical Assistants—The Pharmacology Fundamentals for Medical Assistants course is designed to provide students with a fundamental understanding of pharmacology principles and their practical application within ambulatory healthcare settings. Instruction is focused on preparing medical assistant students with the knowledge and skills necessary to assist healthcare providers in administering medications safely, educating patients on medication use, and contributing to effective patient care within their scope of practice. A range of topics are covered including drug classifications, mechanisms of action, principles of drug interactions, medication administration techniques, dosage calculations, and routes of delivery. The unique needs of diverse patient populations including pediatrics, geriatrics, and pregnant individuals are discussed. Concepts related to pathophysiology, disease prevention, treatment, and management are integrated. (3.5 credits, no prerequisites)

MA1250: Medical Office Administration—The Medical Office Administration course is designed to provide medical assistant students with the knowledge and skills needed to perform front-office responsibilities within a medical facility's front office. Instruction is provided to prepare students to manage patient accounts, update electronic medical records (EMRs), perform procedural and diagnostic coding procedures, verify health insurance, prepare insurance claims, post insurance payments, patient billing, post patient payments, collect fees, and complete banking, accounts payable, accounting procedures. Effective verbal and written communication, use of business office equipment, and emergency preparedness and procedures are also emphasized. (4.0 credit hours, no prerequisites)

MA3500 Medical Assistant Capstone Externship—The Medical Assistant Capstone Externship experience is the culminating clinical experience for the Medical Assistant program and is designed to provide students with an opportunity to apply their comprehensive medical assistant knowledge and skills in a real-world healthcare environment. This externship serves as the final step in their journey to becoming competent and confident Medical Assistants. (0.5 credit hours, MA1000, MA1100, MA3100, MA2200, MA3200, MA2300, MA3300, MA2400, MA3400, MA2500, MA3500 are prerequisite)

PHARMACY TECHNICIAN

PT Program Details

Program Credential—Diploma

Instructional Modality—Blended Instruction

643 total in-class clock hours

- 285 lecture hours
- 173 laboratory hours
- 185 clinical externship hours
- Outside of class hours are required for studying, assigned reading, and completion of homework assignments and projects.

Instructional Time—33 weeks

Normal Time—37 weeks

PT Program Description

The Pharmacy Technician program is designed to equip students with the knowledge, skills, and practical experience necessary to excel as competent pharmacy technicians who contribute to the safe and effective delivery of high-quality, patient-centered pharmaceutical care in a variety of healthcare settings. The program is aligned with the American Society of Health-System Pharmacists (ASHP) standards and Florida state regulatory requirements that govern pharmacy technician practice. The program curriculum includes instruction in pharmacy law and ethics, pharmacology, pharmacy calculations, medication processing, preparation, and dispensing procedures, medication safety, error prevention, and infection control protocols. The program provides both classroom instruction and hands-on training to ensure graduates are well-equipped to meet the demands of the evolving pharmacy industry.

Students gain hands-on experience within simulated practice environments and complete 185 hours of externship within a pharmacy setting where they apply acquired skills under the guidance of experienced pharmacy professionals.

Students will be prepared to sit for the Pharmacy Technician Certification Board's (PTCB) Pharmacy Technician Certification Exam (PTCE) following graduation.

PT Program Objectives

- **Pharmacy Practice:** Students will gain a solid foundation in pharmacy practice, including the role of pharmacy technicians and other members of the pharmacy team, ethical considerations, evidence-based practice standards, and legal requirements in Florida.
- **Pharmacology:** Students will gain an understanding of the fundamental principles of pharmacology, including drug classification, routes of administration, dosage calculations, and interactions.
- **Pharmacy Law, Ethics, and Professional Standards:** Students will understand federal and state pharmacy laws, regulations, and standards that govern the practice of pharmacy technicians in Florida, including controlled substance handling. Students will understand ethical considerations in pharmacy practice and learn to make ethical decisions aligned with professional standards.
- **Patient Care and Communication:** Students will learn to provide excellent customer service and demonstrate effective communication skills when interacting with patients, healthcare professionals, and other pharmacy staff.

- Medication Preparation and Dispensing: Students will acquire expertise in medication preparation, labeling, packaging, and dispensing, emphasizing accuracy, compounding techniques, and proper documentation.
- Pharmacy Calculations: Students will acquire the skills needed to perform pharmaceutical calculations to prevent medication errors, promote patient safety, determine accurate dosages, convert units, and compound products.
- Pharmacy Technology and Automation: Students will become proficient in using pharmacy technology, including automated dispensing systems, prescription processing software, and electronic health record (EHR) systems commonly used in pharmacies.
- Pharmacy Inventory Management: Students will learn principles of inventory management, including ordering, receiving, storing, and maintaining pharmaceutical products. They will understand proper storage conditions and expiration date monitoring.
- Sterile and Non-Sterile Compounding: Students will gain the skills needed to prepare both sterile and non-sterile compounded products in accordance with practice standards and safety protocols.
- Medication Safety: Graduates will understand the importance of medication safety, error prevention, and reporting adverse events. They will be trained to identify potential risks and contribute to a culture of safety within the pharmacy.

PT Program Completion Requirements

Students must meet the following requirements to complete the Pharmacy Technician program:

- Pass all required classes with a grade of C or better.
 - Students must achieve a score of 75% out of a possible score of 100% on course clinical evaluations to pass the course with a C or better.
- Complete all externship/clinical hours and meet performance requirements.
- Satisfy Evara Health Institute attendance requirements.

In addition to the above program completion requirements, students must also earn a minimum CGPA of 2.0 to graduate.

Pharmacy Technician Courses			
Course Number	Course Name	Hours	Credit Hours
PH1100	Pharmacy Technician Foundations	45 Lecture/20 Lab	3.5
PH1150	Pharmacy Technician Math Essentials	30 Lecture/15 Lab	2.5
PH1250	Pharmacy Business Operations	30 Lecture/15 Lab	2.5
PH1550	Pathophysiology and Disease Management	45 Lecture/15 Lab	3.5
PH2250	Pharmacology Fundamentals	60 Lecture/18 Lab	4.5
PH3000	Pharmacy Technician Foundations Externship	70 Clinical	1.5
PH2550	Medication Order and Prescription Processing	30 Lecture/45 Lab	3.5
PH2750	Nonsterile and Sterile Compounding	45 Lecture/45 Lab	4.5
PH3500	Pharmacy Technician Capstone Externship	115 Clinical	2.5
Total Credits			28.5

PT Course Descriptions

PH1100 Pharmacy Technician Foundations—The Pharmacy Technician Foundations course is designed to provide students with foundational knowledge regarding the pharmacy

technician's role and responsibilities as an important member of the pharmacy care team. A wide range of topics are addressed to promote pharmacy technicians' legal, ethical, and safe practice including pharmacy law, ethical decision-making, infection control, and patient safety procedures. Students will examine patient access to pharmacy care and gain an understanding of the impact of social determinants of health on healthcare decisions and pharmacological therapies. The importance of professionalism, patient-centered care, and effective teamwork are emphasized throughout the course. Students will gain clinical skills through hands-on training including handwashing, donning and doffing personal protective equipment (PPE), measuring and recording basic vital signs, administering Basic Life Support (BLS), and utilizing an Automated External Defibrillator (AED). (3.5 credits, no prerequisites)

PH1150 Pharmacy Technician Math Essentials—The Pharmacy Technician Math Essentials course is designed to equip pharmacy technician students with the mathematical knowledge and skills needed to perform common pharmaceutical, drug dosage, medication preparation, and pharmacy operations calculations. Course content includes systems of measurement, conversion techniques and formulas, compounding methods and formulas, intravenous flow rates, and other relevant calculations used in the pharmacy industry. Translating medical terminology and common abbreviations and symbols used in the pharmacy to prepare, dispense, and fill prescriptions and medical orders. (2.5 credits, no prerequisites)

PH1250 Pharmacy Business Operations—The Pharmacy Business Operations course is designed to provide pharmacy technician students with the knowledge and skills necessary to support the administration of pharmacy business operations. Students are taught how to collect, analyze, and utilize pharmacy information, data management, and business office systems to manage patient, provider, and pharmaceutical product information and implement compliant patient record management, medication billing, payment processing, and reimbursement procedures. Emergency preparedness protocols and the pharmacy technician's role in emergency management are addressed. The importance of strong customer service, communication, and teamwork skills is emphasized throughout the course. The course also includes formal certification preparation including test-taking techniques, practice examinations, and individualized remediation. (2.5 credits, no prerequisites)

PH1550 Pathophysiology and Disease Management—The Pathophysiology and Disease Management course is designed to equip pharmacy technician students with a solid foundation in pathophysiology and disease management, serving as a foundation on which students will build knowledge and skills related to pharmacology, medication preparation, dispensing, and distribution, and medication error prevention. The course focuses on two core aspects: mastering medical terminology and gaining an in-depth understanding of anatomy, physiology, pathophysiology, and pharmaceutical management of various body system medical conditions. Students are also introduced to the one hundred most common drugs and taught their most common indication and how to pronounce and spell each. Course content provides a solid foundation on which pharmacy technician students will build a strong understanding of pharmacology, pharmacy operations, and the pharmacy technician's role and responsibilities related to patient health and safety. (3.5 credits, no prerequisites)

PH3000 Pharmacy Technician Foundations Externship—The Pharmacy Technician Foundations Externship experience is an integral component of the Pharmacy Technician specifically tailored to align with the knowledge and skills acquired in the Pharmacy Technician Foundations and Pharmacy Business Operations courses. Under the supervision and guidance of experienced pharmacy professionals, students will actively engage in a set of core pharmacy

technician skills including assisting with inventory management, processing prescriptions, gathering patient information, implementing disinfection and sterilization processes, and using business office equipment. Students are expected to uphold the highest standards of professionalism, adhere to ethical guidelines, and respect patient confidentiality and privacy. Students will also collaborate effectively within the pharmacy team and communicate clearly with patients. Students will be evaluated on their ability to apply fundamental pharmacy technician, work collaboratively as part of a pharmacy team, and accommodate the unique needs of diverse patient populations to support the provision of high-quality pharmacy care. (2.0 credits; PH1100, PH1250 are prerequisites) (1.5 credits, PH1100, PH1150, PH1550, PH2250 are prerequisites)

PH2250 Pharmacology Fundamentals—The Pharmacology Fundamentals are designed to provide students with foundational knowledge in pharmacology essential for safe and effective medication management. Students will gain an understanding of medical terminology, gain a deep understanding of pharmacodynamics and pharmacokinetics, and explore the classifications and actions of medications. The course also covers the regulatory aspects of controlled substances, Risk Evaluation and Mitigation Strategies (REMS), and the roles of pharmacy technicians in promoting patient safety. Additionally, students will become proficient in the use of drug references, pronunciation of medication names, and the handling of over-the-counter (OTC) medications, herbal products, and dietary supplements. (4.5 credits, no prerequisites)

PH2750 Nonsterile and Sterile Compounding—The Nonsterile and Sterile Compounding course is designed to equip pharmacy technician students with the essential knowledge and practical skills required for nonsterile and sterile compounding, a critical aspect of pharmaceutical practice. The course is designed to provide a comprehensive understanding of the principles, techniques, and regulations governing pharmaceutical compounding, ensuring that pharmacy technicians are well-prepared to meet the highest standards of quality and safety. Students will become proficient in both nonsterile and sterile compounding practices through hands-on training and practice, allowing them to contribute significantly to the delivery of safe and effective medications. (3.5 credits, PH1100, PH1150, PH1550, PH2250 are prerequisites)

PH2550 Medication Order and Prescription Processing—The Medication Order and Prescription Processing course is designed to equip pharmacy technician students with the knowledge and skills needed to process medication orders and prescriptions safely and in compliance with regulations. The course content provides a comprehensive overview of the regulatory requirements, practice standards, and evidence-based standards of care that govern pharmacy operations and pharmacy technician practice. Hands-on training facilitates student attainment of essential medication processing skills such as creating and updating patient profiles, reviewing prescriptions for completeness and legality, interpreting and translating prescriptions and medication orders, and preparing, packaging, labeling, and dispensing medication to patients or healthcare providers. Throughout the course, emphasis is placed on developing customer service, teamwork, communication, and risk-mitigation skills, ensuring that students gain the necessary perspectives and abilities to provide high-quality patient care while also preventing medication preparation and dispensing errors. (4.5 credits, PH1100, PH1150, PH1550, PH2250 are prerequisites)

PH3500 Pharmacy Technician Capstone Externship—The Pharmacy Technician Capstone Externship course is the culminating experience for the Pharmacy Technician program and is designed to provide students with an opportunity to apply their comprehensive

pharmacy technician knowledge and skills in a real-world pharmacy setting. Under the supervision and guidance of experienced pharmacy professionals, students will practice prescription/medical order processing and medication preparation, dispensing, and distribution. Students are expected to prioritize infection control and safety throughout the externship experience by adhering to stringent protocols to prevent the spread of infection, medication errors, and injuries. Throughout the externship, students are expected to uphold the highest standards of professionalism, adhere to ethical guidelines, and respect patient confidentiality. Evaluation criteria focus on students' ability to perform core pharmacy technician duties and tasks, comply with regulatory and evidence-based practice standards, and engage with patients, pharmacy team members, and others in an ethical, clear, and empathetic manner. This externship experience serves as the final step in a student's journey to become a competent and confident Pharmacy Assistant. (3.0 credit hours, PH1100, PH1150, PH1250, PH2250, PH2550, PH2750, PH3000 are prerequisites)

COURSE SYLLABI

Syllabi are developed, reviewed, and updated regularly by course faculty members. A course syllabus is provided to each student no later than the first day of class. Students enrolled in blended programs are provided a printed copy of the course syllabus on the first day of class and can access the syllabus throughout the course via the online course room *Getting Started* folder. The syllabus is reviewed in detail by the instructor on the first day of class to ensure students have the information needed to be successful. At a minimum, each course syllabus includes:

- Instructor contact information—email, telephone number, and office hours
- Course number, title, and description
- Course delivery mode (residential, blended, full distance education)
- Course schedule including both online and in-person learning sessions
- Course learning objectives
- List of competencies and other requirements for successful completion
- Instructional resources and materials used, including required equipment and supplies
- Methods of instruction and evaluation
- Grading scale and the weight (percentage) provided to each method of evaluation (e.g., assignments, evaluations, clinical performance, professionalism)
- Credit hours awarded
- Description of outside hours requirements and estimated time to complete
- Prerequisites
- Date of revision

PROGRAM START, LAST DAY TO ENROLL, REGISTRATION, AND END DATES

The specific program start and end dates may be impacted by Evara Health Institute's published break schedule. Students may enroll in a program up until the Thursday of the first week of the first course of their program. Students who meet all registration requirements are officially registered by the first Thursday of their second term. In general, the following start date rules apply:

- Start dates are available for the Behavioral Health Technician program typically every six weeks.

- Start dates are available for the Dental Assistant with Expanded Functions diploma program typically every six weeks.
- Dental Hygiene Applied Associates and the Dental Hygiene Applied Associates Bridge programs each offer two start dates per year including one fall start and one spring start.
- Start dates are available for the Limited Scope Radiology diploma program typically every six weeks.
- Start dates are available for the Medical Assistant diploma program typically every six weeks.
- Start dates are available for the Pharmacy Technician diploma program typically every five weeks.

Please see the Evara Health Institute Catalog Supplement for specific program start, enrollment, registration, and end dates.

PROGRAM TUITION AND FEES

Program	Credits	Tuition	Books	Fees	Total Program Cost
Behavioral Health Technician	27.5	\$7500	Included	Included	\$7500
Dental Assistant with Expanded Functions	30	C\$7500	Included	Included	\$7500
Dental Hygiene Applied Associates	82	\$31,500	Included	Included	\$31,500
Dental Hygiene Bridge	70.5	\$27,150	Included	Included	\$27,150
Limited Scope Radiology	29.5	\$7500	Included	Included	\$7500
Medical Assistant	33	\$7500	Included	Included	\$7500
Pharmacy Technician	28.5	\$7500	Included	Included	\$7500
Fees Included in Total Program Cost for All Programs					
Eligibility Screening—background check, drug testing, basic skills assessment					
Cost of required Titters, immunizations, physical exam and testing					
Lab instruments, equipment, supplies, and materials					
Two pairs of student scrubs and a lab jacket (if required for program)					
Textbooks					
Certification/Board exam fees					
Additional Fees Included in Total Program Cost for Dental Hygiene Programs					
Dues to the student sections of the American Dental Hygienists' Association and the Florida Dental Hygiene Association					
Two personal mouth models					
Student instrument kit and ultrasonic inserts					

NOTE: Tuition costs for standard-term programs vary when courses are failed and must be repeated. Full tuition is charged equal to the original cost of the course being retaken.

STUDENT SUPPORT SERVICES

Evora Health Institute is committed to providing a comprehensive range of student support services to ensure the success and well-being of its students throughout their educational journey. These services are designed to facilitate student access, engagement, and successful completion of education programs, as well as to prepare them for industry certification and career placement after graduation. These services are available during regularly scheduled hours and by appointment, and students are strongly encouraged to utilize them to enhance their educational experience and career prospects. Evora Health Institute actively seeks feedback from students through surveys and focus groups to continually improve the quality of these student services and ensure student satisfaction. Brief descriptions of each of the student services offered at Evora Health Institute are provided below:

Admissions and Enrollment Support

Evora Health Institute offers enrollment support to prospective students. This support includes campus tours to familiarize potential students with the institute's facilities. Prospective students receive information about the educational programs offered, as well as the admission criteria, which include testing, background screening, and educational requirements. The institute provides an overview of its transfer credit policy and procedures. Admissions Representatives guide students through the enrollment paperwork and process, ensuring a smooth transition into their chosen programs.

New Student Orientation

Evora Health Institute conducts a comprehensive orientation program for new students before their first day of class. This orientation serves to acclimate students to various aspects of their educational journey. Orientation includes an introduction to campus facilities, staff members, and available student services. Students receive information about their educational programs, blended learning methodologies, and the technology they will use, with guidance on accessing technical support if needed. Expectations for participation, academic integrity, dress code, and the Student Code of Conduct are discussed. Logistics such as parking, course locations, and externship details are also covered during orientation.

Personal Advising and Student Support Services

Evora Health Institute offers personal advising and support services to students. These services include referrals to community resources and mentoring to help students overcome potential barriers to engagement and program completion.

Academic Advising, Tutoring, and Supplemental Skill Practice

Throughout their programs, students' progress and competency attainment are regularly evaluated by instructors. Academic advising is provided on an ongoing basis to help students understand their progress and identify areas of strength and weakness. Tutoring and open clinical skill practice sessions are available during scheduled times and by appointment. Students needing intensive academic support receive personalized Academic Support Plans, which include remediation sessions and regular meetings with program staff. All students participate in Grad Check meetings to review their progress toward program graduation requirements and discuss post-graduation plans.

Certification Services

Evara Health Institute assists students with the application, registration, and scheduling of industry certification exams, ensuring they are well-supported to earn their credentials.

Career Readiness and Job Placement Services

Evara Health Institute provides career readiness and graduate job placement services, including professional resume development, interview coaching, and job sourcing at no cost to students. Students are assisted with the job search process. No guarantees or promises of placement or salary are directly or indirectly implied. Students also receive instruction in crucial intra- and interpersonal skills essential for healthcare professionals, such as communication, teamwork, and problem-solving.

Technical Support

Evara Health Institute offers technical support to help students access online resources, resolve technical issues, and navigate learning management systems. During orientation, students are provided with written instructions on how to access available technical support, including contact information and hours of operation.

Disability Services

Evara Health Institute is committed to providing reasonable accommodations for students with disabilities. The institute's facilities comply with ADA requirements and are accessible to all students, ensuring an inclusive learning environment. Students seeking accommodations must contact the Disability Coordinator at EvaraDisabilityServices@hcnetwork.org and complete all required documentation.

Financial Assistance Services

Evara Health Institute is committed to helping students access the financial assistance they need to pursue their educational goals. Institute financial assistance services encompass a range of options, including scholarships, grants, and Workforce Initiative Assistance, all available for those who qualify. It is important to note that Evara Health Institute does not currently hold accreditation, which means the Institute is not eligible to accept federal Title IV financial assistance. Evara Health Institute remains committed to providing high-quality education despite the current lack of accreditation and offers alternative financial assistance options to support students' educational journey.

Program Tuition Transparency: Evara Health Institute believes in transparency regarding program costs and provides this information before enrollment, allowing students to make informed decisions about their education. A student financial assistance specialist meets with each student to provide a clear breakdown of tuition fees for their program, including total program tuition and the tuition cost per term, allowing students to plan their finances accordingly. The student financial assistance specialist also informs each student that they will not be charged student fees beyond tuition and that the cost of equipment, supplies, books, and services are included in the program tuition.

Payment Terms: Students receive a detailed overview of the terms and schedule of tuition payments before enrollment. Evara Health Institute assists students with the development of tuition payment plans, if applicable, designed to help each student manage their financial commitments while pursuing their education.

Students will not be billed until they have met all registration requirements and have been officially registered in their program. Official registration typically occurs on the first Thursday of students' second course. Once registered, students will be billed for the cost of the courses taken during their first and second terms and those scheduled during the third term which collectively make up the first semester payment period. Beginning in their second semester (i.e., terms 4, 5, and 6), students are billed during the first week of the first term of the semester.

Alternative payment plans and schedules may be negotiated with the Student Finance department. Students may pay more than the amount owed each month.

Students who owe tuition following completion of their academic program are placed on a payment plan with payment dates set for the 15th of each month. Students may pay more than the amount billed each month.

Payments may be made with cash, person check, electronic check (ACH), credit (Visa, MasterCard, Discover, American Express) or money order. Returned checks incur a \$25 fee.

Students who do not adhere to their payment plan and schedule may be dismissed from Evara Health Institute.

Financial Assistance Information: Prospective students are informed about the availability of financial assistance for those who meet eligibility criteria. Student financial assistance specialists guide students through the application process and provide information on various financial assistance options. Evara Health Institute works collaboratively with students' employers and other community partners that offer financial support for training (e.g., tuition reimbursement) so that students may benefit from these resources.

Institutional Refund Policy and Registration Period: Evara Health Institute understands that circumstances may change, and students may need to adjust their enrollment. Student financial assistance specialists provide information on the Institute's prorated refund policy and the Provisional Registration Period so that students are aware of their options should they need to make changes to their program.

Transfer Credit Policies: Student financial assistance specialists discuss Evara Health Institute's transfer credit and credit for prior learning policies with all students. Students considering transferring credits from other institutions and those interested in arranging a Prior Learning Evaluation are walked through the associated procedures in detail.

Exit Counseling: Student financial assistance specialists provide exit counseling for students who graduate, withdraw, or are dismissed to provide information regarding program tuition balance, rights and responsibilities, and payment options. A summary of this information is also sent to the student within 30 days of the student's last date of attendance.

[Library, Learning Resources, And Information Services](#)

At Evara Health Institute, the Learning Resources and Information Services play a pivotal role in enriching the educational experience of students across various medical education programs. The Institute ensures that a comprehensive array of learning resources is available to support student learning and foster academic excellence.

Diverse Collection for Each Program: Evara Health Institute maintains a curated collection of learning resources tailored to the specific needs of each education program. This collection

includes a wide range of current titles, periodicals, and professional journals that align with the curriculum and provide students with up-to-date information relevant to their respective fields.

Physical Library Holdings: The Institute houses physical library holdings within the student lounge, offering convenient access during campus operational hours. This space serves as a hub for students to engage with printed materials, collaborate, and conduct research.

Classroom Resources: Additional learning resources, such as manikins and teaching models, are strategically placed in each classroom. Students can access these resources during scheduled class times to enhance hands-on learning experiences.

Online Collections: Evara Health Institute recognizes the importance of accessibility and offers 24/7, year-round access to an extensive online collection of resources. This virtual library enables students to conduct research, and access e-books, journals, and multimedia materials, enhancing their learning flexibility.

Trained Personnel Assistance: All instructors and student service personnel undergo comprehensive training in the utilization of library resources. They are well-equipped to assist students in effectively selecting, checking out, and utilizing learning materials, ensuring that students can make the most of the available resources.

Integrated Learning Approach: Evara Health Institute ensures that instruction and learning activities are deliberately designed to integrate learning resources seamlessly into the learning process. This encourages regular and meaningful engagement with the resources, enhancing student comprehension and skill development.

Current Inventory Maintenance: The Institute meticulously maintains a current inventory of all learning resources. This inventory is regularly updated to reflect changes to the collection, ensuring accurate records and facilitating efficient access for students.

Continuous Assessment and Improvement: The Institute maintains a robust assessment and improvement strategy for its learning resources and information services. Feedback from both instructors and students is actively solicited and utilized to refine the library offerings on an annual basis, ensuring the collection remains relevant and responsive to evolving educational needs.

Incorporating these comprehensive learning resources and information services strategies, Evara Health Institute provides a robust and supportive environment for students to acquire the knowledge, skills, and competencies necessary for success in their chosen medical education programs.

ACADEMIC POLICIES

DEFINITIONS

Academic Year: Evara Health Institute's standard Academic Year is defined as the length of time that a student takes to complete a minimum of 36 weeks of coursework and a minimum of 24 semester credits.

Clock Hour: A clock hour is defined as a minimum of 50 minutes of supervised or directed instruction in a 60-minute period.

Credit Hour: A credit hour is an amount of student work represented in intended learning outcomes and verified by evidence of student achievement, defined by Evara Health Institute, and approved by the state approving agency, that is consistent with commonly accepted practice in postsecondary education that reasonably approximates:

- Not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class work each week for a minimum of fifteen weeks for one semester or trimester hour of credit, or a minimum of 10 weeks for one-quarter hour of credit, or the equivalent amount of work over a different period of time; or
- At least an equivalent amount of work as required in this definition for other academic activities as established by the institution, including laboratory work, externships, clinicals, or other academic work leading to the award of credit hours;
- In determining the amount of work associated with a credit hour, institutions are permitted to consider a variety of delivery methods, measurements of student work, academic calendars, disciplines, and degree levels.

Credit Hour Conversion: Minimum in-class equivalent work is calculated under the following formula for each semester credit:

- 15 classroom lecture hours = 1 semester credit hour
- 30 laboratory hours = 1 semester credit hour
- 45 externship/clinical/practicum hours = 1 semester credit hour

Fractions of credits (other than one-half) are rounded down to the next lowest half or whole number.

Students are expected to complete outside work each week to support in-class learning. This work includes but is not limited to, assigned reading, research, homework, test preparation, projects, group assignments, practicing learned skills, writing papers, and other activities as assigned and documented on course syllabi. Students will complete a minimum of 7.5 hours of coursework outside of the classroom for each course credit hour for all classes except externship courses. For example, students would be expected to complete 22.5 hours of work outside the classroom for a three-credit hour course. For Evara Health Institute students enrolled in programs with six-week-long courses, this requirement constitutes an average of 3.75 hours of outside-of-class work.

Cumulative Grade Point Average (CGPA): A calculation of student grades for all courses completed. Please see the formula below:

$$\text{CGPA} = \frac{\text{Total Quality Points}}{\text{Total Credits Attempted}}$$

Evaluation Point: An academic progress checkpoint in a program.

Grade Point Average (GPA): The course grade earned by a student is determined by dividing the total number of quality points earned by the total number of credits attempted. Only grades of A, B, C, and F are used to calculate the GPA.

Grading Period: The grading period for all programs is the length of a course. Program courses are 6 weeks long.

Instructional Contact Time: Instructional contact time refers to the total number of hours students spend in direct interaction with instructors in class including the amount of time students will spend actively engaged in learning within a specific program including time spent in lectures, discussions, labs, workshops, and other structured learning activities. Instructional contact time includes the total number of contact hours and the number of weeks with at least one scheduled day of supervised instruction. Externship courses assume 20 hours of instructional contact time per week. Instructional contact time does not include scheduled breaks of more than 5 consecutive days.

Normal Time: As instructional contact time does not accommodate for scheduled breaks or extensions; normal time may represent a more accurate estimate of the timeframe for most students to complete their programs. Because Evara Health Institute enrolls students on a rolling schedule, normal time for programs is estimated as a program's Instructional Contact Time plus the maximum number of scheduled breaks of 5 days or more days (i.e., 3 weeks) and one externship extension (i.e., 6 weeks), adding an estimated 9 weeks beyond a program's Instructional Contact Time. Actual completion time may vary from normal time due to leaves of absence, awarding of transfer credit from previous institutions, and repeated coursework.

Payment Period/Semester: A payment period is defined as 18 weeks.

Quality Points: Quality Points are determined by assigning a numerical value for the letter grade earned in a course, multiplied by the credit hours associated with that course. For example, if an A is earned in a 3-credit course, 12 Quality Points will be earned for that course ($4 \times 3 = 12$).

Repeated Course: Any course taken again after previously successfully earning credit for the course.

Retaken Course: Any course taken again after previously failing the course.

PROGRAM COMPLETION AND GRADUATION REQUIREMENTS

Students must meet the following requirements to complete their program:

- Pass all required classes with a grade of C or better.
 - Students must achieve a score of 75% out of a possible score of 100% on course clinical evaluations to pass the course with a C or better.
- complete all externship hours and performance requirements.
- Satisfy all attendance requirements of the institution.

In addition to the above program completion requirements, students must also earn a minimum CGPA of 2.0 to graduate from an Evara Health Institute program.

Students who complete their educational program requirements and do not meet the minimum CGPA to graduate are considered "completers." Completers may be eligible to retake classes to increase their CGPA to meet the minimum 2.0 graduation requirement. Completers interested in returning must meet with an Admissions Representative to discuss re-entry requirements.

TRANSFER CREDIT POLICY

Students may be eligible to receive transfer credit for successfully completed equivalent coursework or prior learning, as validated, evaluated, and confirmed by a qualified instructor at Evara Health Institute. The decision to accept transfer credits is at the discretion of the accepting institution. Students are responsible for confirming whether or not credits will be accepted by another organization of the student's choice. As such, Evara Health Institute cannot guarantee the transfer of credits from the Institute to other organizations or from another organization to Evara Health Institute. All potential credits are reviewed on a case-by-case basis and accepted credits are awarded at the discretion of the Evara Health Institute. Evara Health Institute references the following guidelines when determining the transferability of credits:

- Prior learning or credits earned more than five years ago generally will not be accepted.
- Only credits earned for courses outside of Evara Health Institute for which the students earned a grade of "C" or better will be considered for transfer credit.
- Evara Health Institute reserves the right to waive any requirements or require additional proof of mastery through skill demonstrations.
- Students must complete a minimum of 25% of the total credits in the program for which they are enrolled at Evara Health Institute.

Transfer Credit For Previous Education

Students who previously attended a post-secondary organization other than Evara Health Institute or attended Evara Health Institute but did not complete their program may request a Transfer Credit Evaluation to determine the transferability of previously earned credits to the student's current program of study at Evara Health Institute.

Credit transfer evaluation requests should be submitted before starting the program, but no later than the end of the first week of the program. A Transfer Credit Evaluation Request form may be requested from the Registrar. Students are responsible for ensuring the form is completed in its entirety. Incomplete or ineligible forms will not be processed. Unofficial transcripts, course descriptions, and/or the outside organization's catalog (URL for electronic catalog access) may be provided to the Registrar for initial, unofficial evaluation and consultation.

Official transfer credit evaluations for credits earned outside of Evara Health Institute require students to submit official transcripts from the outside organization(s) to the Registrar no later than the end of the first week of their first course. Students are responsible for requesting official transcripts and paying associated fees as required by the outside organization. Students may also be required to submit course descriptions and other supporting documentation if requested.

Official transcripts may not be issued to the student and must be sent directly to:

Evara Health Institute
Attn: Registrar
14106 58th St. N.
Clearwater, FL 33760

Before submitting for transfer credit evaluation, Evara Health Institute requires that all foreign transcripts and any transcript in a language other than English be processed for translation and evaluation by an organization recognized by the National Association of Credential Evaluation Services (NACES), Association of International Credential Evaluators (AICE), or American Association of Collegiate Registrars and Admissions Officers (AACRAO).

Transcripts of students who previously completed a program at Evara Health Institute are automatically evaluated for transfer credit following the student's completion of the Enrollment Agreement. Evara Health Institute has made all attempts to create stackable programs through which students may acquire specialization within their field or have an expedited pathway to entering a new field by completing articulating Evara Health Institute programs. For instance, students who complete Evara Health Institute's Dental Assistant with Expanded Functions may be eligible for admission into the Dental Hygiene Bridge program which requires the completion of fewer total credits than the Dental Hygiene program.

Evara Health Institute considers previous education for transfer credit from the following sources:

- Advanced Placement Courses approved by the College Board.
- DANTES Subject Standardized Tests (DSSTs).
- CLEP credits that meet minimum ETS or ACE scores.
- Military training approved by ACE.
- Postsecondary institutions that are accredited by an accrediting agency recognized by the U.S. Department of Education or CHEA (Council for Higher Education Accreditation).
- Organizations that are members of the National Association of Credential Evaluation Services (NACES), Association of International Credential Evaluators (AICE), or American Association of Collegiate Registrars and Admissions Officers (AACRAO).
- Credits previously earned at Evara Health Institute.

Evara Health Institute reviews and awards appropriate transfer credit within 30 days of receiving all required documentation, including official transcripts. Transfer credit evaluations are completed by the Registrar with input from Program Directors as needed. Awarding of transfer credit is based on a thorough transcript analysis completed to validate and confirm potential transfer credits and determine the congruence and applicability of potential transfer credits to the student's program of study at Evara Health Institute. Transcript analysis includes the following steps:

1. Course level
2. Course title
3. Earned grade—courses with earned grades below a "C" are not evaluated past this step.
4. Number of credits
5. Course description
6. Course objectives

Transfer Credits are granted only in semester credit hours. If the transcript contains quarter hours, the quarter hours are divided by 1.5 to obtain semester credit hour equivalent. Partial hours are not rounded up. Students granted transfer credit for courses taken outside of Evara Health Institute will be awarded a grade of "TC."

External transfer credits do not affect a student's Cumulative Grade Point Average (CGPA) but do affect a student's Pace of Progress (POP) and Maximum Time Frame (MTF). Please see the Satisfactory Academic Progress (SAP) section of this catalog for more information.

Evara Health Institute maintains a signed, written record of transfer credit decisions in the student's file. Written notification is sent to the student regarding transfer credit decisions. If transfer credit is awarded, notification is sent to the Student Finance department.

Internal Transfer Credit

A full transcript review will be conducted for any previous Evara Health Institute student seeking to return to the Institute after having left before graduating from their program of study. Internal transfer credit may be awarded for courses with the same course code if credits were earned less than three years before re-entry. Evara Health Institute reserves the right to deny internal transfer credit for courses with the same course code if significant curriculum changes occur. Internal transfer credit will not be awarded for courses with course codes that have changed or are no longer part of the program requirements unless an equivalency crosswalk for the course code has been established by Evara Health Institute. Students re-entering after one year who are seeking internal transfer credit for courses with clinical competency requirements are required to demonstrate clinical proficiency by completing a competency check with a qualified instructor. Only students who demonstrate clinical proficiency via this competency check may be awarded internal transfer credit.

Registrar reviews transcripts upon reentry and un-associates any courses that no longer apply to the program due to program requirement changes, significant course curriculum changes, lack of clinical proficiency, or timeframe course credits were earned (e.g., more than three years from date of re-entry).

Transfer Credit When Transferring Programs

Students may decide to transfer from one Evara Health Institute program to another. Similarly, re-entering students may choose to re-enter into a different program from which they withdrew. In some instances, programs share or have equivalent courses. Same and equivalent courses are accepted for transfer into the student's new program of study, given course credit was earned less than three years prior for returning students. These transferred credits and associated grades are applied to the student's new program and included in the calculation of SAP as both attempted and earned (if successfully completed), and affect CGPA, POP, and MTF based upon the earned grade. Please see the Satisfactory Academic Progress section of this catalog for more information.

Credit For Prior Learning/Proficiency

Evara Health Institute students may be awarded credit for prior learning/proficiency that is validated, evaluated, and confirmed by a qualified Institute instructor. Credit for prior learning is evaluated and awarded only if the student's prior learning aligns with program requirements within the student's chosen field of study and the student can demonstrate basic proficiency for relevant skills via a Prior Learning Evaluation. Students are responsible for requesting a prior learning evaluation to determine their eligibility for credit. Requests are made by completing a Prior Learning Evaluation form and submitting it to the Registrar. The Prior Learning Evaluation form will be provided by the Registrar. Requests for prior learning evaluation should be submitted before the start of the student's program, but no later than the end of the first week of the program. Students are responsible for ensuring the form is completed in its entirety. Incomplete or ineligible forms will not be processed.

The prior learning evaluation will be scheduled with a qualified Institute instructor within seven days of receiving a complete Prior Learning Evaluation form. Students should expect to spend between one to three hours (or more) engaged in the evaluation process, depending on the number of skills requiring assessment.

Students awarded credit for prior learning/proficiency are awarded Proficiency Credit (PC). Proficiency Credits awarded do not affect a student's Cumulative Grade Point Average (CGPA)

but are used to calculate a student's Pace of Progress (POP) and Maximum Time Frame (MTF). Please see the Satisfactory Academic Progress (SAP) section of this catalog for more information.

Evora Health Institute maintains a signed, written record of credit granted for prior learning/proficiency in the student's file. Students are notified in writing regarding the outcome of the prior learning evaluation within 14 days following completion of the evaluation. If prior learning credit is awarded, notification is sent to the Student Finance department.

Transfer Credit And Credit For Prior Learning/Proficiency Decision Appeal Process

Any student denied transfer credit or credit for prior learning/proficiency and believes the decision to be incorrect, may appeal within five (5) calendar days. Appeals will be reviewed by the Vice President of Education and Curriculum within three (3) business days. All documentation regarding prior education (e.g., course descriptions) and the rationale for the denial of transfer credit will be reviewed. Similarly, the results of the Prior Learning Evaluation and the rationale for the denial of credit will be reviewed. In some cases, re-assessment of a student's proficiency with a different instructor may be offered. Final decisions will be communicated within four (4) business days of the receipt of the appeal unless a second evaluation of student proficiency is recommended. Re-evaluations of a student's proficiency are typically completed within 10 days of the appeal, depending on student availability. Appeal decisions are considered final.

RETAKING AND REPEATING COURSES

Students may be required to retake or choose to repeat one or more courses while completing their program of study. Students are expected to understand and abide by the following guidelines.

COURSE RETAKES—Students are required to successfully retake any course that is required for their program of study that they failed to earn a passing grade (i.e., A, B, C) or satisfy other course completion requirements during previous attempts. Failing and subsequently retaking a course may interrupt a student's enrollment and may negatively impact financial assistance eligibility and satisfactory academic progress. The highest grade earned in the retaken course remains/becomes the final grade and is included in the student's CGPA calculation. No course may be retaken more than twice and only as scheduling permits. Students who fail the same course or an equivalent course three times are dismissed from their program. Transferring to a different program that requires the same or an equivalent course is prohibited. Courses with transcript grades of EE, W, WD, and WW are not counted in the total number of retake attempts. All course retake attempts count toward the Maximum Time Frame and Pace of Progress. All successful course retake attempts (i.e., earned A, B, or C and satisfied all other course completion requirements) count in the Maximum Time Frame and Pace of Progress calculations as credits attempted and credits earned. All failed retake course attempts count in the Maximum Time Frame and Pace of Progress calculation as attempted but not earned credits.

REPEATED COURSES—Students may choose to repeat courses for which they previously earned credit to raise their Cumulative Grade Point Average (CGPA) or to increase their knowledge or clinical proficiency levels. Repeating a course may interrupt a student's enrollment and may negatively impact financial assistance eligibility and satisfactory academic progress. The highest grade earned in the repeated course becomes the final grade and replaces all other grades for that course in the CGPA calculation. No course may be repeated more than twice

and only as scheduling permits. Grades of “EE,” “W,” “WD” and “WW” do not count in the repeated course limitation. All repeated course attempts count toward the Maximum Time Frame and Pace of Progress. All successful course repeat attempts (i.e., earned A, B, or C and satisfied all other course completion requirements) count in the Maximum Time Frame and Pace of Progress calculations as credits attempted and credits earned. All failed repeat course attempts count in the Maximum Time Frame and Pace of Progress calculation as attempted but not earned credits.

TRANSFERABILITY OF EVARA HEALTH INSTITUTE CREDITS

The acceptance of transfer credits depends on the policies and remains at the sole discretion of the receiving institution. Evara Health Institute cannot control or impact the decisions made by other institutions regarding the recognition of credits obtained at Evara Health Institute for transfer purposes. It's important to note that the transfer of credit is not assured. Students are responsible for verifying whether credits earned at Evara Health Institute will be accepted by another institution.

GRADING SYSTEM POLICY

Evara Health Institute's grading system is designed to accurately assess students' knowledge, skills, and performance in alignment with program goals and objectives. All Institute programs utilize a common grading scale that includes the letter grades, A, B, C, and F aligned with specific numeric values 0-100%.

Final grades are comprised of points earned across four assessment categories—clinical performance, assignments, examinations, and professionalism. Unless otherwise noted in course syllabi, graded activities are weighted in the following manner: clinical performance (35%), assignments (25%), examinations (30%), and professionalism (10%). Final grades are calculated by first calculating weighted scores for each category (students category score multiplied by the category weight, both in decimal form) and then adding the weighted category scores together to obtain a sum of weighted scores and multiplying by 100%. See the example below.

Category Weights:

- Clinical Performance: 35%
- Examinations: 30%
- Assignments: 25%
- Professionalism: 10%

Category Score Example:

- Clinical Performance: 85% (0.85 when converted to decimal)
- Examinations: 90% (0.90 when converted to decimal)
- Assignments: 95% (0.95 when converted to decimal)
- Professionalism: 98% (0.98 when converted to decimal)

Category Weighted Score Calculation:

- Clinical Performance: Weighted Score: $0.85 * 0.35 = 0.2975$
- Examinations: Weighted Score: $0.90 * 0.30 = 0.27$
- Assignments: Weighted Score: $0.95 * 0.25 = 0.2375$
- Professionalism: Weighted Score: $0.98 * 0.10 = 0.098$

Sum of Category Weighted Scores = 0.2975 + 0.27 + 0.2375 + 0.098 = 0.903

Final Grade Percentage = 0.903 * 100 = 90.3%

Grading is performed in a uniform and fair manner. Rubrics and other scoring guides are implemented whenever possible to provide students with information as to how they will be assessed. Along with numerical grades, instructors are expected to provide timely, high-quality feedback to students regarding their performance including areas of strength and reasons for lost points.

Evora Health Institute regards patient safety as paramount and requires students to demonstrate a level of knowledge and skill above minimal competency. As such, Evora Health Institute requires students to earn an A, B, or C to pass a course. Students who do not earn an A, B, or C in a course are given an F grade and must retake the course to complete their program.

GRADING SCALE

GRADE	PERCENTAGE RANGE	Description	Quality Points
A	89.5-100%	Outstanding	4.0/credit hour
B	79.5-89.49%	Above Average	3.0/credit hour
C	69.5-79.49%	Average	2.0/credit hour
F	< 69.5%	Failure	0/credit hour
EE	--	Externship Extension	--
I	--	Incomplete	--
TC	--	Transfer Credit	--
PC	--	Proficiency Credit	--
W	--	Withdraw	--
WD	--	Withdrawn from Course	--
WW	--	Withdrawn from Course without Penalty	--
◆	--	Associated Course	--
**	--	Repeated/Retaken Course	--

A, B, C, and F Grades: Letter grades earned by students consistent with their performance on course assignments, evaluations, clinical performance, and professionalism. Letter grades are included in the Grade Point Average, Cumulative Grade Point Average, Pace of Progress, and Maximum Time Frame calculations for Satisfactory Academic Progress.

EE = Externship Extension: Grade assigned when a student fails to complete all the necessary externship hours required by their program within a scheduled grading period. This grade does not affect Satisfactory Academic Progress.

PC = Proficiency Credit: This grade is assigned when a student provides the required documentation of prior learning that occurred outside of a formal academic setting and demonstrates basic proficiency in relevant competencies as evaluated by a qualified faculty member. Requirements are on file with the Registrar. A grade of PC is included as credits attempted and credits earned, Maximum Time Frame, and Pace of Progress when calculating Satisfactory Academic Progress.

I = Incomplete: This grade serves as a placeholder during a student's approved course extension. See Extension and Incomplete Grades Policy for more information. An incomplete grade does not affect a student's satisfactory academic progress.

TC = Transfer Credit: This grade is assigned for approved transfer credits that a student earned from another institution. See Transfer Credit Policy for more information. Transfer Credit grades are included as credits attempted and credits earned and included in Pace of Progress and Maximum Time Frame Satisfactory Academic Progress calculations.

W = Withdraw: This grade is assigned when a student is withdrawn from a course. In each instance, the original course and any attempts to repeat/retake a course will be included as credits attempted in the Maximum Time Frame and Pace of Progress calculations.

WD = Withdrawn: from Course: A grade of “WD” indicates a course that was scheduled but never attended by the student. This grade does not impact Cumulative Grade Point Average, Pace of Progress, or Maximum Time Frame calculations nor does it count towards credits attempted.

WW = Withdrawn from Course without Penalty: This grade indicates that the student was administratively withdrawn from a course after posting attendance for reasons other than attendance and academic policy violations before earning a grade. The reasons why a student was administratively withdrawn are noted in the student’s academic file. This grade does not impact Cumulative Grade Point Average, Pace of Progress, or Maximum Time Frame calculations nor does it count towards credits attempted.

◆ = **Associated Course:** An Associated Course designation is indicated when a student transfers programs and is granted credit for courses completed in their original program that are deemed equivalent to courses required for completion of their new program. Associated Courses count in the calculation of Satisfactory Academic Progress as both credits attempted and credits earned (if successfully completed), and are included in Cumulative Grade Point Average, Pace of Progress, or Maximum Time Frame calculations.

** = **Repeated/Retaken Course:** A repeated/retaken course designation is assigned for any course taken again after previously successfully earning credit for the course (Repeated) or for any course taken again after previously failing the course (Retaken). All successful course repeat and retake attempts (i.e., earned A, B, or C and satisfied all other course completion requirements) count in the Maximum Time Frame and Pace of Progress calculations as credits attempted and credits earned. All failed repeat course attempts count in the Maximum Time Frame and Pace of Progress calculation as attempted but not earned credits. Only the highest grade earned counts toward the Cumulative Grade Point Average.

FINAL GRADING POLICY

All coursework should be submitted for grading by the last scheduled day of a course. Evara Health Institute instructors grade submitted coursework and award the points earned from all graded coursework to calculate the final course grade for each student.

Instructors post final grades within the Learning Management System no later than three (3) calendar days after the last scheduled day of a course. Externship course final course grades are posted within 14 calendar days of the student’s last day of attendance.

Student Notification of Final Grades—Evara Health Institute generates report cards with final grade(s) for all active students within seven (7) calendar days of the regular course end date. For externship students, report cards are generated within seven (7) calendar days of the posting of final grades. If a final grade is changed, Evara Health Institute generates an updated report card within seven (7) calendar days of the final grade(s) being updated.

In compliance with FERPA regulations, Evara Health Institute refrains from the public posting or distribution of grades either by the student's name or student number.

Final Grading Period—A two-day final grading period occurs immediately following the last scheduled day of a course. During the two-day final grading period, students may submit outstanding assignments. Assignments submitted during the two-day final grading period may be graded at the instructor's discretion. Instructors are required to submit all final grades on the third calendar day following the last scheduled day of a course.

Students who do not successfully complete all work in the established time period earn zero (0) points for each missing assignment not completed. Final grades are calculated incorporating all earned and unearned points (i.e., 0 points for each missing assignment). Failure to submit missing assignments during the final grading period does not constitute a reason to submit a final grade concern.

EXTENSIONS AND INCOMPLETE GRADES POLICY

Students may be granted an extension of seven (7) days (excluding scheduled breaks) from his/her instructor to allow time for him/her to complete missing assignments or redo failed assignments beyond the last day of the course. Students in need of an extension are required to complete a Request for Extension form no later than the last day of the course. Requests for Extension forms must be complete and include the reasons why the student fell behind/underperformed and the student's plan to get caught up by the end of the extension period. The decision to grant a student an extension is at the discretion of the instructor. Instructors issue an Incomplete (I) grade during the extension period. Instructors grade all work submitted during the extension period within two (2) days from the last day of the extension period. All Incomplete grades are converted to final letter grades following instructor grading at the end of the approved extension period.

Students may attend regularly scheduled courses during the extension period.

EXTERNSHIP EXTENSION

An externship extension of seven (7) days may be granted to a student who has not yet completed his/her required externship hours by the last day of the externship course. Students seeking an externship extension must complete a Request for Extension form no later than the last day of the externship course. The decision to grant a student an externship extension is at the discretion of the Program Director. Students are issued an Externship Extension (EE) grade during the extension period. All hours earned during the extension period are logged in the student information system within two (2) days of the end of the extension period. All EE grades are converted to final letter grades within three (3) days of the extension period. Special approval for additional time to complete externship hours may be granted by the Program Director for special extenuating circumstances.

All externship hours earned in original grading and externship periods are counted toward the completion of required externship hours. Students who earn externship hours and then leave school (e.g., leave of absence) before the completion of all hours will retain earned hours unless they are out of school for more than 180 days. No hours earned prior to a break of 180 or more days will count toward satisfying the externship completion requirement.

FINAL GRADE CONCERNS

Students with final grade concerns who wish to have their final grade reviewed must submit a Final Grade Review Request form to the Registrar in person or via email at EvaraRegistrar@hcnetwork.org within five (5) calendar days of final grade notification (excluding scheduled breaks of 5 or more calendar days). Final Grade Review Request forms must include a description of the student's concern. Acceptable circumstances for initiating a review of one's final grade include:

- Coursework was submitted before the end of a course or during the final grading period or an approved extension but was not graded
- An error occurred when recording grades or calculating the final grade in the grade book (e.g., transposition, computational error)
- Incorrect or improper grading or grading practice by the instructor

All grade concerns are reviewed by the Vice President of Education and Curriculum and shared with the student's instructor and Program Director. The instructor, with support from the Program Director, investigates the final grade concern and corrects any errors within seven five (5) days of receiving the request for review. Students are notified of the results of the final grade review within 14 calendar days (excluding scheduled breaks of 5 calendar days or more) from the end of the course.

Students are expected to continue to attend class and abide by all Evara Health Institute policies during the review process.

Final grade review decisions are final.

LATE COURSEWORK POLICY

Students are expected to abide by course activity, assignment, and assessment due dates. If a student fails to complete coursework by its due date, the student may submit the late coursework, in coordination with the instructor, provided that it is before the last day of the course. An instructor may deduct up to ten percent of the available points for each subsequently scheduled class meeting for a maximum of thirty percent penalty for graded items submitted beyond the due date. Students may make up work independently or during designated academic remediation sessions and scheduled and open clinical laboratory instructional hours. If coursework is submitted after the last day of the course, the Final Grading Period policy applies. Any exceptions to these guidelines must be approved by the Vice President of Education and Curriculum and noted in the student's file.

EXTERNSHIP/CLINICAL EXPERIENCE POLICY

All Evara Health Institute programs require students to complete supervised externship hours at a healthcare facility. Satisfactory completion of externship experiences is required for program completion and graduation.

Program	Required Externship Hours
Behavioral Health Technician	135
Dental Assistant with Expanded Functions	225
Dental Hygiene Applied Associates	610
Dental Hygiene Applied Associates (Bridge)	610
Limited Scope Radiology	180
Medical Assistant	205

During the enrollment process, all Institute applicants are made aware of the eligibility requirements for participating in externship experiences including required drug screening, immunization, and background results.

This externship experience is designed to allow students to gain practical experience and to demonstrate the knowledge and skills acquired during didactic (lecture) and laboratory instruction aligned with specific learning objectives and evaluation criteria. The externship experience is completed within a healthcare facility, however, simulated campus-based externship hours are allowed on a limited basis, provided no conflict exists with the requirements of oversight bodies, credentialing/licensure bodies, or program-specific standards. Simulated campus-based experiences include a written instructional plan that reflects quality learning experiences that approximate field-based clinical experiences. Simulated campus-based experiences are implemented only by instructors trained in effective simulation instructional methods, including delivery, assessment and evaluation, debriefing, and other techniques necessary to effectively facilitate the simulated externship experience.

A range of externship affiliates exist to serve the diverse needs of Evara Health Institute programs and students. A sufficient number of externship affiliates are maintained to ensure students do not wait for clinical experiences to ensure the educational process is continuous.

Before any students may be assigned to an externship affiliate site, the Program Director or a designated, qualified faculty member who meets the minimum qualifications of a program faculty member evaluates the site to ensure it will provide an effective learning experience within which students will have the opportunity to demonstrate required competencies. Only sites that meet screening criteria and agree to the following expectations are approved to host externship students.

- Externship experience begins with a student orientation to the facility and the daily routine of the facility.
- Students initially observe activities and procedures before performing tasks and procedures.
- Students move into an array of different tasks and procedures as their clinical experiences progress.
- Students remain under staff supervision while assisting with daily tasks.
- Student progress and performance are assessed with an evaluation tool that is maintained to ensure a variety of competencies are performed.
- Students do not replace or substitute for existing staff while participating in clinical experiences.
- Student experiences are monitored, and hours completed are tracked and reported to ensure that all requirements are met.
- Site supervisor maintains active communication with Evara Health Institute regarding student's progress and performance and agrees to escalate any concerns immediately to their Evara Health Institute point of contact.
- Site supervisor completes all required externship documentation including signing timecards, as needed, progress monitoring assessments, and final evaluation documentation.

Once the site screening is complete and the affiliate is approved, a clinical affiliation agreement is sought. Active externship affiliate sites are monitored to ensure continued compliance with the site screening criteria above. Approved affiliate sites found to be in violation of site screening expectations are removed from the active and approved affiliate list and will not be allowed to host externs in the future unless compliance with expectations is met. Students are only assigned to approved externship affiliate sites for which an active affiliation agreement exists.

Students are assisted in finding and securing their externship experience sites and may only complete externship hours with approved and active externship affiliates. Program Directors maintain a list of extern affiliates with current, signed clinical affiliation agreements. Although Evara Health Institute cannot guarantee a particular externship site, student requests are taken into consideration when making externship site assignments. Students interested in completing their externship at a healthcare location that is not yet approved by Evara Health Institute should make this request in writing to their Program Director at least one month before their externship is scheduled to begin. The Program Director will evaluate the request and attempt to establish an externship affiliation agreement with the healthcare facility, provided screening criteria are met.

Students are expected to provide their own transportation to and from their externship experience sites. Evara Health Institute makes every attempt to assign students to externship sites close to their homes to minimize commuting distance, however, close-to-home externship sites cannot be guaranteed. Although unlikely, students are informed and asked to agree in writing prior to enrollment that their externship experience could occur at a location further away from their home than their customary commute to the Evara Health Institute campus. After enrollment, if an assigned externship site is more than 10 miles further than the student's commute to the Evara Health Institute campus, the student will be informed in writing.

Requirements For Participate in Externship Experiences—Prior to enrollment, students are informed in writing (EAA) of requirements to participate in externship experiences such as background checks and drug screening via this catalog and the Enrollment Agreement. Students are also informed of the competencies required for successful completion of their program and how their achievement of competencies will be assessed. Information related to competency requirements is found under Program Information in this catalog, within their course syllabi, and included in their externship monitoring and evaluation documents. Required competencies and performance criteria are discussed regularly with students, including any time requirements change.

Only students who have satisfied the following criteria are approved to participate in externship experiences:

- Must have a CGPA of at least 2.0 and must have passed all prerequisite courses having satisfied all course completion requirements as indicated in course descriptions and syllabi to be approved to engage in program externship experiences.
 - A student who has completed all coursework but has a CGPA below 2.0 must repeat one or more courses to raise his/her CGPA above 2.0.
- Demonstrate basic competency on all program competency assessments.

Externship affiliate sites may have additional requirements that students must complete before or during their externship hours (e.g., orientation, training). Evara Health Institute will notify students of externship site-specific requirements and facilitate their completion.

Prior to beginning externship experiences, student competencies are evaluated and validated in writing.

Time Keeping—Students are required to track their externship hours via established Evara Health Institute protocols. Correcting timekeeping errors is the responsibility of the student. Students must complete all required externship hours to complete their program. Falsification of timecards is a serious violation of the Student Code of Conduct.

Student Supervision and Evaluation—Students are supervised, monitored, and evaluated throughout their externship experience by a qualified program instructor. The program instructor is responsible for maintaining regular contact with externship sites and students and ensures appropriate supervision and evaluation while completing their externship experiences.

Student performance is monitored regularly and formally evaluated twice during each externship experience—at the midpoint and the completion of all externship hours. These evaluations are designed to assess student’s ability to perform competencies consistent with an entry-level professional in their field of study.

Students are encouraged to engage in a formal self-monitoring process to track their own progress and achievement in alignment with externship completion requirements. Students are provided with a self-monitoring tool to facilitate this process.

Evaluations for clinical externship experiences are stored in each student’s academic record and maintained in alignment with Evara Health Institute’s Record Retention Policy.

Program-Specific Requirements—In addition to the general requirements outlined above, additional specific guidelines exist for each Evara Health Institute program. These guidelines are outlined below.

Behavioral Health Technician Guidelines

- Approved externship sites perform various types of activities that will expose the student to the necessary skills required of the profession and are properly approved and regulated.
- Simulations may be substituted for up to 20% of the total required clinical hours.
 - The rationale for using simulation and how the decision to incorporate simulation was made, including institutional leadership, program management, and advisory board input, are documented and maintained.
- Students are directly supervised while participating in externship experiences.
- A minimum of two site visits are conducted by the BHT externship instructor, before the midpoint evaluation and before the final evaluation.
- Completion of the externship experience requires that students demonstrate entry-level proficiency in all areas of the curriculum.

Dental Assistant with Expanded Functions Guidelines

- Approved externship sites perform various types of activities that will expose the student to the necessary skills required of the profession and are properly approved and regulated.
- Simulations may be substituted for up to 20% of the total required clinical hours.

- The rationale for using simulation and how the decision to incorporate simulation was made, including institutional leadership, program management, and advisory board input, are documented and maintained.
- A minimum of 60% of the externship experience hours are spent in a general dentistry setting.
- Students are directly supervised while participating in externship experiences.
- A minimum of two site visits are conducted by the DAEF externship instructor, before the midpoint evaluation and before the final evaluation.
- Completion of the externship experience requires that students demonstrate entry-level proficiency in all areas of the curriculum.

Dental Hygiene and Dental Hygiene Bridge

- Approved clinical sites will expose the student to the necessary skills required of the profession and are properly approved and regulated.
- Simulations may be substituted for up to 20% of the total required clinical hours.
 - The rationale for using simulation and how the decision to incorporate simulation was made, including institutional leadership, program management, and advisory board input, are documented and maintained.
- Students are directly supervised while participating in clinical experiences.
- Students may only practice skills during supervised clinical hours that they have been taught, practiced, and assessed to be proficient in pre-clinical courses.
- A minimum of two site visits are conducted by the DH externship instructor, before the midpoint evaluation and before the final evaluation.
- Completion of the clinical experience requires that students demonstrate entry-level proficiency in all areas of the curriculum.

Limited Scope Radiology Guidelines:

- Prior to starting an externship experience, students must successfully complete a nationally recognized CPR for healthcare providers course.
- Approved externship facilities must perform a balance of administrative and clinical activities that will expose students to the necessary skills required of the profession.
- Externship experiences must include assisting radiology professionals and other clinical staff members with daily tasks while under direct supervision.
- Students should only perform duties within the scope of a limited scope radiology professional and the activities included in the program's curriculum.

Medical Assistant Guidelines:

- Prior to starting a clinical experience, students must successfully complete a nationally recognized CPR for healthcare providers course.
- Approved externship facilities must perform a balance of administrative and clinical activities that will expose students to the necessary skills required of the profession.
- Externship experiences must include assisting clinical and administrative staff members with daily tasks while under direct supervision.
- Students should only perform duties within the scope of a medical assistant and the activities included in the program's curriculum.

Pharmacy Technician Guidelines

- Externship experiences reinforce and expand the knowledge and skills developed in the didactic and laboratory phases of their training.
- A variety of externship experience sites may be provided, including but not limited to the following environments:
 - Acute Care
 - Long-Term Care
 - Home Infusion
 - Community Retail or Outpatient Pharmacy
 - Mail Order
 - Nuclear Pharmacy
 - Pharmacy Benefits Management (PBM)
- Externship experiences include various types of activities that expose students to the necessary skills required of the profession.
- Approved externship affiliate sites are properly licensed and regulated.
- Duties performed must advance over the course and length of the externship experience.
- Simulations may be substituted for up to 30% of the total required clinical hours.
 - The rationale for using simulation and how the decision to incorporate simulation was made, including institutional leadership, program management, and advisory board input, are documented and maintained.
- Students are directly supervised while participating in externship experiences.
- A minimum of two site visits are conducted by the Pharmacy Technician externship instructor, before the midpoint evaluation and before the final evaluation.
- Externship instructors and site preceptors are provided information relating to program expectations and preceptor responsibilities.
- Completion of the externship experience requires that students demonstrate entry-level proficiency in all areas of the curriculum.

HONORS AND AWARDS

Students qualify for Evara Health Institute's Honor Roll if their grades achieved during the official evaluation period result in a CGPA of 3.50 – 3.99. A CGPA of 4.0 for the official evaluation period qualifies the student for the Dean's List. Students should contact their Learner Service Advisor for information on any additional honors and awards that may be offered.

SATISFACTORY ACADEMIC PROGRESS (SAP)

Evara Health Institute is committed to ensuring that all students make satisfactory academic progress toward their educational goals. This policy outlines the standards, guidelines, and procedures for measuring and maintaining satisfactory academic progress. The institute recognizes the importance of consistent monitoring, equitable application, and supportive measures to help students succeed.

SAP Evaluation Points

Evara Health Institute evaluates SAP at designated SAP evaluation points. Specifically, the Institute evaluates SAP in terms of Cumulative Grade Point Average (CGPA) and Pace of Progress (POP) at the end of each semester for students enrolled in programs 18 weeks or longer. The Institute evaluates SAP in terms of MTF at the end of each academic year or midway through a student's program, whichever is shorter.

Satisfactory Academic Progress standards encompass both academic quality and attendance requirements and include both quantitative and qualitative evaluation of standards including grade point average (CGPA), Pace of Progress (POP), and Maximum Time Frame (MTF), which are measurable against established norms.

Cumulative Grade Point Average (CGPA)—CGPA is calculated to evaluate SAP at the end of each semester for students enrolled in programs 18 weeks or longer. All courses completed to date, including internal transfer credits, are included in the CGPA calculation. To meet SAP standards at the first evaluation point, students must earn a CGPA of 1.5. To meet SAP standards beyond the first evaluation point, students must earn a CGPA of 2.0. At the end of the second academic year, students are required to have a CGPA of 2.0 or higher to meet SAP standards.

Pace of Progress (POP)—POP is calculated at the end of each semester for students enrolled in programs 18 weeks or longer. POP is calculated by dividing the total number of credit hours the student successfully completed by the total number of credit hours the student attempted in the current program including transfer credits. To meet SAP standards at the first evaluation point, students must demonstrate a minimum POP of 62%. To meet SAP standards beyond the first evaluation point, students are required to demonstrate a POP of 67 (normal rounding rules apply).

Maximum Time Frame (MTF)—The MTF required for the successful completion of one’s educational program cannot exceed 150% of the normal program length. Transfer credits are treated as attempted and included in the calculation. MTF is evaluated at the end of each academic year or midway through each student’s program, whichever is shorter. To meet SAP standards, students must have attempted fewer than 150% of program credits and be on track to finish the program within 150% of program credits.

Grades and Credits Included in SAP CGPA, POP, and MTF Calculations

The following table identifies each of the grades/transcript designations utilized by Evara Health Institute. The chart includes percentage bands (if applicable), quality points (if applicable), and a description for each letter grade or transcript designation. The table also designates which grades are included in credits earned, credits attempted CGPA calculations, POP calculations, and MTF calculations. and quality points define the impact of various academic factors on satisfactory progress, including course withdrawals, incomplete grades, repeated courses, transfer credits, proficiency credits, and non-punitive (pass/fail) grades.

Grades and Credits Included in SAP CGPA, POP, and MTF Calculations							
Letter Grade or Transcript Designation	Description	Quality Points	Included in Credits Earned	Included in Credits Attempted	Included in CGPA	Included in POP	Included in MTF
A	Outstanding	4.0/credit hour	YES	YES	YES	YES	YES
B	Above Average	3.0/credit hour	YES	YES	YES	YES	YES
C	Average	2.0/credit hour	YES	YES	YES	YES	YES
F	Failure	0/credit hour	NO	YES	YES	YES	YES
EE	Externship Extension	--	NO	NO	NO	NO	NO

I	Incomplete	--	NO	NO	NO	NO	NO
TC	Transfer Credit	--	YES	YES	NO	YES	YES
PC	Proficiency Credit	--	YES	YES	NO	YES	YES
W	Withdraw	--	NO	YES	NO	YES	YES
WD	Withdrawn from Course	--	NO	NO	NO	NO	NO
WW	Withdrawn from Course without Penalty	--	NO	NO	NO	NO	NO
◆	Internal Transfer Credit	--	YES (if passed) NO (if failed)	Based on the Original Grade Earned	Based on the Original Grade Earned	Based on the Original Grade Earned	Based on the Original Grade Earned
**	Retaken/Repeated Course ¹	--	YES (if passed) NO (if failed)	YES	NO (only attempt with higher grade is included)	YES	YES

¹ No course may be taken or repeated more than twice and only as scheduling permits.

Notification of SAP Evaluation Results

Evora Health Institute performs SAP calculations and provides written notification of evaluation results for each student who did not meet SAP standards no later than ten (10) calendar days from the end of an evaluation point. This notification includes information regarding the change in academic standing and details about the implications of the change in standing, requirements, expectations, and next steps.

Students on an LOA at the time of the SAP evaluation point are notified upon their return from the LOA. Students returning from LOA who are informed that they have been placed on Academic Suspension must submit a SAP Appeal and an Academic Improvement Plan within seven (7) calendar days (excluding scheduled breaks) after notification. Students who fail to fulfill these requirements are dismissed. Students returning from LOA who are informed that they have violated MTF are dismissed and are required to follow the procedures outlined in the “Failure to Meet SAP due to Maximum Time Frame (MTF) Violation” section of this policy.

Failure to Meet SAP Due to CGPA or POP—Academic Standing

The policy outlines the process for warning or probation, including the criteria for placement on and removal from probation. This approach offers students a chance to improve their performance while receiving guidance and support.

Academic Warning—Students who fail the first or subsequent SAP evaluation due to CGPA or POP after meeting SAP in the previous evaluation are placed on Academic Warning. Students placed on Academic Warning are notified of their change of academic standing in writing and required to meet with their Program Director and/or Director of Student Services to discuss available support and resources. Students who meet SAP standards at the next evaluation point are considered in good academic standing. Students who fail to meet SAP standards at the next evaluation point are placed on Academic Probation.

Academic Probation—Students who fail to meet SAP standards at the evaluation point following being placed on Academic Warning are placed on Academic Probation. Students placed on Academic Probation are notified in writing of their change in academic standing and of the

requirement to work with their Program Director to create a formal Academic Improvement Plan which they agree to implement to improve their academic performance by the next SAP evaluation point. Students who meet SAP at the evaluation point following being placed on SAP Probation are considered in good academic standing. Students who do not meet SAP standards at the next SAP evaluation point are placed on Academic Suspension.

Academic Suspension—Students who fail to meet SAP standards at the evaluation point following being placed on Academic Probation are placed on Academic Suspension and are at risk of being dismissed. Students placed on Academic Suspension are notified in writing of their change in academic standing and that the submission and subsequent approval of a formal SAP Appeal and an updated Academic Improvement Plan are required to avoid dismissal from their program.

SAP Appeal Process—Students who are placed on Academic Suspension are required to submit a formal SAP Appeal and an updated Academic Improvement Plan within seven (7) calendar days (excluding breaks of 5 or more days and LOAs) of being notified regarding their change in academic standing.

Program Dismissal—Students who fail to submit a required SAP Appeal and updated Academic Improvement Plan within seven (7) calendar days of notification (excluding breaks of 5 or more days and LOAs) are dismissed from their program. A student whose SAP Appeal is denied is dismissed from his/her program. Upon dismissal, students are unregistered from all enrolled courses. The student will not be charged for unregistered courses.

Re-Entry Conditions—Students seeking to re-enter after being dismissed from their program while in Academic Suspension standing must submit a SAP Appeal and Academic Improvement Plan for consideration along with his/her application for re-entry. A student whose SAP Appeal and Academic Improvement Plan is approved will be allowed to re-enter their program, provided their re-entry does not violate another Institute policy.

Progress Expectations—Students who are allowed to re-enter after being dismissed for failing to meet SAP standards are expected to demonstrate academic engagement and earn passing grades to be allowed to continue in their program. Once SAP standards are achieved, the student will be considered in good academic standing. Students who fail one or more courses or violate the attendance policy following re-entry will be dismissed and will not be allowed to re-enter the same program in the future.

Failure to Meet SAP due to Maximum Time Frame (MTF) Violation

Program Dismissal—Students who have taken greater than 150% of the program’s credit hours or for whom it has been determined that they will not be able to finish the program within 150% of the program’s credit hours are dismissed.

Maximum Time Frame Thresholds by Program		
Program	Program Credit Hours	Maximum Credit Hours Attempted
Behavioral Health Technician	27.5 Credits	41.25 Credits
Dental Assistant with Expanded Functions	30.0 Credits	45.0 Credits

Dental Hygiene Applied Associates	82 Credits	123.0 Credits
Dental Hygiene Applied Associates Bridge	70.5 Credits	106.0 Credits
Limited Scope Radiology	29.5 Credits	44.0 Credits
Medical Assistant	33.0 Credits	49.5 Credits
Pharmacy Technician	28.5 Credits	42.0 Credits

Completer Students—Evara Health Institute students who complete all academic program requirements but do not achieve the required 2.0 CGPA to graduate from their program may repeat courses within their academic program. Completer students will be placed on Extended Enrollment during this period and will not be eligible for student assistance and will not be charged tuition for courses repeated after completing their program requirements.

Completer students in an Extended Enrollment status who exceed MTF will be dismissed. Completer students approved to re-enter will return to Evara Health Institute in an Extended Enrollment status, will not be eligible for student assistance, and will not be charged tuition for repeated courses.

Re-Entry Conditions—Any student dismissed for MTF who desires to re-enter into his/her program of study must submit a SAP Appeal and Academic Improvement Plan for consideration along with his/her application for re-entry. Students whose appeals and academic improvement plans are approved will be allowed to re-enter their program.

Expected Progress—Students who are approved for re-entry after being dismissed for MTF are expected to demonstrate academic engagement and earn passing grades to be allowed to continue in their program. Students who fail one or more courses or violate the attendance policy following re-entry will be dismissed and will not be allowed to re-enter the same program in the future.

[SAP Appeal and Academic Improvement Plan Approval Process](#)

Evara Health Institute has established an appeal process for students who fail to meet SAP standards and are consequently at risk for dismissal or have been dismissed from their program. The appeal process provides students with an opportunity to provide information regarding factors that impacted their ability to be academically successful, action steps that have or will be taken to address those factors, and confirmation that they will adhere to their Academic Improvement Plan until SAP standards are met.

SAP appeals must identify the circumstances and factors that interfered with the student's ability to be academically successful. Acceptable circumstances or factors for a SAP appeal approval include:

1. The death of a relative of the student
2. The personal injury or illness of the student
3. Special circumstances as determined by Evara Health Institute

Students must describe what strategies have been applied or will be applied to address or overcome the circumstances/factors that caused or contributed to the student's lack of academic success.

Finally, students must agree to adhere to the Academic Improvement Plan submitted with the SAP Appeal and to seek support if the improvement plan is insufficient or ineffective.

SAP Appeal approval is determined on an individual basis. Each appeal is unique and assessed individually during the review process. Variables evaluated to inform appeal decisions include but are not limited to:

1. The completeness of the appeal
2. The student's accurate and comprehensive description of:
 - The circumstances/factors causing or contributing to his/her failure to meet SAP standards.
 - The strategies applied or planned to address identified circumstances/factors.
3. The perceived uniqueness and impact of identified circumstances/factors
 - Appeal reasons are evaluated to determine the degree to which one or more "special" circumstances prevented the student from achieving SAP.
4. The student's CGPA, POP, and/or MTF. These variables are assessed to ensure that appeals are approved only for students who have a reasonable chance of success long-term (i.e., graduation).
5. Prior SAP appeals made by the student. Evara Health Institute may consider information from other sources, such as prior appeals, when appeal approval decisions.

SAP Appeal decisions are made by the SAP Appeal Committee consisting of the Vice President of Education and Curriculum, the student's Program Director, and a student service provider. Students are informed if their SAP Appeal was approved within five (5) calendar days of the appeal decision. If a SAP Appeal is denied, the reason for the appeal denial is documented in the student's academic record two (2) business days after the appeal decision.

Appeal decisions are final.

Additional Factors That May Affect a Student's SAP—In addition to final letter grades, incomplete grades, withdrawal from a course, non-punitive grades (pass/fail), associated courses and transfer credits, program transfers, and seeking an additional credential can also impact a student's SAP.

Withdrawing from a course, failing a course, or retaking or repeating a course may directly affect a student's SAP calculations including CGPA, POP, and MTF. Each qualitative and quantitative measure for these circumstances is outlined in the "Grades and Credits Included in SAP CGPA, POP, and MTF Calculations" table included in this policy.

Please also refer to the Retaken and Repeated Courses section of this catalog for additional information regarding the impact on a student's SAP.

When a student elects to change programs or earn an additional credential, all shared courses and their grades will be associated with the new program. Shared courses with a grade of A, B, C, or F are included in SAP CGPA and POP calculations.

Withdrawing or failing a required course necessitates a student to retake the course. The SAP calculation will reflect the original and subsequent courses, which can lower the POP and lengthen the student's time in the program for purposes of MTF.

LEAVE OF ABSENCE (LOA) POLICY

Evara Health Institute's Leave of Absence policy is designed to provide students with the opportunity to temporarily interrupt their education due to specific extenuating circumstances while maintaining their enrollment status. This policy outlines the conditions, procedures, and responsibilities associated with requesting and granting a leave of absence.

Eligibility: To be eligible for a leave of absence, a student must meet the following criteria:

- Be currently enrolled in a program at Evara Health Institute.
- Have completed at least one term of study.
- Demonstrate valid reasons for the leave, such as medical issues, military service, personal emergencies, or other circumstances as approved by Evara Health Institute.

Requesting a Leave of Absence: Students wishing to take an LOA must adhere to the following procedures:

- Notify the Director of Student Services in writing, using the Leave of Absence Request Form, at least two weeks before the intended start date of the leave.
- Provide documentation or evidence supporting the reason for the requested leave (e.g., medical certificates, military orders, or other relevant documents), if required.

Duration of Leave: An LOA may be granted for a minimum of one course module (e.g., 6 weeks) and a maximum of two consecutive terms. The total duration of all LOAs during a program may not exceed 180 days in any 12-month period.

Approval and Denial of Leave: Evara Health Institute will review and respond to LOA requests within seven (7) days of receipt. LOAs will be approved or denied based on the validity of the reason provided, the impact on academic progress, and the institution's ability to accommodate the request.

Tuition and Financial Assistance Considerations: During an approved LOA, students will not be required to make tuition payments. However, tuition obligations remain unchanged.

Returning from Leave: Students on an approved LOA must:

- Notify the Director of Student Services of their intention to return at least one week before the end of the approved leave period or one week before a requested early return.
- Meet with the Director of Student Services to complete required re-entry procedures.

Academic and Programmatic Considerations: Students returning from an LOA will be re-admitted to the same program, with the same academic and financial assistance status they had at the start of the leave. Students should work closely with academic advisors to plan their return and ensure a smooth transition.

Termination of Enrollment: If a student exceeds the maximum allowable leave duration or fails to return from an approved leave, their enrollment at Evara Health Institute may be terminated. Termination may also occur if the student does not meet the academic and financial obligations upon returning from the leave.

Appeals: Students have the right to appeal the denial of an LOA request by following the established appeals process.

Administrative Leave of Absence: At times, students may be put on an Administrative Leave of Absence due to challenges related to course availability. This situation is most likely to arise when a student fails a course and needs to retake it, but that specific course is not currently being offered. Additionally, it can occur when a student has completed all available courses or cannot enroll in available courses because the failed course is a prerequisite. In such cases, students are temporarily placed on Administrative LOA, and their return date aligns with the availability of the next program course for which they are eligible to enroll.

Contact Information: For questions or assistance regarding the Leave of Absence Policy, students should contact the Director of Student Services.

STUDENT RECORDS

Evora Health Institute recognizes the importance of maintaining accurate and accessible records to ensure compliance with regulatory requirements, support effective administration, and serve the best interests of our students and staff. Records are maintained for a minimum of three years after the most recent year during which the student was last enrolled. Academic transcripts are retained indefinitely.

The following information is maintained in each student's record including active, graduated, withdrawn, and dismissed students and students on an approved leave of absence.

- Enrollment Agreement (EA).
- Signed attestation of high school graduation or equivalent (e.g., diploma, transcript, or GED).
- Admission determination documentation (e.g., basic skills assessment, satisfactory background screening result) including documented reasons for denying admission to any prospective student (maintained for a minimum of one year).
- All documents evidencing a student's prior learning upon which the Institute based the award of credit or credential.
- Financial records (e.g., required financial assistance documentation, tuition payments, refund calculations, and evidence of monies returned).
- Academic transcript (maintained indefinitely) including the program in which the student is/was enrolled; start date and date of graduation, withdrawal, or dismissal; academic achievement in terms of units of credits for courses attempted and earned; credential conferred to a program graduate; an explanation of the grading system consistent with grading scale appearing in the institutional catalog.
- Attendance records.
- Progress reports or correspondence.
- Student counseling and advising records.
- Final competency assessments.

- Evidence of student participation and evaluations for externship experiences.
- Documentation of placement activity and initial placement following graduation.
- Credential earned.

TRANSCRIPT REQUESTS

Evara Health Institute students and alumni seeking a obtain a copy of their official academic transcript are required to send a request in writing to EvaraRegistrar@hcnetwork.org or by mail to:

Evara Health Institute
Attn: Registrar
14106 58th St. N.
Clearwater, FL 33760

Unofficial transcripts may be requested in person or in writing to the Registrar.

Academic transcripts will only be released directly to the student or alumni unless an individual is specifically identified on the student's Family Educational Rights and Privacy Act (FERPA) form.

If a request is made for an official transcript to be sent to a third party (other than the student or alumni), the request must include the complete mailing address of the intended recipient.

Please allow ten calendar days for the processing and delivery of transcript requests.

Please be aware that transcripts may be withheld for students and/or alumni who have outstanding financial obligations to Evara Health Institute. It is important to resolve any delinquencies before requesting transcripts to avoid any delays.

If you have any questions or require further assistance, please contact the Registrar.

STUDENT CONDUCT EXPECTATIONS, DUE PROCESS, AND APPEAL PROCEDURES

ATTENDANCE POLICY

Students are expected to attend school regularly so that they may develop the knowledge, skills, and dispositions required in the workplace. Attendance is based on the student being physically present in a scheduled class, earned externship hours, or completing an attendance-generating academic activity within the online course room such as discussion boards, submission of assignments, or assessments (blended programs only). Students who are absent for 14 consecutive calendar days (excluding scheduled breaks) are withdrawn. Students who are withdrawn from school because of non-attendance may be readmitted through the established reentry process but no sooner than the next scheduled course start date.

Tardiness for scheduled instructional sessions disrupts the learning environment and is counter to the professional behavior expected of healthcare professionals and is therefore strongly discouraged. Continued or excessive tardiness, leaving early, and chronic absenteeism may lead to disciplinary action including placing the student on a Student Remediation Plan. Some programs or courses have specific attendance requirements. These requirements are outlined in the program description and course syllabi as appropriate. Absenteeism, tardiness, and leaving early during the externship experience may result in being dismissed by the externship host site. Graduation requirements for all programs require the completion of all required program externship hours. Thus, dismissal from one's host externship site is highly disruptive and may result in the student becoming off-track for on-time program completion.

CODE OF CONDUCT

The Evara Health Institute Code of Conduct provides guidance for the entire Institute community in choosing the RIGHT action or decision. It sets forth the basic expectations for personal and professional behavior that all members of the Evara Health Institute community should follow.

R - Responsibility

Ensure that all activities are in accordance with applicable policies, professional standards, laws, and regulations.

- Assume responsibility for one's own conduct and actions.
- Attend and engage in the Institute community and learning environment.
- Know and comply with the laws, regulations, standards, and policies that apply to your role and responsibilities.
- When in doubt about the right or appropriate action, discuss with campus or program leaders before taking action.
- Promptly report any possible violations of law or improper activity to a campus or program leader. If a campus leader's conduct is the subject of concern, contact the Compliance Officer.

I - Integrity

Be honest, trustworthy, and transparent, hold ourselves accountable, and stand for what is right.

- Accurately and honestly represent Evara Health Institute and never engage in any activity intended to defraud anyone of money, property, or services.

- Prevent conflicts of interest by avoiding, or making appropriate disclosure of, any relationship, influence or activity that might impair, or even appear to impair, our ability to make objective and fair decisions.
- Perform all assigned responsibilities in compliance with legal, ethical, and professional standards and Institute policy.
- Protect the Evara Health Institute community by promptly reporting violations of standards or Institute policy.

G - Good Judgement and Safe Practices

Maintain a safe and efficient learning environment, actively protecting and safeguarding our assets.

- Adopt a proactive approach to managing Institute health and safety, identifying and reporting potential health and safety concerns and participating in their resolution.
- Actively engage in training designed to ensure understanding of roles, responsibilities, and procedures for promoting community health and safety.
- Consistently implement OSHA Universal Precautions, Standard Precautions, and infection and exposure prevention and control procedures
- Safeguard assets by using equipment and supplies only as intended and identifying equipment in need of maintenance or repair.
- Exercise good judgment to avoid hazards and conduct oneself in a safe and compliant manner to avoid injury to self, others, and property.
- Actively protect and safeguard confidential, sensitive, and private information.

H - High-Quality Patient Care

Focus teaching and learning on the provision of high-quality patient care, applying best practices in all we do.

- Adopt a patient-centered care model.
- Never ignore an error that affects the quality of patient care and inform those who need to know.
- Provide feedback, identify areas needing improvement, and communicate positive suggestions.
- Ensure that all duties are performed according to industry best practices and in alignment with ethical, legal, and other professional standards.
- Perform only patient care activities within your scope of practice, for which you have received proper training and skill assessment, and under appropriate supervision as required.

T - Trust

Demonstrate respect and consideration of others, treating everyone with dignity and fairness.

- Practice empathy, treating everyone with kindness, dignity, and fairness.
- Work effectively as a member of a team, demonstrating dependability, respect, and competence.
- Seek to understand the needs and preferences of others through empathetic active listening.
- Seek solutions to conflict and promptly assist in solving problems.

- Demonstrate respect for diversity, contributing to the creation of an inclusive and equitable learning environment.
- Avoid any behavior that could negatively impact another's sense of belonging and safety.

RULES AND RESPONSIBILITIES

Jurisdiction

The Evara Health Institute's Code of Conduct applies to behavior that impacts the Evara Health Institute community, regardless of where or when the conduct occurs. Disciplinary measures may extend to off-campus activities and locations when the actions adversely affect the Evara Health Institute community or its objectives.

Rules and Responsibilities

Any individual found to have engaged in misconduct, including the following types of misconduct, may be subject to disciplinary sanctions as outlined in this policy. Students are accountable for safeguarding the Evara Health Institute community and property against injury or loss, and failure to do so may be considered a form of misconduct. The following violations are strictly prohibited:

1. **Acts of Dishonesty:** This includes, but is not limited to:
 - a. Providing false information to Evara Health Institute or a governmental/accrediting agency about a student's attendance at Evara Health Institute.
 - b. Forgery, alteration, or misuse of any Evara Health Institute document, check, record, or identification instrument.
 - c. Computer piracy, including unauthorized software duplication, copyright infringement, and unauthorized computer access.
 - d. Scholastic dishonesty including plagiarism, cheating, or collusion. See Scholastic Honesty Policy for more information.
2. **Disruption or Obstruction:** Interference of teaching, learning, administration, disciplinary proceedings, or other Evara Health Institute activities, whether on or off campus, including authorized non-Evara Health Institute activities conducted on Evara Health Institute sites.
3. **Abuse and Harassment:** This includes, but is not limited to, physical abuse, verbal abuse, sexual abuse, profanity, threats, intimidation, and harassment. This also encompasses bullying, cyberbullying, discrimination, and any conduct that jeopardizes the well-being of individuals, both on and off Evara Health Institute sites or at Evara Health Institute-sponsored activities. See Anti-Harassment Policy and Anti-Bullying Policy for more information.
4. **Property Theft and Damage:** Attempted or actual theft of and/or damage to Evara Health Institute property, community member property, or personal/public property, including damage resulting from negligent or intentional mishandling.
5. **Hazing:** Hazing in any form that endangers physical or mental health is strictly prohibited. Violation results in disciplinary actions, including counseling and potential expulsion. See the Anti-Hazing Policy for more information.
6. **Illegal Activities:** Violation of applicable federal, state, or local laws, including gambling and unauthorized possession of controlled substances, except as legally permitted.

7. **Alcohol, Tobacco, and Drugs:** Unauthorized possession, distribution, or use of alcohol, tobacco, and controlled substances, except as legally permitted. Even when permitted under local law, marijuana use, possession, or influence on Institute premises, activities, or events is prohibited. See Drug and Alcohol Abuse Prevention Policy and Smoking Policy for more information.
8. **Weapons and Dangerous Substances:** Unauthorized possession of firearms, explosives, weapons, or hazardous chemicals. See the Possession of Firearms and Dangerous Substances Policy for more information.
9. **Disruptive Disorderly Conduct:** Disorderly, disruptive, lewd, or indecent behavior that disturbs the peace, disrupts teaching and learning, obstructs Evara Health Institute operations, or interferes with the rights of others within the Evara Health Institute community.
10. **Health and Safety Violations:** Failure to adhere to health and safety precautions or follow proscribed procedures resulting in unsafe conditions for self and others.
11. **Unprofessional Behavior:** Unprofessional conduct that reflects negatively on the student or Evara Health Institute such as chronic absenteeism or tardiness, violation of the Evara Health Institute dress code, lack of appropriate communication and collaboration with others.
12. **Computer Misuse:** Unauthorized computer entry, file manipulation, abuse, virus propagation, and unauthorized distribution of login information.
13. **Outside of Approved Area:** Unauthorized entry or presence within Evara Health Institute or affiliate facility or restricted facility space.
14. **Unauthorized Sharing of Private Information:** Unauthorized distribution of confidential, sensitive, or private information including protected patient information, Evara Health Institute or affiliate proprietary information, information about others considered sensitive or personal, own or other's login information any Evara Health Institute or affiliate system.
15. **Abuse of Disciplinary System:** Falsification, disruption, harassment, and improper influence within the disciplinary process.

In addition to the expectations above, students are also required to comply with the behavioral components of other policies found in this catalog, which are incorporated and considered part of this Code of Conduct Policy including, but not limited to, the following: the Nondiscrimination Policy, the No-Harassment Policy, the Anti-Bullying Policy, the Anti-Hazing Policy, the Campus Violence Prevention Policy, the Drug and Alcohol Abuse Prevention Policy, the Smoking Policy, the Confidentiality Policy, the Possession of Firearms and Dangerous Substances Policy, the Health and Safety Precautions Policy, the Drug Screening Policy, the Dress Code Policy, and the Scholastic Honesty Policy.

STUDENT DRESS CODE POLICY

At Evara Health Institute, we recognize the importance of maintaining a safe, clean, and respectful environment that aligns with healthcare industry standards, prepares students for their careers as healthcare providers, maintains a professional and respectful learning environment, and promotes a positive image of our Evara Health Institute community. This dress code policy aims to ensure that all students uphold the standards of the healthcare industry. All students are expected to adhere to these guidelines while participating in Institute-related activities.

General Dress Code Guidelines:

1. **Hygiene:** All students must practice good personal hygiene, including regular bathing, use of deodorant, and maintaining clean hair and nails.
 2. **Scrubs:** Students are required to wear clean, neat, and properly fitted medical scrubs while in Institute laboratory settings, when participating in Evara Health Institute-sponsored activities and events, and during the clinical externship experiences.
 3. **Lab Coat:** A lab coat is required for laboratory activities, when performing clinical procedures, and when handling or dispensing medication.
 4. **Appropriate Fit:** Clothing should be well-fitted and not overly tight or revealing. Baggy clothing should also be avoided for safety reasons.
 5. **Name Badge:** A visible name badge must be worn at all times while on campus, participating in Evara Health Institute-sponsored activities or events, and during clinical externship experiences.
 6. **Closed-toe Shoes:** Closed-toe, non-slip shoes are mandatory to ensure foot protection and reduce the risk of injury.
1. **Name Badge:** A visible name badge must be worn at all times during clinical rotations and laboratory sessions.
 2. **Hair Guidelines:** Hair should be clean and well-groomed. Long hair should be pulled back and secured for safety and hygiene purposes.
 3. **Head Coverings:** Traditional hats and bandannas are not permitted as head coverings in clinical or classroom settings due to their potential interference with hygiene, safety, and professional appearance. Students are allowed to wear clean and appropriately fitted surgical caps that cover the hair and are consistent with infection control guidelines. Students are permitted to wear head coverings for religious or cultural reasons. All approved head coverings should be clean and well-maintained and should not interfere with tasks, impede vision, or pose any safety risks in clinical or laboratory settings.
 4. **Nail Guidelines:** Nails should be natural, short, clean, and free of polish for infection control.
 5. **Jewelry and Accessories:** Minimal jewelry and accessories are recommended for safety and hygiene reasons. Items like rings, watches, and bracelets should not interfere with tasks. No dangling or hoop earrings are allowed. Face jewelry should be removed or covered.
 6. **Tattoos:** Tattoos should be covered whenever possible during classroom, laboratory, and clinical externship activities to maintain a professional appearance consistent with healthcare industry standards. Face and neck tattoos and tattoos that contain vulgar or offensive words or images must be covered at all times.
 7. **Limit Fragrances:** Strong perfumes, colognes, or scented lotions should be avoided to accommodate individuals with sensitivities or allergies.
1. **Protective Gear:** When engaged in clinical procedures, students must wear appropriate personal protective equipment (PPE) such as gloves, masks, and protective eyewear.

Violations and Consequences: Violations of the dress code policy may result in corrective actions, including verbal warnings, written warnings, or temporary suspension from clinical or laboratory activities. Repeated violations can lead to more severe consequences, including program probation or dismissal.

SCHOLASTIC HONESTY POLICY

At Evara Health Institute, we are dedicated to fostering a culture of academic integrity, honesty, and ethical behavior among our faculty, staff, and students. Upholding the principles of scholastic honesty is fundamental to the pursuit of knowledge and the credibility of our educational programs. This Scholastic Honesty Policy outlines our commitment to maintaining the highest standards of academic integrity and provides guidelines for addressing cheating, collusion, and plagiarism within our academic community.

Definition of Terms:

1. **Cheating:** Cheating refers to any act of dishonesty designed to gain an unfair advantage in academic assessments. This includes, but is not limited to, unauthorized use of materials, communication with others during assessments, and obtaining or providing unauthorized assistance.
2. **Collusion:** Collusion occurs when individuals work together inappropriately on academic assignments, assessments, or projects without proper authorization from the instructor. This includes sharing answers, collaborating on assignments when not permitted, or submitting the same work as someone else.
3. **Plagiarism:** Plagiarism is the act of presenting someone else's work, ideas, or intellectual property as one's own without proper attribution. This includes but is not limited to, copying and pasting text from sources without citation, paraphrasing without proper acknowledgment, and using someone else's work without permission.

Policy Guidelines:

1. **Responsibility:** All members of the Evara Health Institute community, including faculty, staff, and students, are responsible for upholding the principles of scholastic honesty. We are committed to creating an environment where academic achievements are based on merit and ethical conduct.
2. **Prohibited Acts:** Cheating, collusion, and plagiarism in any form are strictly prohibited within the academic context at Evara Health Institute. These actions undermine the integrity of our educational programs and devalue the accomplishments of our community members.
3. **Awareness and Education:** Evara Health Institute will provide resources and educational materials to promote awareness of scholastic honesty and guide individuals on proper citation and referencing practices. Faculty members are encouraged to discuss and reinforce these principles in their classes.
4. **Reporting Violations:** Any member of the Evara Health Institute community who suspects or witnesses an incident of cheating, collusion, or plagiarism is obligated to report it promptly to the appropriate faculty member, department chair, or academic administrator.

5. **Investigation and Resolution:** Evara Health Institute is committed to conducting fair and thorough investigations into alleged violations of scholastic honesty. Investigations will include gathering evidence, interviewing involved parties, and following due process. The outcome of an investigation will determine the appropriate action and sanctions. Discussion posts deemed as scholastic honesty violations will be removed from the online discussion board.
6. **Sanctions:** Violations of this Scholastic Honesty Policy may result in disciplinary actions, including but not limited to:
 - a. A warning or reprimand.
 - b. A failing grade for an assignment, assessment, or course.
 - c. Academic probation or suspension.
 - d. Disqualification from receiving academic honors or awards.
 - e. Other appropriate sanctions deemed necessary by the conduct administrator or panel.
7. **Appeals:** Individuals found in violation of this policy have the right to appeal the decision. Appeals must be submitted in accordance with Evara Health Institute's established procedures for academic appeals.
8. **Record Keeping:** Records of scholastic honesty violations and related actions will be maintained in accordance with the Institute's Code of Conduct policy and procedures.

Evara Health Institute is committed to fostering a community of integrity and ethical behavior. We expect all members of our academic community to adhere to this Scholastic Honesty Policy and to contribute to an environment where academic achievement is built upon principles of honesty, trust, and accountability. By upholding these principles, we ensure the value and credibility of our educational programs and the success of our graduates.

COPYRIGHT INFRINGEMENT POLICY

Copyright Regulations—Evara Health Institute has established this Copyright Infringement Policy to ensure compliance with copyright laws governing the use of copyrighted material on Evara Health Institute's computer systems, networks, and copiers. This policy aims to inform all users about the seriousness of and consequences associated with the unauthorized use of copyrighted materials, which is deemed illegal.

All Evara Health Institute faculty, staff, and students are required to familiarize themselves with and adhere to the provisions of this policy. Any member of the Evara Health Institute community found engaging in the unauthorized use or distribution of copyrighted material may face sanctions imposed by Evara Health Institute, including but not limited to dismissal or termination. Violators may also be subject to federal criminal charges for copyright law violations.

Understanding Copyright—Copyright is a legal protection afforded by United States law (Title 17, U.S. Code) to creators of original works such as literary, dramatic, musical, artistic, and certain other intellectual works, whether published or unpublished. While copyright confers certain rights to the owner, these rights are not without limits. Sections 107 through 121 of the 1976 Copyright Act delineate restrictions on these rights. In some cases, exemptions from copyright liability are specified, such as the doctrine of 'fair use' detailed in section 107 of the 1976 Copyright Act. In other cases, a 'compulsory license' may be granted for limited uses of

copyrighted works, contingent upon specified royalties and compliance with statutory conditions. For further information regarding the limitations of these rights, consult the copyright law () or the U.S. Copyright Office (<http://www.copyright.gov>).

Examples of Copyright Infringement in an Academic Setting: In an educational context, the following activities may constitute copyright infringement:

1. Downloading and sharing MP3 files of music, videos, or games without permission from the copyright owner.
2. Unauthorized use of corporate logos.
3. Placing an electronic copy of a standardized test on a department's website without permission from the copyright owner.
4. Incorporating music downloaded or artwork scanned from a book into a departmental website without proper attribution or permission from the copyright owners.
5. Scanning and using a published photograph without permission or attribution.
6. Uploading full-text articles to a non-password-protected course webpage accessible to anyone on the internet.
7. Downloading licensed software from unauthorized sources without the copyright or license holder's permission.
8. Making a movie file or a substantial segment of a movie available on a website without the copyright owner's permission.

Legal Alternatives to Unauthorized Downloading: In accordance with the Higher Education Opportunity Act, Evara Health Institute offers legal alternatives to unauthorized downloading. Please visit our recommended website: <http://www.educause.edu/legalcontent> for legal options.

Summary of Civil and Criminal Penalties for Copyright Violations: Penalties for copyright infringement encompass both civil and criminal consequences. Those held liable for civil copyright infringement may be required to pay actual damages or statutory damages ranging from \$750 to \$30,000 per infringed work. In cases of "willful" infringement, courts may award up to \$150,000 per infringed work. Additionally, courts have the discretion to assess costs and attorneys' fees. Detailed information can be found in Title 17, United States Code, Sections 504 and 505. Willful copyright infringement may also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For further information, please refer to the U.S. Copyright Office's website at <http://www.copyright.gov>, especially their FAQs section: <https://www.copyright.gov/help/faq/index.html>.

HEALTH INFORMATION PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)

This policy outlines the responsibilities of students related to patient privacy and protected health information (PHI) when completing externships at partner medical facilities. The policy ensures compliance with the Health Insurance Portability and Accountability Act (HIPAA).

Students must complete HIPAA training provided by Evara Health Institute. Students are also required to complete additional HIPAA training if required by their externship facility prior to starting their externship. Training will cover information on protected health information and how it can be used and disclosed.

Students will only access the minimum PHI required for their role in the externship. Unauthorized access or disclosure of PHI is prohibited. Confidentiality of PHI must be maintained at all times. Students may not remove, copy, photograph or otherwise duplicate PHI without authorization from the healthcare facility.

PHI may be disclosed to the externship supervisor, clinical instructor or other authorized personnel for purposes of training and care coordination. PHI should not be disclosed to other students, friends/family of patients or others without a need to know.

Breaches of PHI, such as lost/stolen paperwork or unauthorized disclosure, must be reported immediately to the externship site supervisor according to facility policy.

HIPAA requirements remain in effect even after the externship ends. Students may not disclose any PHI learned during their externship after leaving the site.

Violations of this policy may result in disciplinary sanctions in accordance with the Institute's Code of Conduct policy up to dismissal from the program. The externship facility may also take action according to its policies.

STUDENT DISCIPLINE PROCEDURES

Evora Health Institute is committed to maintaining a respectful and safe environment for all students, faculty, staff, and visitors. The following conduct procedures outline the due process and progressive discipline plan for addressing violations of Evora Health Institute's Code of Conduct.

All conduct issues are disruptive to a safe and productive learning environment and to the Evora Health Institute community's ability to meet stated goals and priorities. While we understand that people make mistakes and are not always functioning at their very best, all conduct policy violations will be addressed, and serious or chronic conduct violations will not be tolerated.

Conduct Violation Response

Evora Health Institute will investigate and respond to all conduct concerns promptly and thoroughly. All conduct matters will be handled with urgency, fairness, and privacy. Code of Conduct violations are regarded as learning opportunities and a chance to correct behavior that is unprofessional, unsafe, or contrary to Evora Health Institute's values and overarching educational objectives. Warnings, guidance, and mediation are often applied to address low-level or one-off Code of Conduct violations. All Code of Conduct violations are noted in the student's file to document individual conduct issues and resolutions and allow for the identification of chronic conduct issues and patterns as needed.

Whenever appropriate, conduct violations that create peer conflict may be pursued mutual resolution via mediation. Cases of alleged sexual misconduct may not be handled in this manner. If resolved by mutual consent, a conduct warning may be issued, or conduct guidance provided.

Serious Conduct Violations, Chronic Conduct Issues, and Conduct Hearings

Upon being notified of potentially serious or chronic conduct violations, the conduct administrator conducts an initial investigation to determine if the alleged conduct violates the Code of Conduct Policy, gather additional information to develop a full understanding of the charges and violation context and determine the seriousness of the violation. Serious conduct violations are conduct violations that pose serious risk to body, property, privacy, or reputation.

Serious conduct violations include but are not limited to, violent, abusive, or threatening behavior, intentional destruction of property, discrimination, bullying, hazing, or harassment, breaches of confidentiality or privacy expectations, theft or attempted theft, possession of weapons or dangerous substances, and illegal drug possession, distribution, or use. Chronic conduct issues are defined as ongoing or repeated conduct violations that continue after the application of progressive discipline measures, regardless of the seriousness of individual conduct violations.

When serious conduct violations or chronic conduct issues are identified, the student is provided notification of the concerns including a detailed summary of the specific violation(s), the impact the violations had on the Evara Health Institute community, and any other pertinent information. Once notified, the student is provided three (3) days to respond, providing his/her perspective and any needed context or clarifying information. Any information provided will be reviewed by the conduct administrator who will determine whether or not a formal hearing is required. If a hearing is deemed necessary or if the student fails to respond to the notification, the conduct administrator will schedule a conduct hearing and notify the student and other involved parties (e.g., conduct panel members) of the hearing date and time.

Conduct hearings shall be held in accordance with the following guidelines.

- Hearings may be conducted by the conduct administrator or by a conduct panel assembled by the conduct administrator.
- If a panel is assembled, the conduct administrator serves as the chairperson of the meeting, assuming no conflict of interest exists.
- All procedural questions are subject to the final decision of the conduct administrator/chairperson.
- The responding student may be accompanied at the hearing by an individual of his or her choosing for emotional support but is required to speak on his/her own behalf. The support person is not permitted to participate directly in the hearing.
- Hearing participants are expected to exhibit professional behavior in preparation for, during, and after the conduct hearing.
- The conduct administrator initiates the conduct hearing by providing a summary of all the information provided regarding specific conduct concerns, the impact on the Evara Health Community, and any other relevant information. If the student responds in writing, the conduct administrator will provide the panel with a copy of the student's response and read the response out loud so that it may be captured in the hearing record.
- Witnesses and individuals directly impacted by the student's conduct will be allowed to present information regarding what they witnessed and/or endured as a result of the student's conduct.
- The student will be provided with the opportunity to speak on his/her own behalf and may also present witnesses who can provide relevant information.
- Pertinent records, exhibits, and written statements will also be presented and considered during the hearing.
- After the hearing, the conduct administrator/panel shall deliberate in private using a "more likely than not" standard and determine (by majority vote for a multi-person panel) whether the student committed serious and/or chronic conduct violation(s).
- No student may be found to have violated the Code of Conduct solely because he/she failed to appear or participate in the conduct hearing. Even if the student does not appear, the available evidence shall be presented and considered. A student may be

found to have violated the Code of Conduct even if he/she has not participated in the conduct proceedings.

- A single record of the conduct hearing will be maintained. The record is the property of Evara Health Institute.
- The conduct administrator will notify the student of hearing outcomes in writing within two (2) business days of the conduct hearing. At a minimum, the following information will be included in the student notification:
 - The allegations considered during the hearing.
 - The procedural steps taken from the receipt of the allegation through the determination, including any notifications to the parties, interviews with parties and witnesses, other evidence considered, and hearings held.
 - Findings of fact supporting the determination.
 - Identification of Evara Health Institute policies that apply to the findings of fact.
 - A statement of determination regarding each alleged Code of Conduct and/or policy violation.
 - Any disciplinary sanctions Evara Health Institute imposes on the student.
 - Procedures and permissible grounds for the student to appeal.
- Suspensions, dismissals, and expulsions will be noted in the student's academic record.

Sanctions

The sanctions listed below may be imposed upon any student found to have violated the Code of Conduct. The listing of the sanctions should not be construed to imply that students are entitled to progressive discipline. The sanctions may be used in any order and/or combination that Evara Health Institute deems appropriate for the conduct in question. Sanctions for serious and/or chronic conduct violations will be determined and imposed by the conduct administrator, considering recommendations from members of the conduct panel. Interim suspension/suspension of services may be imposed to ensure safety or prevent disruption. During interim suspension/suspension of services, affected parties may be denied access to specific privileges or Evara Health Institute facility, activities, and/or events.

- Warning – A verbal, written, or final notice that the student has not met Evara Health Institute's conduct expectations.
- Training – One or more sessions that the student is required to complete to Evara Health Institute's satisfaction on a required topic.
- Probation – A written reprimand with stated conditions in effect for a designated period, including the probability of more severe disciplinary sanctions if the student does not comply with Evara Health Institute policies or otherwise does not meet Evara Health Institute's conduct expectations during the probationary period.
- Restitution – Compensation for loss, damage, or injury. This may take the form of appropriate service and/or monetary or material replacement.
- Suspension – Separation of the student from Evara Health Institute for a defined period, after which the student may be eligible to return. Conditions for readmission may be specified.
- Suspension of Services – Ineligibility to receive specified services or all Evara Health Institute services for a specified period, after which the student may regain eligibility. Conditions to regain access to services may be specified.
- Dismissal – Separation of the student from all Evara Health Institute locations and eligibility to return at a specified date.

- Expulsion – Permanent separation of the student from all Evara Health Institute locations and ineligibility to receive specified or all Evara Health Institute services.
- Ineligibility for Services – Permanent ineligibility to receive specified or all Evara Health Institute services.
- Limiting Order – Restriction on a student’s permission to be in the same proximity as a complainant and/or others, with the parameters of the restriction to be defined by Evara Health Institute.

In certain circumstances, Evara Health Institute may impose interim suspension/suspension of services before holding the conduct hearing. Interim suspensions and/or suspension of services may be imposed:

- To ensure the safety and well-being of members of the Evara Health Institute community.
- If Evara Health Institute deems that the student poses a threat of disruption or interference with normal Institute operations.

Evara Health Institute will take appropriate administrative action to protect the community. Accordingly, immediate suspension and ultimately expulsion may result for students who:

- Possess, sell, or otherwise furnish a firearm.
- Brandish a knife at another person.
- Sell a controlled substance.
- Commit or attempt to commit a sexual assault or sexual battery.
- Possess an explosive.
- Cause serious physical injury to another person, except in self-defense.
- Possess any knife or other dangerous substance/object of no reasonable use.
- Unlawfully possess any controlled substance
- Commit robbery or extortion.
- Commit assault or battery.
- Threaten serious harm to the Evara Health Institute community or community members.

During the interim suspension/suspension of services, the student may be denied access to Evara Health Institute premises and/or all other Evara Health Institute activities, events, or services as determined by the conduct administrator. In appropriate cases, the conduct administrator may notify the complainant of the student’s interim suspension status.

Procedures To Appeal Disciplinary Action

Students may appeal a Code of Conduct investigation outcomes or sanctions in writing within seven days of notification. Appeals of conduct investigations conducted by Program Directors will be reviewed by the Vice President of Education and Curriculum. Appeals of conduct investigations in which the Vice President of Education and Curriculum was involved will be reviewed by the Compliance Officer. All relevant evidence and testimony, hearing records (if applicable), and decision-making procedures will be reviewed to inform the appeal decision. Students are notified within seven (7) days of the decision to confirm or change the original investigation outcome or sanctions. All appeal decisions are final.

Documentation of Sanctions and Conduct Hearing Outcomes

Other than suspensions, dismissals, and expulsions, disciplinary sanctions shall not become part of the student's permanent academic record but shall become part of the student's disciplinary record. Upon graduation or permanent separation from Evara Health Institute, a student may petition the conduct administrator to have his/her disciplinary record expunged or partially expunged of disciplinary actions. Whether to grant the request to expunge or partially expunge shall be at Evara Health Institute's discretion.

Evara Health Institute aims to ensure fair conduct proceedings and uphold a safe and respectful environment for all students. This plan may be updated as needed, with students informed of any changes.

STUDENT COMPLAINT AND GRIEVANCE POLICY AND PROCEDURES

At Evara Health Institute, we value student feedback and aim to provide clear procedures for addressing complaints and grievances. This policy outlines our process for handling student concerns. Evara Health Institute is committed to addressing student concerns promptly and fairly, and we encourage open communication to ensure a positive learning experience for all.

Grievance Procedure Availability: We make our grievance procedure, which addresses student complaints, readily available to all students. This procedure is provided in writing within this catalog and reviewed during student orientation.

Record Keeping: Evara Health Institute maintains a written record of all formal complaints and their resolutions. This record includes clear documentation of the complaint and the details of its resolution.

Definition of Grievance: A grievance is defined as a student's written expression of dissatisfaction regarding conditions of enrollment or treatment by instructors, fellow students, or Evara Health Institute staff. Grievances may involve issues such as the misapplication of the Institute's policies, rules, regulations, procedures, or unfair treatment, including coercion, reprisal, or intimidation by an instructor or another member of the Institute team.

Discrimination Concerns: For matters related to discrimination, students should refer to Evara Health Institute's Reporting Discrimination Procedures as outlined in this catalog.

Satisfactory Academic Progress Appeals: Students seeking to appeal Satisfactory Academic Progress procedures and/or outcomes should refer to the Satisfactory Academic Progress Policy within this catalog.

Reporting a Complaint/Grievance: Students can report complaints/grievances by following the procedures outlined below. Evara Health Institute is committed to thoroughly investigating all complaints/grievances and working to resolve them promptly. Upon receiving a formal complaint/grievance, Evara Health Institute will acknowledge receipt in writing to the student within two days. An independent, unbiased student advocate will also be assigned to support the student, and the grievance resolution process will be initiated.

Evara Health Institute strictly prohibits retaliation against any student who brings forward a complaint/grievance.

Grievance Procedure Steps

Step 1—If possible, students should first attempt to resolve their grievance with the relevant instructor or staff member collaboratively.

Step 2—If the student is unable to resolve the grievance directly with the relevant Evara Health Institute team member or if the results are unsatisfactory, the student should bring their concerns, complaints, and grievances to a campus administrator, program director, or student service provider to work together toward a resolution.

Step 3—If the grievance remains unresolved after completing steps one and two or if these steps are impractical due to the nature of the grievance, the student should bring the matter to the attention of the Compliance Officer.

Step 4—The Compliance Officer will review the grievance, meet with the student and all relevant parties, and reach a decision that balances the best interests of the student and the

Institute. The Compliance Officer's decisions will be documented within the student's complaint file and shared with the student within two business days of the meeting. The Compliance Officer review serves as the final level of institutional review.

Additional Resources:

- While we encourage students to work with us to resolve issues, students also have the option to file complaints with the Commission for Independent Education (CIE) through mail, email, or fax, as outlined below.

Commission for Independent Education Contact Information

Address: Commission for Independent Education
325 W. Gaines Street, Suite 1414
Tallahassee, FL 32399-0400
Email: CIEINFO@fldoe.org
Fax: 850-245-3238