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Catalog Changes/Addendum

This catalog is current as of the date of publication. From time to time, it may be necessary or desirable for the Institution to make changes to this catalog due to the requirements and standards of the Institution’s accrediting body, state licensing agency or U.S. Department of Education, or due to market conditions, employer needs or other reasons. The Institution reserves the right to make changes at any time to any provision of this catalog, including the amount of tuition and fees, academic programs and courses, institution policies and procedures, faculty and administrative staff, the Institution calendar and other dates, and other provisions.

The Institution also reserves the right to make changes in equipment and instructional materials, to modify curriculum and, when size and curriculum permit, to combine classes.

The information contained in this catalog is true and correct to the best of my knowledge.

Elizabeth Miller
Campus Director
Dear Vatterott Students,

It is the primary goal of Vatterott College to provide our students with a productive and interactive academic learning environment. Our facilities house industry standard learning tools which provide our students the ability to achieve their academic goals.

The Vatterott College staff is dedicated to assisting our students with their educational careers by providing friendly, knowledgeable guidance. Making the decision to return to school is a life changing decision which will positively impact one’s personal and professional life.

It is our hope that Vatterott College offers you the skills, knowledge and guidance that you seek as you transition into your chosen career path.

Possessing an education is a lifetime investment which will hopefully assist you in achieving the goals that you have set for yourself.

We welcome you to Vatterott College and hope your learning experience is one that is both fulfilling and rewarding to your personal growth.

Sincerely,

Rene Crosswhite
President
Vatterott Educational Centers, Inc.
OUR GUARANTEE TO GRADUATES AND EMPLOYERS

Vatterott College stands behind the quality of our training. We have skilled and experienced instructors, industry-related equipment, and modern, spacious classrooms and labs. We emphasize "hands-on training" so employers can be confident that Vatterott graduates are thoroughly qualified in both theory and practice. Employers of Vatterott graduates since 1969 can attest to the quality training we provide.

Graduates

After graduating from a Vatterott College program, should you determine that you require additional assistance with a skill that was covered in your Program of Study, you may return to the College for additional training, at no cost to you.

Employers

In the event that an employer hires a Vatterott College graduate and determines that the graduate requires additional assistance with a skill that was covered in his or her Program of Study, we guarantee that the graduate can return for additional training, at no cost to you or the graduate, to reinforce the skills needed to meet your performance expectations.
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ABOUT

VATTEROTT COLLEGE
ABOUT VATTEROTT COLLEGE

Our Philosophy

The student is our primary concern at Vatterott College. We are student-centered and committed to giving full attention and effort to the development of our students’ skills.

Our focus on the student affects every aspect of the educational program. Recruitment, admissions, training, and career services policies are designed to develop a student’s abilities, attitude, and interests so that he/she becomes a skilled and successful employee.

Our training goal is to provide the basic skills and understanding of common techniques and procedures required for employability. Higher-level technical skills are also offered to qualified students.

Our programs are dedicated to achieving maximum development of each student’s skills and personal potential so that he/she is qualified to begin employment in a trade or vocation. The skills and work attitudes taught at Vatterott College are of practical use to the student in his/her chosen career and ensure successful adjustment to the work environment. Our requirements for graduation are demanding.

History of Vatterott College


Since that time, several program additions and changes have occurred, including the addition of Automated Office Skills (renamed Computer Office Assistant in 2002) and Electrical Mechanics in 1996; Computer Technology in 2000; Computer Aided Drafting and Design in 2002; and Medical Assistant in 2003. In October 2005 an Associate Degree in Applied Science was added for the following programs: Electrical Mechanics, Computer Aided Drafting and Design, Heating, Air Conditioning and Refrigeration, Medical Assistant, and Computer Technology.

Vatterott College moved from 501 North 3rd Street to 3609 North Marx Drive, Quincy, IL, 62305 in February 2007. Programs offered at the time included both diploma and associate of applied science degrees in Computer Aided Drafting & Design, Computer Technology, Electrical Mechanics, Heating, Air Conditioning & Refrigeration and Medical Assistant. Associate of Applied Science in Computer Office Assistant is still offered for past graduates of the diploma program. A cosmetology program was started in April 2007. In 2012, two new diploma programs were started, Building Maintenance Mechanic and Plumbing.

Accreditation, Authorization and Approvals

Vatterott College is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC). The Accrediting Commission of Career Schools and Colleges is listed by the U.S. Department of Education as a nationally recognized accrediting agency.

Certifications


Campus Location

Vatterott College
Quincy Campus
3609 North Marx Dr.
Quincy, IL 62305
(217) 224-0600

Administrative Offices
3609 North Marx Dr.
Quincy, IL 62305
(217) 224-0600

Campus Facilities

Vatterott College – Quincy Campus – Main Campus

Branch Campus: L’École Culinaire-Memphis located in Cordova, TN

The facilities are located at 3609 North Marx Drive on the Northwest corner of Marx Commercial Park. This one story 33,000 square foot building houses labs and classrooms. The main offices, admissions department, financial aid office, and career services offices can be found at this location.

Maximum class size is 30 students. Enrollment Capacity: 240 students per session. Theory classes are limited in size to a 30:1 student/teacher ratio and labs are limited to a 20:1 ratio.

Statement of Ownership

Vatterott College is owned by Vatterott Educational Centers, Inc. (“Vatterott”), principal offices located at 8580 Evans Avenue, Berkeley,, Missouri. The corporate officer of Vatterott is Rene Crosswhite, President.
Admissions Policy

Students should apply for admission as soon as possible in order to be accepted for a specific program of study and start date. All applicants are required to complete a personal interview with an Enrollment Coordinator, either in person or by telephone, depending upon the distance from the Institution. Parents and/or significant others are encouraged to attend. This gives applicants and their families an opportunity to see and learn about the Institution’s equipment and facilities and to ask questions relating to the Institution’s curriculum and career objectives. Personal interviews also enable institution administrators to determine whether an applicant is a strong candidate for enrollment into the program. Prior to enrollment all applicants must complete and/or provide:

- Application for Admission;
- Enrollment Agreement (if applicant is under 18 years of age, it must also be signed by parent or guardian);
- Financial aid forms (if applicant wishes to apply for financial aid);
- Reference Sheet; and
- Payment of registration fee (non-refundable unless applicant is denied admission or cancels application within three business days of the Institution’s receipt of the application and fee).

All Applicants must have a minimum of a High School Diploma, General Education Diploma (GED), or the equivalent (e.g., homeschool credential, diploma from a foreign institution) prior to admission. Applicant students must provide one or more of the following “Verification Document[s]” prior to enrolling:

- Copy of a standard High School Diploma that lists the date of graduation; from an accredited high school or a high school recognized by the appropriate state department of education.
- Copy of a high school transcript that lists the date of graduation; certificates of completion and special diplomas are not acceptable for Admission.
- General Education Diploma (GED) Certificate; provided directly from the state or federal program issuing credential.
- Letter confirming graduation from high school on school letterhead; faxed letters must come from the school fax number.
- Letter from the GED testing center or State Department of Education confirming completion of a GED; faxed letters must come from State or GED testing centers fax number.
- College transcript from at least a 2 year degree that is fully transferable to a 4 year school from a post-secondary institution recognized by the U.S. Department of Education.
- Proof of home school completion that demonstrates the student graduated and meets the minimum State graduation requirements, if applicable.
- Foreign transcripts (schools outside the U.S.) must be accompanied with a translated copy (if applicable) and submitted to the Registrar’s office for official review.
- Contemporaneous with supplying one or more of the above Verification Documents, all applicants must provide a signed Admission Affidavit Attestation, where the applicant student is declaring that he/she is a high school graduate, earned a GED certificate, or earned a Home Study certificate, prior to the start of the Institution’s receipt of the application and fee.

Vatterott reserves the right to cancel admission of any student at any time, if it is found that he/she has submitted false information or documents related to the student’s Verification Documents.

Re-Entering Students

Students are eligible to re-enroll in the Institution two times. No student may re-enroll in any program or sister campus once their enrollment has been terminated three times. Enrollment terminations include drops and cancels.

All re-enrolling students are required to meet the current admissions criteria and must submit a letter requesting re-enlistment in the school. The letter must be reviewed and approved by the campus Director of Education and eligibility must be validated by the Corporate Registrar. Students that were dismissed due to grades or failing to make Satisfactory Academic Progress are not eligible for re-enrollment. These students may appeal using the SAP Appeal. The registration fee will be waived for all students who re-enter less than a year after leaving the Institution. All re-entering students must complete a new Enrollment Agreement and are charged the rate of tuition in effect at the time of re-entry.

Non-Degree Non-Program Students

It is the policy of the Institution to permit Non-Degree Non-Program students to enroll on a term-by-term basis in up to two terms or a maximum of 27 quarter-credit hours without declaring intent to seek a diploma or degree. Students enrolled as Non-Degree Non-Program students are not required to possess a high school diploma or GED. Prospective students under the age of 18 must have written consent from a parent or legal guardian prior to enrollment.

To be eligible for a diploma or degree, Non-Degree Non-Program students must declare their intent to obtain a diploma or degree in writing to the Registrar. To complete enrollment into a diploma or degree program, the student must complete the necessary enrollment and change of status paperwork. Transfer credit will be granted under the Institution’s Transfer Credit Policy as outlined in this catalog.

Federal Student Aid is not available to non-degree non program students. Prerequisites and/or refresher courses may be required.

Institutional Calendar

New classes begin frequently. For a program specific information, please contact the Institution or reference the Academic Calendar, Schedule, and Holidays section of this catalog.

Tuition & Fees Policy

- Tuition & Fees (T&F) may be paid in full upon enrollment. Otherwise complete payment must be accounted for on the Tuition Proposal.
- All T&F payments are to be made in accordance with the terms of the Enrollment Agreement/Retail Installment Contract. Special circumstances that may warrant other payment terms are granted only at the discretion of the Institution.
- Any student delinquent in the payment of any sum owed to the Institution may be suspended from the Institution, at the Institution’s sole discretion, until the Institution receives payment of all such delinquent sums, or the student makes arrangements to pay such delinquent sums. Arrangements to pay must be accepted by the Institution.
- In the event of withdrawal by the student, T&F refunds will be made according to the terms of the Enrollment Agreement/Retail Installment Contract.
- If a student repeats any portion of a program, the student may pay the T&F associated to his/her enrollment agreement or current T&F applicable to such portion of the program, whichever is less and execute a written addendum to the Enrollment Agreement/Retail Installment Contract.

See Tuition & Fees section of this catalog for current Tuition and Fees.
The add/drop period is the time at the beginning of a term when students can enroll, change, or drop courses without penalty. The add/drop period is the first two weeks (14 calendar days) of the term*. New and re-entering students must complete their enrollment by the end of the add/drop period.

Enrollment cancellations will be evaluated and determined by the campus academic administration.

A student is not eligible for financial aid for any course in which he or she fails to begin attendance. The determination as to whether a student has begun attendance will be made prior to the disbursement of any financial aid funds.

The school reserves the right to cancel a student’s enrollment. Students can appeal their enrollment cancellation in writing to the Director of Education within 5 business days of cancellation.

*The add/drop period may be adjusted when impacted by holidays, inclement weather, or other mitigating circumstances.
FINANCIAL INFORMATION
Financial Information

Student Financial Planning
The Office of Financial Aid's goal is to assist every eligible student in procuring financial aid assistance to enable the student to attend the Institution. The Institution participates in various federal and state student financial assistance programs. These financial aid programs (e.g., grants, scholarships, loans) are designed to provide assistance to students who are currently enrolled or accepted for enrollment, but whose financial resources are inadequate to meet the full cost of their education.

The primary responsibility for meeting the costs of education rests with the individual student and their families. Financial aid is determined on the basis of a student’s “need”, eligibility factors, enrollment status, and fund source availability, regardless of sex, age, race, color, religion, creed or national origin. “Need” is defined as the difference between the cost of attendance for one academic year and the amount a student’s family can be reasonably expected to contribute to the cost of attendance for the same period.

Federal Pell Grant
The Pell Grant (Pell) program is designed to assist undergraduate students who desire to continue their education beyond high school. Every student is entitled to apply for a Pell Grant by filing out a FAFSA. Eligibility is determined by a standard U.S. Department of Education formula which considers factors such as family size, income, and other resources to determine financial need. The actual amount of the award is based upon the cost of attendance, enrollment status, the expected family contribution, and the amount of money appropriated by Congress to fund the program. The Pell Grant makes it possible to provide a foundation of financial aid to help defray the cost of a postsecondary education. Unlike loans, students are typically not required to pay back Pell Grants.

Federal Supplemental Educational Opportunity Grant
The Federal Supplemental Education Opportunity Grant (FSEOG) is a grant program for undergraduate students with exceptional financial need. Recipients must also be eligible for a Pell Grant to be eligible. FSEOG is awarded to students with the greatest financial need. The U.S. Department of Education’s (ED) Federal Student Aid allocates FSEOG funds to participating postsecondary institutions. The Institution determines to whom and how much it will award based on federal guidelines.

Federal Student Loans
Federal Student Loans are provided through the William D. Ford Federal Direct Loan (Direct Loan) Program. The federal government, through the U.S. Department of Education, is the lender. These loans require the completion of a Master Promissory Note (MPN) and loan funds must be used to pay for direct and/or indirect educational expenses. Students must begin repayment of all student loans after a six-month grace period following graduation, withdrawal from school, or entering a status of less-than-half-time enrollment.

A subsidized loan is awarded on the basis of financial need as determined by the FAFSA. If a student is eligible for a subsidized loan, the interest on the loan is “subsidized” (interest-free) while the student is enrolled at least half-time at an eligible school, for the first six months after the student graduates/withdraws from school, and if the student qualifies to have payments deferred.

Unlike a subsidized loan, an unsubsidized loan is not based on financial need. The student is responsible for the interest from the time the unsubsidized loan is disbursed. The student may choose to pay the interest on a quarterly basis or allow it to accrue (accumulate) and be capitalized (that is, added to the principal amount of the loan). Capitalizing the interest will increase the amount the student must repay over time.

Federal Parent Loans
Parents of dependent students may be eligible to borrow a Parent Loan for Undergraduate Students (PLUS) offered through the Direct Loan Program to help supplement their child’s education expenses. The PLUS loan allows the parent(s) to borrow loan funds to cover their child’s remaining costs, not to exceed the cost of attendance. Parent(s) must have an acceptable credit history. Like the unsubsidized loan, the PLUS loan is also not based on financial need. Generally, the first payment is due within 60 days after the loan is fully disbursed. There is no grace period for these loans and; interest begins to accumulate at the time the first disbursement is made. The Parents must begin repaying both principal and interest while the student is in school.

Private Loans
Students may apply to various lending institutions outside the school that offer loans to help cover the gap between the cost of education and the amount of Federal Student Aid the student has been awarded. Interest rates and fees vary by program and may be determined by the applicant’s credit history. Students are encouraged to apply with a co-borrower to secure the best terms and loan approval.

Institutional Scholarships
High School Graduate Scholarship
The High School Graduate Scholarship is a general scholarship in the amount of $1,000.00, which will be applied to the scholarship recipient’s student account upon enrollment at the Institution. The scholarship, which will be disbursed in the form of a tuition credit, is non-transferable and carries no cash value. In order to be eligible for the scholarship, candidates must have graduated from an accredited high school in the previous twelve (12) months, prior to enrollment at the Institution. Applicants are required to complete an application. For additional information about the High School Graduate Scholarship or to obtain an application, please contact the Director of Education.

Presidential Achievement Scholarship
The Presidential Achievement Scholarship is a general scholarship in the amount of $2,000.00, which will be applied to the scholarship recipient’s student account upon enrollment at the Institution. The scholarship, which will be disbursed in the form of a tuition credit, is non-transferable and carries no cash value. In order to be eligible for the scholarship, candidates must have graduated from an accredited high school in the previous twelve (12) months, prior to enrollment at the Institution. Applicants are required to complete an application. For additional information about the Presidential Achievement Scholarship or to obtain an application, please contact the Registrar.

Academic Revitalization Scholarship
The Academic Revitalization Scholarship is a general scholarship in the amount of $2,000.00, which will be applied to the scholarship recipient’s student account upon graduation from the Institution. Should this result in a credit balance, the funds would then be applied to any outstanding student loans in the student’s name to help reduce the student loan indebtedness. Students are limited to applying for and receiving this general scholarship one time.

Scholarship Requirements - In order to qualify for the scholarship, students must meet all of the following criteria:
- Be a new student who enrolls and starts classes at any Vatterott Educational Centers, Inc. (Vatterott) school;
- Graduate from their program of study within the designated time for completion (i.e. a student enrolled in a 70-week diploma program must complete the program within 70 weeks);
- Graduate from their program with a minimum cumulative Grade Point Average of 2.50; and
- Submit an application, along with an essay and two references to the Registrar no later than close of business Monday of the 5th week of the new student’s first term.

For additional information regarding the Presidential Achievement Scholarship or to obtain an application, please contact the Registrar.
The scholarship is available for any re-enrolling student who previously withdrew or dropped from an academic program at any Vatterott Educational Centers, Inc. ("Vatterott") school. Re-enrolling students are limited to applying for and receiving this general scholarship one time. Scholarship Requirements - in order to qualify for the scholarship, students must meet all of the following criteria:

- Demonstrate an exemplary attendance record that will allow the student to graduate from their program of study within the designated time for completion;
- Graduate from their program with a minimum cumulative Grade Point Average of 2.5; and
- Submit an application, along with an essay and two references, to the Registrar no later than close of business Monday of the 5th week of the Re-Enrolling student’s first term.

For additional information on the Academic Revitalization Scholarship or to obtain an application, please contact the Registrar.

Scholarship of Achievement
Vatterott Educational Centers, Inc. has established a scholarship program to assist their students to continue their education. Scholarships are offered each year for study in a full- or part-time course of study chosen by the student at an eligible Vatterott Educational Centers, Inc. program. The program is administered by ScholarshipAmerica, the nation’s largest designer and manager of scholarship, tuition assistance and other education support programs for corporations, foundations, associations and individuals. Awards are granted without regard to race, color, creed, religion, sexual orientation, age, gender, disability or national origin. In order to be eligible for the general Scholarship, the candidate must meet the following criteria:

- Have completed one term at an eligible Vatterott Educational Centers, Inc. (VEC) program.
- Have filed a current Free Application for Federal Student Aid (FASA) and demonstrate eligibility for a Federal Pell Grant.
- Have a minimum grade point average of 2.5 on a 4.0 scale and be eligible to graduate.
- Be seeking a degree or certificate of the college, in a course of study chosen by the applicant.
- Demonstrate a strong attendance history of 80% or higher.

For additional information regarding the Scholarship of Achievement, please see the Campus Registrar or our website http://www.vatterott.edu/scholarships.asp. To obtain an application, please see the Campus Registrar or visit https://www.scholarship.org/vatterott/

Other Financial Resources
There are other potential resources you should consider for financing your education. Scholarship aid is often available from high school organizations, church groups, and social, civic, and fraternal organizations with which you or your parents may be affiliated. Many companies provide scholarship aid for children of employees, while others provide tuition assistance to students who work for them part-time or full-time.

Veterans’ Education Benefits
Vatterott College is approved for the training of veterans and veteran’s spouse or children in accordance with the rules and regulations administered by the United States Department of Veterans Affairs (VA). Representatives of the VA, State Approving Agency, and the Office of Federal Aid, are available to assist service members, veterans, and their eligible spouse/dependent(s) in applying for veterans’ education benefits. Students should contact the Office of Financial Aid regarding filing of proper applications/forms to ensure benefit determinations are issued well in advance of the start date for the class in which the student desires to enroll.

VA may pay a monthly educational allowances to qualified students to help defray the cost of living expenses while attending a college. For further information, contact the Department of Veterans Affairs, the State Approving Agency, or a Financial Aid Administrator at the Institution.

Post 9/11 GI Bill – Yellow Ribbon Program
The institution participates in the VA’s Post 9/11 GI Bill – Yellow Ribbon Program. This program is designed to help pay the remaining Tuition & Fees (T&F) costs for an eligible student that has reached the annual (Aug 1 – July 31) maximum T&F payable by VA at the 100% rate. The remaining amount is covered by VA and the Institution, up to a specified amount as outlined in the Yellow Ribbon Program agreement. Please check with the Office of Financial Aid for more information.

Note: Students are responsible for their Tuition & Fees payments, not the Department of Veterans Affairs.

Government Sponsored Programs
The Institution accepts qualified students eligible to participate in various state-administered programs. Contact the Campus Director for details.

Company Tuition Reimbursement
Vatterott may be approved as a training facility in your area. It is recommended that you check with the Human Resources office of your particular employer for reimbursement policies.

Federal Student Aid Eligibility
In order to be eligible for Federal Student Aid (FSA), a student must:

- Complete and submit a Free Application for Federal Student Aid (FASA);
- Meet the Basis of Admissions for the Institution and be enrolled as a regular student in an eligible program of study on at least a half-time basis (except for Pell and FSEOG);
- Possess a high school diploma, a General Education Development (GED) certificate, or meet other standards established by the state and approved by the U.S. Department of Education;
- Have a valid Social Security Number and be a U.S. citizen or national, or an eligible non-citizen. Verification of eligible non-citizen status may be required;
- Be registered for the Selective Service, if required;
- Not have been convicted under Federal or State law of possession or sale of illegal drugs while receiving FSA;
- Not have borrowed in excess of the aggregate loan limits for the FSA programs including not being in default or owe a repayment of an FSA grant or loan;
- Maintain satisfactory academic progress;
- Provide the Office of Financial Aid any required documentation in cases of verification and/or resolving conflicting information or comment codes;
- Notify the Office of Financial Aid of changes in enrollment status or of additional resources received; and
- Repay any FSA received as a result of inaccurate information (Any person who intentionally misrepresents facts on the application violates federal law and may be subject to a $20,000 fine and/or imprisonment).

Applying for Financial Aid
To apply for Federal Student Aid (FSA), a student must complete the Free Application for Federal Student Aid (FASA). The application must be completed with extreme care and accuracy. Our Office of Financial Aid is available to assist students in the completion of this form, other financial aid related forms, and to answer any questions. Students may also complete this application online at www.fafsa.ed.gov. To fill out the FASA a student will need access to prior year tax information and possibly parental tax information if the student is under the age of 24 and unmarried with no dependents. If a student did not file taxes in the previous year, proof of earnings will be needed. The FASA is used to determine eligibility for all types of federal student aid programs. Once processed, the application will produce an Expected Family Contribution (EFC) which determines eligibility for all types of FSA. Financial aid from federal programs is not guaranteed from one year to the next; therefore it is necessary for each student to reapply every year.

FASA Application Selected for Verification
Each year certain FASA applications are selected for verification. Students selected for verification must provide documentation to the Office of Financial Aid to verify that all information submitted on the FASA is correct. If a student is chosen for verification, all documents must be submitted to the Office of Financial Aid no later than the 5th week of the 1st term for which the student is enrolled in the award year. Students who do not supply the required documents within the five week time frame will be dismissed from the institution if alternative methods of payment are not resolved.

Cost of Attendance and Financial Need
Once a student’s FASA is completed and submitted, the information will be used in a formula established by Congress that calculates financial need and helps determine eligibility of available funds. When combined with other aid and resources, a student’s federal student aid package may not exceed the cost of attendance.
Cost of attendance include direct (e.g., Tuition & Fees) and indirect (e.g., transportation) costs associated to attending the Institution. Students are highly encouraged to only borrow loans needed to cover the direct costs of education. This will help reduce the student’s total loan indebtedness upon graduation.

Loan Entrance & Exit Counseling

The U.S. Department of Education requires that any student receiving a Federal Student Loan(s) be notified concerning their loans. The institution requires counseling upon entrance and upon exiting the institution. Each student is counseled regarding loan indebtedness and each student must participate in an entrance counseling to ensure the student understands the amount borrowed and the student’s rights and responsibilities regarding repayment.

Students must report to the Office of Financial Aid prior to withdrawal, graduation, or advance knowledge that they will drop below half time enrollment status for loan exit counseling. The purpose of this session is to inform the student of their tentative total loans received while in attendance at the institution, refunds that may be made, and to provide the student with an estimated payment amount. Debt management strategies as well as how students can access loan information are provided to the student during exit counseling. Information is also provided on repayment plans and options, loan forgiveness, forbearance, cancellation, the consequences of default, potential tax benefits, NSLDS access, and how to contact the Office of Financial Aid, an exit interview will be mailed which includes instructions on how to access loan information through interactive electronic means.

Satisfactory Academic Progress and Financial Aid

Students must meet the standards of Satisfactory Academic Progress (SAP) in order to remain eligible to continue receiving financial assistance as well as to remain eligible to continue as a regular student of the Institution.

SAP for purposes of continued eligibility for federal financial assistance including those eligible for veterans’ education benefits is determined by applying the cumulative grade point average (CGPA) requirements, progression towards completion requirements, maximum completion time restrictions, warning and probation provisions, suspension and dismissal procedures, and appeals procedures as outlined in the Academic Information section of this catalog.

SAP is evaluated at the end of each term of enrollment. A student who fails to meet either the CGPA or rate of progress requirements for SAP will be placed on FA Warning – Academic Warning for one term and remain eligible for Federal Student Aid. If the student fails to meet the required standards by the end of the warning term, the student is not eligible for Federal Student Aid until a SAP appeal is approved or SAP is met when the student meets both the CGPA and rate of progress requirements.

Institutional Refund Policy

After the last day of the add/drop period for each term, as defined in the course catalog, no refunds or adjustments will be made to tuition for STUDENTS withdrawing from individual classes but otherwise still enrolled. Refunds are made for STUDENTS who withdraw or are withdrawn from the COLLEGE prior to the completion of their program. Refunds will be based on the current tuition charge incurred by the STUDENT at the time of withdrawal, not the amount the STUDENT has actually paid. Tuition and fees attributable to any future periods of enrollment that have not yet been charged will not be assessed. Any books, equipment, and/or uniforms that have been issued are nonrefundable. When a STUDENT withdraws from the COLLEGE, he/she should provide notice to the Registrar. Refunds will be calculated according to the following formula.

It is understood that any terms extended to any STUDENT are for convenience in paying the tuition and fees and are not in any way to be considered as payment(s) for periods of time. By accepting applications, the COLLEGE has assumed the obligation of furnishing a complete program, instructors, equipment, laboratories, classrooms and other facilities necessary for teaching those programs at the stated offered tuition cost for the program and with the understanding that refunds will be made per academic term only as follows:

A. Refund to STUDENTS attending the COLLEGE for the first time (first academic term): The COLLEGE shall refund unearned tuition, fee, room and board, and other charges as set forth in state or federal regulations, if applicable. In the absence of state or federal regulations, the COLLEGE shall make a pro rata refund of tuition, fees and other charges as defined below.

1. A pro rata refund is a refund of not less than their portion of the tuition, fees and other charges assessed the STUDENT by the college equal to the portion of the period of enrollment for which the STUDENT has been charged that remains on the last day of attendance by the STUDENT. (Total number of weeks comprising the period of enrollment for which the STUDENT has been charged into the number weeks remaining in that period as of the last recorded day of attendance by the STUDENT.) The refund will be rounded down to and to the nearest 10% of that period, less an unpaid charge owed by the STUDENT for the period of enrollment for which the STUDENT has been charged, less an administrative fee of $100.00.

2. For a STUDENT terminating training after completing more than 60% of the period enrollment, the COLLEGE may retain the entire contract price of the period of enrollment, including an administrative fee of $100.00.

B. Refund subsequent periods or non-first-time STUDENTS: The COLLEGE shall refund unearned tuition and fees as set forth in applicable state or federal regulations to a STUDENT attending an institution for second and subsequent enrollment periods. Refunds will be calculated based upon the last day of attendance. In the absence of state or federal regulations, the COLLEGE shall make a refund of tuition and fees and other charges as set forth below:

1. During the first week of classes, the COLLEGE shall refund at least 90% of tuition; thereafter,

2. During the first 25% of the period of financial obligation, the COLLEGE shall refund at least 55% of tuition; thereafter,

3. During the second 25% of the period of financial obligation, the COLLEGE shall refund at least 30% of tuition.- In case of withdrawal after this period, the COLLEGE may commit the STUDENT to the entire obligation.

C. Refunds will be made within 30 days after the COLLEGE determines the STUDENT has withdrawn.

D. A student who withdraws from the College as a result of the student being called into ACTIVE DUTY in a MILITARY SERVICE of the United States may elect one of the following options for each program in which the student is enrolled:

1. A full refund of any tuition and refundable fees for the academic term in which the student is enrolled at the time of withdrawal. No refund will be given for any academic term the student has completed.

2. A grade of incomplete with the designation “withdrawn-military” for the courses in the program in which the student is enrolled at the time of withdrawal and the right to re-enroll in those courses, or substantially equivalent courses if those courses are no longer available, not later than the first anniversary of the date the student is discharged from active military duty without payment of additional tuition and fees other than any previously unpaid balance of the original tuition, fees and charges for books for the courses.

3. The assignment of an appropriate final grade or credit for the courses in which the student is enrolled at the time of withdrawal, but only if the instructor or instructors of the courses determine that the student has satisfactorily completed at least 90 percent of the required coursework, and demonstrated sufficient mastery of the course material to receive credit for the course.
Funding Agency - Return of Funds Policies

Information regarding third party funding agency return of funds policies (e.g., Federal Student Aid, Veterans Administration, and WIA) may be obtained from the Institution’s Office of Financial Aid.

Withdrawal Date

The withdrawal date (i.e. determination date) is used to determine when the student is no longer enrolled at the institution and is defined as:

- The date the student began the official withdrawal process, either by submitting an official withdrawal form to the Registrar or Director of Education or by verbally communicating the student’s intent to the Registrar or Director of Education, and ceasing to attend classes or other institution activities. A student who submits a completed official withdrawal form or verbally communicates his/her intent but who continues to attend classes or other institution activities will not be considered to have officially withdrawn from the institution; or
- The date the student exceeds the attendance policy; or
- The date the student does not return from an official LOA, or
- The date the student fails to meet the Satisfactory Academic Progress policy; or
- The date a student is determined to have violated any other applicable institutional policy or federal regulation that results in withdrawal.

Students may obtain a copy of the official withdrawal form from the Registrar or the Director of Education.

Students who choose to withdraw or are withdrawn from the institution may be required to wait a minimum of one term before being permitted to re-enroll. Documentation of changes in personal circumstances that resulted withdrawal must be presented for re-enrollment.

Last Day of Attendance

A student’s last day of attendance will be the last recorded day the student attended an on-ground class.

Consumer Information

Most of the information dissemination activities required by the Higher Education Act (HEA) of 1965, as amended have been satisfied within this catalog. However, student finance personnel are available, in accordance with federal regulations, to discuss consumer information in more detail with current and prospective students.
STUDENT INFORMATION & SERVICES
Student Information & Services

The Institution offers students a variety of success-oriented services as well as activities for the benefit of students and the community.

The Institution endorses an open-door policy with respect to students and staff. Students have the right to request an appointment with any member of institution’s staff regardless of the person’s title or function. Office hours for institution personnel are available from the receptionist.

Hours of Operation

The campus administrative offices are open from 9 a.m. to 8 p.m., Monday through Thursday, from 9 a.m. to 5 p.m. Friday, and 9 a.m. to 1 p.m. on Saturday.

Inclement Weather and Campus Closure Policy

In the event that the campus must close due to inclement weather or other issues, the campus must provide students with a schedule of make-up opportunities with as much advanced notice as possible. The institution will make missed instructional time available to all students according to the time missed due to the closure. Student attendance will be monitored during make-up times according to the institution’s Attendance Policy.

Housing

The institution does not provide on-campus housing, but does assist students in locating suitable housing off campus.

Orientation

Prior to beginning classes at the Institution, all new students attend an orientation program. Student orientation facilitates a successful transition from everyday pace into the Institution’s schedule.

New students are required to attend regardless of their prior institution experience. During orientation, students are acquainted with the campus, the administrative staff, the faculty and their peers.

Student Portal

The student portal is a secure website that allows a student access to his or her information including schedule, grades, account balance and activity, school events, school contact information, and much more.

The institution is excited to offer this capability, making it easy for our students to be in touch with us and enhance their college experience. Upon acceptance to the institution, students will be issued a student number that can be used to gain access to the student portal. An email will be sent to each student describing how to register and begin using the student portal upon enrollment.

Faculty

The faculty members are the keystone of the Institution’s teaching success. Each member of the faculty has industry or professional experience in addition to appropriate academic credentials.

The faculty members lend an outstanding level of professionalism to the classroom and are recognized by their academic and industry peers. Through the guidance of the faculty, theoretical, practical and creative applications are addressed in the curricula and reinforced by interaction with professionals in the industries.

Faculty members are dedicated to academic achievement, to professional education, to individual attention, and to the preparation of students for their chosen careers. In essence, faculty members practice what they teach. It is through personal attention that students can reach their potential, and it is the dedicated faculty who provide the individual guidance necessary to assure every student that his/her time in class is well spent.

Academic Assistance

Students seek help and advice during their education for many reasons. At the Institution, the student is the primary priority. Every effort is made to develop a relationship with the student body so individuals feel comfortable in requesting and receiving assistance.

The Director of Education is responsible for providing academic assistance and should be consulted when assistance is desired. Referrals to outside agencies may be provided as needed. The administrative staff and the faculty are also available for advising assistance.

Retention Services

It is the responsibility of the Retention department to ensure that students are provided continuous support throughout their academic careers. Following their initial enrollment, each student will be assigned a Retention Officer who will serve as their campus liaison.

The Retention department is responsible for the following duties:

- Administering the preliminary, midterm and end of phase surveys;
- Providing academic support to include tutoring and advising; and
- Monitoring student attendance and progress.

Career Services

During the admissions interview, prospective students are advised of the career paths that are available to them upon graduation. Enrollment Coordinators assist students in assessing their talents and discuss the motivation necessary to achieve their career goals.

It must be stressed that the Institution cannot and will not guarantee student job, and the ultimate responsibility for securing employment is with the student. Although the school cannot guarantee employment, Career Services is available to assist students with part-time employment while they pursue their studies, as well as, training related employment upon completion of their education. Career Services acts as the liaison between students and employers by promoting the Institution to prospective employers. Both students and employers benefit by the referral of qualified employees from the Institution.

Even though the ultimate responsibility for securing appropriate employment is with the student, Career Services support students throughout their education. However, the placement process intensifies as students near graduation. Career Services helps students with updating resumes, fine tuning of interviewing skills, and professional networking techniques. Information regarding employment opportunities with both local and nationally recognized organizations is provided to qualified graduates. Students may interview both on and off campus depending on the preference of the employer.

Agencies and organizations that accept our students for internship/externship placement and potential employers may conduct a criminal and/or personal background check. Students with criminal records that include felonies or misdemeanors (including those that are drug-related) or personal background issues, such as bankruptcy, might not be accepted by these agencies for internship/externship or employment following completion of the program.

Some agencies and employers may require candidates to submit to a drug test. Some programs may require additional education, licensure and/or certification for employment in certain positions. Those decisions are outside of the control of the Institution.
The Family Educational Rights and Privacy Act of 1974, as amended (“FERPA”), is a federal law that protects student information and affords students who are currently or were formerly enrolled, regardless of their age or status in regard to parental dependency, the following rights with respect to their education records:

- The right to inspect and review the student’s education records within 45 days of the day the Institution receives a request for access.
- The right to request the amendment of education records the student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Note: this procedure shall not be available to challenge the validity of a grade or score given by an instructor or any other decision by an instructor or official, but only whether the recording of such grade or decision is accurate or complete.
- The right to provide written consent before the Institution discloses personally identifiable information from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.
- The right to file a complaint with the U.S. Department of Education concerning alleged failure by the Institution to comply with the requirements of FERPA.

With certain exceptions, an “education record” is defined under FERPA as any record (1) from which a student can be personally identified and (2) that is maintained by the Institution.

A student wishing to inspect his or her education records should submit to the Registrar or Director of Education a written request that identifies the record(s) the student wishes to inspect. The school will make arrangement for access and notify the student of the time and place where the records may be inspected. To facilitate this process, the Institution has created a Family Educational Rights & Privacy Act (FERPA) Request to Inspect & Review Education Record(s) form which may be obtained from the Registrar.

Copies of requested educational records will only be provided in the event that circumstances effectively prevent a student from exercising the right to inspect and review the education records requested and no other feasible arrangements can be made. In such instances, a fee may be charged to cover the production of copies.

Students may consent to their school disclosing personally identifiable information from the student’s education record to a third party. This consent must be made to the Registrar, in writing, signed and dated by the student, and must (1) specify the records to be disclosed, (2) state the purpose of the disclosure, (3) and identify the party to whom the disclosure is to be made. This release requirement is applicable to disclosures to parents or other family members who inquire about a student’s education record. The Family Educational Rights & Privacy Act (FERPA) Release, which may be obtained from the Registrar, must be completed and provided to the Institution. A fee may be imposed for copying a student’s record(s) in connection with such a disclosure or release.

Significantly, there are instances in which a school is permitted to disclose a student’s education records without consent. Examples of such instances include, but are not limited to: responding to school officials with a legitimate educational interest; in compliance with a judicial order or pursuant to a lawfully issued subpoena; to officials of another school in connection with such a disclosure or release.

FERPA also permits institutions, within established guidelines, to disclose without a student’s consent information the institution deems “directory information.” The Institution has identified the following items as “directory information:” name, address, telephone number, e-mail address, date and place of birth, dates of attendance, field of study, credit hours earned, degrees earned, honors and awards received, participation in official school activities, and most recent previous educational agency or institution. Students may request that directory information not be released. To request restriction of directory information, students should complete a Request to Restrict Release of Student Directory Information form, which can be obtained from, and once completed, should be submitted to, the Registrar.

Students with questions regarding their rights pursuant to FERPA, or desiring additional guidance concerning the appropriate manner in which to exercise such rights at their school, can contact Student Affairs via email at studentaffairs@vatterott.edu, or email their inquiry to consumerinfo@vatterott.edu.
Violations of the law will also be referred to the appropriate law enforcement authorities. Students or employees may also be referred to the services of the National Council on Alcoholism and Drug Dependence for counseling and rehabilitation on an individual referral basis. If such a referral is made, continued enrollment or employment will be subject to successful completion of any prescribed counseling or treatment program. Information on the Institution’s drug-free awareness program and drug and alcohol abuse prevention program may be obtained from the Office of Financial Aid.

Student Conduct Policy

All students are expected to respect the rights of others and are held responsible for conforming to the laws of the national, state and local government, and for conducting themselves in a manner consistent with the best interests of the institution and of the student body. The Institution reserves the right to dismiss a student for any of the following reasons: failure to maintain satisfactory academic progress, failure to pay institution fees and/or tuition by applicable deadlines, disruptive behavior, posing a danger to the health or welfare of students or other members of the Institution’s community, or failure to comply with the policies and procedures of the campus catalog.

Any unpaid balance for tuition, fees and supplies becomes due and payable immediately upon a student’s dismissal from the Institution. The Institution will also determine if any Federal Student Aid funds need to be returned (see Financial Information section of this catalog).

Rules, Regulations, and Expectations

The Institution has certain rules and regulations that must be followed. Students attending the Institution are preparing for employment and are required to conduct themselves while in the Institution in the same manner as they would when working for an employer. While at the Institution, you are expected to dress in accord with the skill for which you are training. A uniform may be required for your program of study. Prospective employers unexpectedly visit the Institution to recruit potential employees. A student’s appearance is generally the first and most lasting impression on these visitors.

An attempt is made to keep regulations to a minimum. They are established only when they contribute to the welfare and safety of the Student Body. Cooperation of all students is expected. All instructors have the authority, in a teacher/student relationship, to enforce all institution rules and regulations.

- Students may operate equipment only during institution hours, unless after-hours permission has been given by the instructor and they are supervised.
- Ensure learning and lab areas are neat and free of any trash.
- No fighting, horseplay, profanity, or cheating.
- No alcohol or drugs before, during, or after classes; violators are subject to suspension and termination.
- Do not tamper with other students’ projects or equipment.
- No personal incoming calls. The courtesy telephone is to be used at break time only.
- Cellular phones, beepers, and pagers are a distraction during class and lab time and therefore must be kept in the off position. Calls may be made during break times only.
- Personal business must be handled after institution hours.
- Carelessness in safety will not be tolerated.
- Smoking is allowed only in designated areas.
- All students are expected to attend every class in which they are enrolled.

Promptness and preparation are expected. Students are expected to be on time for every class. A student is considered tardy if he/she is 15 minutes late for class. A student may be suspended and, if the pattern is not corrected, expelled if continued tardiness impedes the instructor’s ability to teach or any student’s ability to learn.

Professional attitude and professional appearance are expected. All students are encouraged to reflect the proper image of their future careers by dressing appropriately and maintaining personal hygiene. Tom and provocative clothes are not permissible. The following items of clothing are also unacceptable: hats (unless approved by instructors), tank tops, tube tops, halters, and shirts with abusive or offensive language. Any students enrolled in a program that requires a uniform must wear the uniform to class every day. Unacceptable behavior will not be tolerated. Unacceptable behavior is any action which hinders an instructor’s ability to teach or a student’s ability to learn or any action which would endanger other students or staff.

The Institution reserves the right to dismiss or suspend any student who is guilty of the above or whose conduct is detrimental to the classroom environment, well-behaving of fellow students or faculty, or appearance of institutional facilities.

Minors on Campus

While the College welcomes the presence of children* on its campus, the College recognizes that the campus may not always be an appropriate environment for minors. In recognition of the family needs and responsibilities of students, the College may bring their child(ren) to campus for a limited period of time. However, at no time should a child be left unattended while the parent or guardian is attending class or conducting any other business or social function on campus. At all times the adult responsible for the minor maintains the sole responsibility for the safety of their own child(ren) or any other child(ren) accompanying them on campus. Please be aware that Vatterott retains the discretion to ask visitors to leave at any time.

*For the purposes of this policy, the terms “child,” “children,” “minor,” and “minors” refer to or describe individuals under the age of 18.

Safety

All safety rules and procedures are to be followed without exception. All machinery and equipment are provided with proper safety devices, which are to be used whenever the machinery and equipment are operated. The instructor is to be notified immediately of any accident, fire, or personal injury. The Institution reminds all students that they are ultimately responsible for their own actions regarding their safety and welfare.

Campus Security

Each year the Institution publishes an Annual Security Report that contains information concerning policies and programs relating to campus security, crimes and emergencies, the prevention of crimes and sexual offenses, drug and alcohol use, campus law enforcement and access to campus facilities. The annual security report also includes statistics concerning the occurrence of specified types of crimes on campus, at certain off-campus locations, and on the public properly surrounding the campus. The annual security report is published each year by October 1 and contains statistics for the three most recent calendar years. The annual security report is provided to all current students and employees. A copy of the most recent annual security report may be obtained from the Office of Financial Aid during regular business hours.

The Institution will report to the campus community concerning the occurrence of any crime includable in the annual security report that is reported to campus security or local police and that is considered to be a threat to students or employees. The Institution reminds all students that they are ultimately responsible for their own actions regarding their safety and welfare.

Non-Discrimination

In accordance with the provisions of the Americans With Disabilities Act of 1990, Title VI of the Civil Rights Act of 1964 (as amended), Title IX of the Educational Amendments of 1972, P.L. 93-112, and Section 504 of the Rehabilitation Act of 1973 and the regulations thereunder, it is the policy of the College that no person shall, because of age, sex, race, disability, or national origin be excluded from participation in, be denied the benefits of, or subjected to discrimination under any education program or activity of the College, including the employment of staff personnel.

The College’s nondiscrimination statement, cited above, prohibits discrimination and harassment against individuals based on characteristics protected under federal and state law. The College also prohibits retaliation based upon reporting of such violations. If you have questions or believe you have been subjected to discrimination, harassment, including sexual harassment, or retaliation, you may contact one of the individuals below:

- Questions or concerns regarding the College’s compliance with Title IX may be directed to the following:
  1. Title IX Coordinator
     8580 Evans Avenue Dr.
     Berkeley, MO 63134
     (314) 264-1500
     titleixcoordinator@vatterott.edu
  2. Campus Director (Title IX Officer)
     3609 North Marx Dr.
     Quincy, IL 62305
     (217) 224-0600

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• Inquiries by persons about their protection against discrimination under The Americans With Disabilities Act, Title IX, Title VI, or P.L. 93-112 and the Section 504 may be directed in writing or by telephone to:

Administrator of Student Affairs
8580 Evans Avenue
Berkeley MO 63134
(314) 264-1500
studentaffairs@vatterott.edu

Inquiries regarding discrimination may also be addressed to the Office for Civil Rights, at the following locations:

Office for Civil Rights
U.S. Department of Education
500 W. Madison Street, Suite 1475
Chicago, IL 60661-4494
Phone: (312) 730-1560
Email: OCR.Chicago@ed.gov

Written College policies concerning the rights and responsibilities of employees and students are available for inspection at each campus location via the Campus Catalog. The College policies are also available online on the Consumer Information page at www.vatterott.edu

Accommodations for Individuals with Disabilities

The Institution is committed to offering reasonable accommodations to students with disabilities under the Americans with Disabilities Act, as amended (“ADA”). Requesting an accommodation is voluntary and a student is not required to disclose a disability or to request reasonable accommodations. However, the student, and not the Institution, must initiate the process of requesting an accommodation. A student requesting an accommodation for a disability must contact the Director of Education at their campus and complete the "Student Accommodation Request Form" and submit supporting documentation, demonstrating the disability and/or past accommodations for that condition. The Institution’s Accommodations Committee will thoroughly review each student's request and supporting documentation and will notify the DOE and the student of the decision. A student is not entitled to receive any accommodation requested, but the Institution will evaluate every request and provide an accommodation if it would be reasonable under the circumstances.

To ensure that accommodations are provided in a timely fashion, the Institution strongly encourages students to submit all completed requests for accommodation, along with supporting documentation, immediately after enrollment and before the first day of classes, or otherwise as soon as possible.

Information pertaining to a student’s disability is confidential. If a student discloses information about a disability, it will be kept as confidential as reasonably possible and will be used only to consider and to act on the student’s request for accommodation.

To request an accommodation, please contact the Director of Education. Please contact the Director of Education at your campus at ada@vatterott.edu with any questions or concerns about this policy.

What is a disability?

An individual is considered to have a disability if he or she:

• Has a physical or mental impairment that substantially limits one or more major life activities; or
• Has a record of such an impairment; or
• Is regarded as having such impairment.

A qualified individual with a disability is defined as an individual with a disability who, with or without reasonable modifications to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by a public entity.

What is a reasonable accommodation?

A reasonable accommodation is any modification or adjustment to the learning environment that makes it possible for a qualified individual with a disability to participate in the academic program.

Title IX Policy

I. Title IX of the Education Amendments of 1972

Title IX of the Education Amendments of 1972 (“Title IX”) §§ 1681 et seq., and its implementing regulations, 34 C.F.R Part 106, prohibits discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. Sexual harassment of students, which includes acts of sexual violence, is a form of discrimination prohibited by Title IX.

II. Vatterott’s Policy Statement

Vatterott prohibits all forms of sexual misconduct, including but not limited to, sexual assault, stalking, dating or domestic violence, and sexual harassment. Such conduct violates the community values and principles of our institution, and disrupts the learning and working environment for students, faculty, staff, and other community members. In furtherance of this policy, Vatterott has adopted the following policies, procedures, and standards of conduct for all members of our community with respect to sexual misconduct.

III. Handling of Complaints Covered by this Policy

Vatterott’s Title IX Coordinator is responsible for coordinating the College’s compliance with Title IX, as well as other complaints brought concerning violations of this policy. The Title IX Coordinator’s responsibilities include overseeing all Title IX reports of sexual harassment and sex-based discrimination, performing investigations, gathering documentation, disseminating information, and addressing any patterns or systematic problems that arise. To assist the Title IX Coordinator, Vatterott has designated a Title IX Deputy Coordinator, whom is authorized to receive reports of sexual harassment and sex-based discrimination. The College has also designated a Title IX Officer, whom is authorized to receive reports of sexual harassment and sex-based discrimination. Both the Title IX Deputy Coordinator and Title IX Officer have the obligation to report all complaints of sexual harassment and sex-based discrimination to the Title IX Coordinator.

The College has designated the following individual as the Title IX Coordinator:

Sheila Martinez
Associate General Counsel and Administrator of Student Affairs
8580 Evans Avenue
Berkeley, MO 63134
Phone: 314-264-1740
Fax: 314-264-1741
Email: titleixcoordinator@vatterott.edu

The College has designated the following individual as Title IX Deputy Coordinator:

Shay Irby
Associate General Counsel
8580 Evans Avenue
Berkeley, MO 63134
Phone: 314-264-1942
Email: shay.irby@vatterott.edu

The College has designated the following individual as Title IX Officer:

Elizabeth Miller
Campus Director
3609 North Max Drive
Quincy, IL 62305
Phone: 217-224-0600
Email: elizabeth.miller@vatterott.edu

All students, faculty, staff, and applicants, who have concerns about discrimination on the basis of sex, Title IX violations, or requirements, including any concerns pertaining to sexual harassment, sexual violence or any matters covered by this policy, are encouraged to seek the assistance of either the Title IX Coordinator, Title IX Deputy Coordinator or the Title IX Officer. The Coordinator(s) and Officer are knowledgeable about, and will provide information on, all options for addressing and resolving such reports or concerns. Those options may vary depending on the nature of the incident; whether the complainant is a student, faculty, staff or applicant; the wishes of the complainant regarding confidentiality; and whether the complainant prefers to proceed formally or informally. Together, the Coordinator(s) and Officer play an integral role in carrying out the College’s commitment to creating, fostering and maintaining an educational, employment, business and campus environment that is free of discrimination on the basis of sex and other discrimination as well as sexual harassment.
IV. Reporting of Complaints Covered by this Policy

If you believe that you have been a victim of sexual harassment, sexual violence, dating or domestic violence, stalking or sex-based discrimination, or if you wish to report such an incident, you have several options and are strongly encouraged to report such incidents orally or in writing to Vatterott’s Title IX Coordinator, Title IX Deputy Coordinator, or Title IX Officer.

You may also choose to file your complaint electronically via Vatterott’s Title IX Incident Report Form, available online at www.vatterott.edu/consumer_information.aspx. Using the Title IX Incident Report form allows a victim, third-party, or bystander to submit a complaint/report of sexual harassment or sex-based discrimination directly to Vatterott’s Title IX Coordinator, and may choose to do so anonymously. However, please me aware that without the contact information of the reporting party, Vatterott may not be able to fully investigate and respond to the complaint.

You may also report incidents of harassment, discrimination, or retaliation by calling Vatterott’s Ethics Hotline at 1-866-8610 (or St. Louis local 314-264-1514). If you do so, you can either identify yourself or leave a message anonymously.

Vatterott recognizes that a student or employee may choose to confide in any employee of the College. For example, a student may choose to report the alleged violation to an instructor, program director, or staff member. Similarly, an employee may choose to confide in a colleague, supervisor, or member of the Human Resources department. However, it shall be noted that all Vatterott employees that receive reports of violations of this policy, or know or reasonably should know of the occurrence of violations of this policy are required to forward these reports to the Title IX Coordinator. The Title IX Coordinator is to be made aware of all complaints made pursuant to this policy so that she may monitor compliance.

In addition to the foregoing, all faculty and staff who become aware of or suspect sexual abuse of a minor (under the age of 17) must report that information to the Title IX Coordinator, Title IX Deputy Coordinator or Title IX Officer who shall then inform local, state and/or federal law enforcement officials of such incident as required by law.

Please be aware that while a report may be submitted in a variety of ways, including to any responsible employee and via email, for purposes of complying with State law, the institution defines an “electronic report” as any report submitted via email to the Title IX Coordinator at titleixcoordinator@vatterott.edu or via the Institution’s online reporting system.

V. Options for Reporting and Availability of Support

In addition to reporting the matter to the Title IX Coordinator, Title IX Deputy Coordinator, or Title IX Officer, persons may also need to address immediate physical and/or emotional trauma associated with the alleged harassment or assault. If it is an emergency, please call 911. Importantly, a victim should contact any of the following immediate care support providers:

- Local Law Enforcement
  - 10027 Bunkum Rd.
  - Fairview Heights, IL 62208
  - 618-489-2100 (non-emergency)

- Local Sexual Assault/Rape Crisis Center
  - Call for Help Sexual Assault Victims Care Unit
  - 46161 State Street
  - East St. Louis, IL 62205
  - 618-271-8990
  - Website: http://www.callforhelpinc.org

- Local Hospital
  - Memorial Hospital
  - 4500 Memorial Dr.
  - Belleville, IL 62226
  - 618-233-7750

For additional information on available resources to victims of sexual assault, domestic violence, dating violence, or stalking, please considering visiting or contacting the following:

- http://www.icasa.org/home - Illinois Coalition Against Sexual Assault 217-733-4117
- http://www.icasa.org/crisisCenters.aspx?PageID=501 or Not Alone; Together Against Sexual Assault
- http://www.icasa.org – Rape, Abuse, and Incest National Network (800) 656-4673
- http://www.justice.gov/ovw/sexual-assault - Department of Justice Sexual Assault
- http://www.loveisrespect.org/ - Love is Respect - call (866) 331-9474 or text LOVEIS to 22522

Privacy and Confidentiality

Vatterott encourages victims of sexual harassment and discrimination to talk to somebody about what happened so that he or she may get the support they need, and so that Vatterott can respond appropriately. Because issues arising under Title IX are often sensitive in nature, Vatterott maintains the highest level of privacy regarding all reports of sexual discrimination and/or sexual harassment. While Vatterott strictly prohibits the disclosure of private information obtained through an investigation, it should be noted that circumstances may arise when law and/or policy requires the disclosure of sensitive information.

Please be aware that all Vatterott employees are “responsible employees,” and have the obligation to communicate reports of sexual misconduct to the Title IX Coordinator. When a reporting party tells a responsible employee about an incident of sexual violence, the reporting party has the right to expect the College to take immediate and appropriate steps to investigate what happened and resolve the matter promptly and equitably. To the extent possible, information reported to a responsible employee will be shared only with Vatterott officials responsible for handling the College’s response to the report, including the Title IX Coordinator.

Upon receipt of a report of sexual misconduct, Vatterott’s Title IX Coordinator will inform and obtain the reporting party’s consent prior to commencing an investigation. Should the reporting party request anonymity/confidentiality or request that no investigation be conducted, the Coordinator will take all reasonable steps to investigate and respond to the complaint consistent with the request for anonymity/confidentiality and/or request that an investigation not be pursued.

Upon the reporting party’s insistence that their name or other identifying information be kept in confidence, the Coordinator has the duty to inform the reporting party that in doing so, the ability of authorized representatives to properly respond to the alleged misconduct may be limited.

If anonymity is further insisted upon, Vatterott officials will evaluate the request in context with its responsibility to provide a safe and nondiscriminatory environment for all students. Specifically, Vatterott will weigh the request for confidentiality against the following factors: the seriousness of the alleged harassment; the complainant’s age; whether there have been previous complaints of harassment relating to the same offender; and the alleged perpetrator’s rights to receive information about the allegations if the information maintained by Vatterott is an “education record” under the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g; 34 C.F.R. Part 99. Vatterott will inform you if confidentiality cannot be ensured.

Please be aware that even if Vatterott cannot take disciplinary action against the alleged perpetrator as a result of an insistence of confidentiality, Vatterott may pursue alternative measures in efforts to limit the effects of the alleged misconduct and prevent its recurrence.

Off-Campus Counselors and Advocates

Off-campus counselors, advocates, and health care providers will generally maintain confidentiality and not share information with the College unless the victim requests the disclosure and signs a consent or waiver form.

For contact information for these off-campus resources please visit Illinois Coalition Against Sexual Assault at http://www.icasa.org/crisisCenters.aspx?PageID=501 or Not Alone; Together Against Sexual Assault at www.icasa.org/resources.
Confidential Advisors: If you wish to report an incident in confidence, you may also contact a confidential advisor from the Call for Help Sexual Assault Victims Care Unit:

Call for Help Sexual Assault Victims Care Unit
4601 State Street
East St. Louis, IL 62205
618-271-8990
Website: http://www.callforhelpinc.org

These advisors do not have a mandatory reporting duty under Title IX, and do not have to reveal any identifying information about the incident to Vatterott. Any and all communication to these confidential advisors is privileged and confidential.

While maintaining confidentiality, these advisors also serve to assist the victim in receiving other necessary protection and support, such as victim advocacy, academic support or accommodations, disability, health or mental health services, and changes to living, working, or course schedules. A victim who at first requests confidentiality may later decide to file a complaint with the school or report the incident to local law enforcement, and thus have the incident fully investigated. These advisors will provide the victim with assistance if the victim wishes to do so.

NOTE: While these advisors may maintain a victim’s confidentiality vis-à-vis the College, they may have reporting or other obligations under State law, e.g., mandatory reporting to law enforcement in case of minors; imminent harm to self or others.

VII. Victim Rights & Options

Regardless of whether an individual elects to pursue a criminal complaint, or whether the offense is alleged to have occurred on or off campus, Vatterott will assist victims of sexual misconduct. If an individual is a victim of sexual assault, domestic violence, dating violence, or stalking, his or her first priority should be to locate a place of safety. He or she next should obtain any necessary medical treatment. Preserving evidence is very important, as it may be necessary to the proof of sexual assault, domestic violence, dating violence, or stalking, or in obtaining a protection order. Please be aware that a free medical forensic examination is available to victims of sexual violence at Memorial Hospital, located at 4500 Memorial Dr., Belleville, IL 62226, phone: 618-233-7750.

The College strongly advocates that subsequent to securing safety and medical care, any victim of sexual assault, domestic violence, dating violence, or stalking should report the incident immediately to the Title IX Coordinator. The College has the obligation to provide victims who report incidents of domestic violence, dating violence, sexual assault, or stalking, whether the offense occurred on or off campus, with a copy of this Policy, as well as documentation detailing his or her rights and options, including the following:

- His or her options to (1) notify proper law enforcement authorities, including on-campus and local police; (2) be assisted by campus authorities in notifying law enforcement authorities if he or she so chooses; and (3) decline to notify such authorities.
- His or her rights and options for (and available assistance in) changing academic, living, dining transportation, and working situations if so requested and reasonably available, regardless of whether he or she chooses to report the crime to the authorities.
- Where applicable, his or her rights, regarding orders of protection, no contact orders, restraining orders, or similar lawful orders issued by a criminal, civil, or tribal court, and the College’s responsibility to honor the same.
- The United States Department of Justice Violence Against Women Office website, located at http://www.ovw.usdoj.gov/, which provides useful information relating to victims’ rights and available assistance.

VIII. Complaint and Resolution Procedures

While some reporting parties may wish to pursue action through informal methods in place of, or prior to requesting the initiation of formal proceedings, others may not. You should consider the circumstances surrounding your complaint and choose the option most appropriate. Regardless of your decision, Vatterott is committed to extending all available resources and support. To that end, you may consult with the Title IX Coordinator at any time and request assistance handling matters related to sexual harassment and discrimination, including the selection of an approach.

Informal Procedures

Informal procedures are optional and may only be utilized when Vatterott deems such procedures adequate.

If you are comfortable handling the situation without assistance, consider the following:
- Clearly say “no” to the individual exhibiting unwelcomed behavior.
- Communicate with the offender either orally or in writing providing him or her notice of the following: A factual description of the incident(s) including date, time, place, and specific action. A description of the impact of the action, emotionally, physically, and mentally. A request that the conduct cease.

If you would like to proceed informally but with the assistance of a third party, you may contact your Title IX Officer, Title IX Deputy Coordinator or Title IX Coordinator. These individuals are familiar with Vatterott’s Title IX policies and are available to assist victims of sexual harassment and sexual assault. Additionally, these individuals can provide information pertinent to informal actions and remedies that you may pursue as well as additional information regarding Vatterott’s procedures for sexual harassment and discrimination.

Additionally, you may request that the Coordinator(s) or Officer serve as a mediator in efforts to resolve your issue(s) prior to pursuing formal proceedings. Mediation is the process of utilizing a third party to engage in discussions and negotiations in hopes of reaching a mutually agreeable resolution and cessation of the unwanted conduct.

If either party is dissatisfied with the determination rendered subsequent an informal proceeding, he or she may pursue alternative remedies by engaging in the formal process.

If you do not wish to utilize the informal process, you may pursue formal action. Please note that you have the right to end the informal investigation process and begin formal proceedings at any time.

Note: This option is not available where allegations of sexual violence or nonconsensual sexual intercourse are raised.

Formal Investigation & Determination

To ensure prompt, thorough, and impartial investigations, all incidents of sex-based discrimination or sexual harassment, including sexual misconduct or retaliation, should be reported to the Title IX Coordinator immediately, either verbally, in the form of a written complaint, or electronically via the Title IX Incident Report Form. The Title IX Coordinator can assist you with filing a complaint if you choose to pursue formal action.

Upon receipt of a report of alleged unlawful discrimination, harassment, or retaliation, Vatterott’s Title IX Coordinator will investigate without delay. All investigations shall be conducted by the Title IX Coordinator, who is trained in areas involving sex-based discrimination, sexual violence, and nonconsensual sexual intercourse. Please be aware that if the Title IX Coordinator’s participation in the investigation poses a conflict of interest, the student has the right to request a different decision maker.

At times, it may be necessary to implement interim protective measures and accommodations before completing an investigation to ensure that further unlawful conduct does not continue. These measures, made per the party’s request, may include changes to academic, living, dining, transportation, and working situations; enforcing campus no-contact orders, and honoring an order of protection or no contact order entered by a State civil or criminal court. Failure to comply with the terms of these interim remedies or protections may constitute a separate violation of this Policy.

The complainant and the accused party may have an advisor present during the investigation, provided that the involvement of the advisor does not result in undue delay of the meeting or proceeding. However, it is important to note that advisors may not advocate on behalf of either party and may only serve in a support role. All advisors will be required to sign a standard form attesting that they have been informed and acknowledge that they may not advocate on behalf of either party and that all information disclosed during the hearing must be kept strictly confidential.
If the advisor violates the rules or engages in behavior or advocacy that harasses, abuses, or intimidates either party, a witness, or an individual resolving the complaint, that advisor may be prohibited from further participation.

Vatterott’s investigation into allegations of sex-based discrimination, sexual harassment, and/or sexual misconduct, will be conducted in an objective and impartial manner, and carried out in such a way as to maintain privacy to the greatest extent possible. Such investigations may include, but are not limited to, assisting and interviewing the reporting party, identifying and conducting interviews with witnesses, contacting and interviewing the respondent, and gathering evidence. Both the complainant and respondent shall have the opportunity to provide or present evidence and witnesses on their behalf during the investigation. It should be noted that while Vatterott strictly prohibits the disclosure of private information obtained through an investigation, circumstances may arise requiring that the College contact and cooperate with local law enforcement.

The College will endeavor to conclude its investigation and issue a resolution of the complaint within sixty (60) calendar days of the date the complaint was received. All pertinent facts will be carefully reviewed and the accused will be given a full opportunity to explain his or her conduct before any decision is reached.

Vatterott invokes no restrictions on the time at which allegations may be reported. Additionally, the standard of proof in all cases shall be a preponderance of the evidence. This means that a party may be held responsible for the alleged conduct upon a finding that it is more likely than not (51% or higher) that he or she engaged in conduct prohibited by Vatterott.

If it is determined that an employee or student has engaged in inappropriate conduct, Vatterott will take appropriate disciplinary action, consistent with the Policy, the Employee Handbook and/or Student Catalog.

Once a determination is made, both parties will be simultaneously notified in writing of the determination and the right to file an appeal within seven (7) business days. Determinations may include possible clarification of Vatterott policies, clarification regarding the alleged conduct, sanctions, restrictions, and/or conditions. The determination will become final within seven (7) business days unless an appropriate appeal is filed.

Appropriate grounds for appeal include procedural error, previously unavailable relevant evidence that could significantly impact the outcomes of the investigation or a claim that the sanction imposed was substantially disproportionate to the finding. Disagreement with the determination does not constitute grounds for appeal. All appeals will be reviewed and decided within seven (7) business days of receipt.

Hearing Procedures

Upon concluding that there is reasonable cause to believe that an incident of sexual violence, domestic violence, dating violence, or stalking occurred, a hearing may be ordered. In such instances, the complainant, the accused party, and members of the Hearing Panel (hereinafter the “Panel”) described below will be provided an opportunity to review the Investigation Report compiled by the Title IX Coordinator, redacted to remove any unnecessary personal information. The Panel comprised of three (3) Vatterott Officials, to include the Provost, the Vice President of Accreditation, and the Title IX Coordinator, will preside over all Title IX hearings. All officials will be trained to conduct hearings regarding alleged Title IX offenses as well as how to conduct investigations and hearings that protect the safety of alleged victims while promoting accountability. At least one (1) panel member will be physically present during the hearing while others may attend via teleconference. All determinations will be reached using a preponderance of the evidence standard (i.e. more likely than not) and all hearings will be prompt, fair, and impartial.

Hearings are closed to the public. The complaint and the accused party have the right to be present during the hearing but do not have the right to be present during deliberations.

If necessary, arrangements can be made so as to prevent the complainant and the accused party from being present in the hearing room at the same time.

1. Advisors. The complaint and the accused party may have an advisor of their choice present during the hearing proceedings. However, it is important to note that advisors may not advocate on behalf of either party and may only serve in a support role. All advisors will be required to sign a standard form attesting that they have been informed and acknowledge that they may not advocate on behalf of the complainant or accused party and that all information disclosed during the hearing must be kept strictly confidential.

2. Standard. All determinations made by the Panel will be so done using a preponderance of the evidence standard. This means that the accused party will be held responsible for his or her conduct if the Panel determines that it is more likely than not (51% or higher) that he or she engaged in conduct prohibited by Vatterott.

Upon commencement of proceedings, the reporting party will be given an opportunity to make opening remarks to the Panel. Such remarks will be limited to ten (10) minutes. Subsequently, the reporting party will be allowed to present any relevant evidence and/or witnesses with personal knowledge of the circumstances resulting in the convening of the hearing. All witnesses will be called as needed and will not be permitted to be present until and unless needed. Cross-examination of the witnesses presented will not be allowed by opposing parties. Further, the complainant and respondent may not directly cross-examine one another, but may, at the discretion of the Panel, suggest questions to be posed by the Panel and respond to the other party.

Upon conclusion of the reporting party’s presentation, the accused party will be permitted to make opening remarks to the Panel. Such remarks will be limited to ten (10) minutes. The accused party will also have the opportunity to present relevant evidence and/or witnesses with personal knowledge of the circumstances resulting in the convening of the hearing.

Should new evidence be disclosed during the hearing and without prior consultation with the Title IX Coordinator, the hearing may be delayed to allow the Panel to consider whether the newly disclosed evidence should be permitted.

After all evidence has been presented, the reporting party will be permitted to give closing remarks followed by the accused party. Both parties will be allotted ten (10) minutes during which to provide concluding remarks.

Post-hearing, the Panel will convene, deliberate, and reach a determination. Both parties will be simultaneously notified in writing of the Panel’s determination and the right to file an appeal within seven (7) business days. Determinations may include possible clarification of Vatterott policies, clarification regarding the alleged conduct, sanctions, restrictions, and/or conditions. The Panel’s determination will become final within seven (7) business days unless an appropriate appeal is filed.

Appeals

Either party may appeal the Panel’s determination. All appeals must be submitted in writing to Vatterott’s President within seven (7) business days of the Panel’s determination and clearly set forth grounds for the appeal. Appropriate grounds for appeal include procedural error, previously unavailable relevant evidence that could significantly impact the outcomes of the hearing or a claim that the sanction imposed was substantially disproportionate to the finding. Disagreement with the Panel’s decision does not constitute grounds for appeal. The Title IX Coordinator will process the appeal and both parties will be informed simultaneously in writing of any changes arising from said appeal as well as the final determination. Results become final after seven (7) business days.

All appeals will be reviewed and decided within seven (7) business days of receipt.

Possible Sanctions. Possible sanctions for a person found guilty of behavior in violation of this Policy include but are not limited to the following:
While counseling is not considered a sanction, it may be offered or required in combination with the imposed sanctions. Where alcohol and/or drugs are related to acts of sexual harassment, such counseling may include required participation in a substance abuse program.

IX. Ongoing Criminal Investigations

In instances of sexual misconduct that may also constitute criminal conduct, the reporting party is encouraged to file a report with the appropriate law enforcement agency and may request the assistance of a Vatterott representative in doing so. The pendency of a criminal investigation does not relieve Vatterott of its responsibilities under Title IX. To the extent that doing so does not interfere with any ongoing criminal investigation, Vatterott will proceed with its own investigation and resolution of the complaint.

X. Amnesty

Vatterott is concerned first and foremost with the safety of the entire community. At times, students may be hesitant to report the occurrence of sex-based discrimination or sexual harassment, including sexual assault, to Vatterott officials because they fear that they themselves may be charged with policy violations, such as underage drinking.

However, Vatterott has the obligation to provide immunity to any student who reports, in good faith, an alleged incident of domestic violence, dating violence, stalking or sexual assault to Vatterott officials, so that the reporting student will not receive a disciplinary sanction for a student conduct violation, such as underage drinking, that is revealed in the course of such a report, unless the College determines that the violation was egregious, including action that places the health or safety of any other person at risk.

XI. Retaliation

Retaliation against reporting parties or those cooperating with an investigation is strictly prohibited. Violation of this policy may result in Vatterott taking immediate disciplinary action, up to and including suspension and/or expulsion for students or termination for employees.

Retaliation includes, but is not limited to threats, harassment, or intimidation, taken against the reporting party or any third party or parties as a result of their cooperation with an investigation.

XII. Obligations of Vigilance and Reporting

Vatterott can only respond to instances and allegations of harassment or discrimination if it is made aware of such occurrences. Therefore, Vatterott encourages anyone who believes that he or she has experienced sexual harassment or discrimination to promptly come forward with inquiries, reports, or complaints and to seek assistance from Vatterott officials. Furthermore, all Vatterott employees are responsible employees and have an obligation to communicate reports of sexual misconduct to the Title IX Coordinator. Employees who become aware of instances or allegations of sexual harassment by or against a person under his or her supervisory authority must submit a report to those charged with responding to such allegations and reports. These individuals include the Title IX Officer or the Title IX Coordinator.

Whether confirmed or speculated, Campus Directors, Directors of Education, Program Directors, or other comparable administrator who becomes aware of information indicating a significant likelihood of sexual harassment must report such information to the Title IX Coordinator immediately.

Unconfirmed or disputed allegations should be clearly labeled as such and should indicate any steps already taken to investigate or otherwise respond. Administrators should always consult with the Title IX Coordinator and refrain from conducting independent investigations or otherwise responding to any situation where sexual harassment is alleged. No student, faculty, or employee should assume that a Vatterott official knows about a situation or incident.

XIII. Definitions

Vatterott adheres to the following definitions applicable to this policy:

Consent - an informed, voluntary, mutual, and freely given agreement to engage in sexual activity. The person giving consent must do so absent coercion, threats or blackmail. Both parties must understand that consent is being given and to what consent is being given.

Sex Discrimination - behaviors and actions that deny or limit a person’s ability to benefit from, and/or fully participate in, the available educational programs, activities, or employment opportunities because of a person’s sex.

Sexual discrimination may take many forms including sexual harassment (discussed below), denial of equal opportunities in educational programs, discrimination based on pregnancy and employment discrimination.

Sexual Harassment - unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature.

Sexual harassment includes sexual violence/assault, sexual exploitation, domestic violence, dating violence, stalking where motivated by sex or involving sexual conduct, and gender harassment/stereotyping.

Sexual violence - a form of sexual harassment and refers to physical sexual acts perpetrated against a person’s will or when a person is incapable of giving consent (e.g., due to the student’s age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent).

A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse, and sexual coercion. Claims of sexual violence will be adjudicated in accordance with Vatterott Educational Centers, Inc.’s Clery Investigations and Hearing Process.

Sexual Assault – actual or attempted sexual contact with another person without the person’s consent. Sexual assault includes, but is not limited to:

- Intentional touching of another person’s intimate parts without that person’s consent; or
- Other intentional sexual contact with another person without that person’s consent; or
- Coercing, forcing, or attempting to coerce or force a person to touch another person’s intimate parts without that person’s consent; or
- Rape, no matter how slight, of (1) the vagina or anus of a person by any body part of another person or by an object; or (2) the mouth of a person by a sex organ of another person, without that person’s consent.

Gender-based harassment – a form of sexual harassment and refers to unwelcome conduct based on an individual’s actual or perceived sex, including harassment based on gender identity or nonconformity with sex stereotypes, and not necessarily involving conduct of a sexual nature. All of these types of sex-based harassment are forms of sex discrimination prohibited by Title IX and will not be tolerated by Vatterott.
Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.

Nonconsensual Sexual Contact - any intentional sexual touching, however slight, with any object or body part, by a man or woman upon another, without consent.

Nonconsensual Sexual Intercourse - any sexual intercourse (anal, oral, or vaginal) however slight, with any object or body party, by a man or woman upon a man or a woman, without consent.

Forced Sexual Intercourse - unwilling or nonconsensual sexual penetration (anal, vaginal or oral) with any object or body part that is committed either by force, threat, intimidation, or through exploitation of another's mental or physical condition of which the assailant was aware or should have been aware.

Sexual Contact Includes:

11.4.1. Intentional contact with the breasts, buttocks, groin, or genitalia of another person, or touching another person with any of these body parts; or making another person touch you or themselves with or on any of these body parts; or
11.4.2. Any intentional bodily contact in a sexual manner, even where the touching does not involve contact with/of/by breasts, buttocks, groin, genitalia, mouth or other orifice; or
11.4.3. Intercourse, however slight, meaning vaginal penetration by a penis, object, tongue or finger, anal penetration by a penis, object, tongue or finger, and oral copulation (mouth to genital contact or genital to mouth contact).

Sexual Exploitation - occurs when a person takes nonconsensual or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of the other sexual misconduct offenses. Examples of sexual exploitation include:

- Prostituting another person;
- Recording images (e.g., video, photograph) or audio of another person’s sexual activity, intimate body parts, or nakedness without that person’s consent;
- Distributing images (e.g., video, photograph) or audio of another person’s sexual activity, intimate body parts, or nakedness, if the individual distributing the images or audio knows or should have known that the person depicted in the images or audio did not consent to such disclosure and objects to such disclosure; and
- Viewing another person’s sexual activity, intimate body parts, or nakedness in a place where that person would have a reasonable expectation of privacy, without that person’s consent, and for the purpose of arousing or gratifying sexual desire.

Dating Violence – violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on a consideration of the following factors:

- The length of the relationship;
- The type of relationship; and
- The frequency of interaction between the persons involved in the relationship.

For the purposes of this definition, dating violence includes, but is not limited to, sexual or physical abuse, or threat of such abuse.

Domestic Violence – a felony or misdemeanor crime of violence committed by:

- A current or former spouse or intimate partner of the victim;
- By a person with whom the victim shares a child in common;
- By a person who is cohabiting with, or has cohabited with, the victim as a spouse or intimate partner;
- By a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred; or
- By any person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

Stalking - Stalking based on one’s sex or gender includes repeatedly following, harassing, threatening, or intimidating another by telephone, mail, electronic communication, social media, or any other action, device or method that purposefully or knowingly causes substantial emotional distress or reasonable fear of bodily injury or death.

Unwelcome conduct – conduct is considered “unwelcome” if the person did not request or invite it, and considered the conduct to be undesirable or offensive. Unwelcome conduct may take various forms, including name-calling, graphic or written statements, or other conduct that may be physically threatening, harmful, or humiliating.

Hostile Environment – exists when sex-based harassment is sufficiently serious to deny or limit the student’s ability to participate in or benefit from the College’s programs or activities. It can be created by anyone involved in a College’s programs or activity, including administrators, faculty members, students, and campus visitors.

Factors to determine whether a hostile environment exists includes, but is not limited to the following:

- The type, frequency, and duration of the conduct;
- The identity and relationships of persons involved;
- The number of individuals involved;
- The location of the conduct and the context in which it occurred; and
- The degree to which the conduct affected one or more student’s

Specifically Prohibited Conduct:

- Engaging in sex-based harassment that creates a hostile environment in or under any program or activity of this College.
- Promising, directly or indirectly, to reward another provided that the he or she comply with a sexually oriented request.
- Threatening, directly or indirectly, retaliation if a person refuses to comply with a sexually oriented request.
- Denying, directly or indirectly, an education or employment related opportunity if the person refuses to comply with a sexually oriented request.
- Engaging in unwelcome sexually suggestive conversation or inappropriate physical contact or touching of another.
- Engaging in indecent exposure.
- Making repeated sexual or romantic advances toward another despite his or her rejection.
- Engaging in unwelcome physical contact such as touching, blocking normal movement, physical restraint, or assault.
- Retaliating against another for filing a harassment complaint or threatening to report harassment.

Sexual harassment can involve males and/or females being harassed by members of the opposite or same sex.

Sexual harassment can be physical or psychological in nature. An aggregation of a series of incidents can constitute sexual harassment even if one of the incidents considered separately would not rise to the level of harassment.

If you have any questions regarding this policy, please do not hesitate to contact the Title IX Coordinator via email at TitleIXCoordinator@vatterott.edu.

Student Disciplinary Appeal

A student who has been suspended or terminated from training as a result of a disciplinary decision at the campus-level may appeal the determination to the Student Disciplinary Review Committee ("Committee"). The Committee is comprised of Vatterott’s Division One or Division Two Regional Director, the Provost, the Administrator of Student Affair and the General Counsel. The Committee will meet bi-monthly and will review all appeals at that time. The process in which the Committee chooses to review is entirely at their discretion. The decision of the Committee is final and may not be further appealed.

Any and all appeals must be submitted in writing within ten calendar days of the date of written notification of your suspension or termination from training. If mailed, the written letter of appeal must be postmarked within ten calendar days of the date of the written notification of your suspension or termination from training. If you fail to provide a written letter of appeal within ten calendar days, you waive your right to appeal and the campus disciplinary decision becomes final. In your written appeal, you should include your basis for overturning the disciplinary decision.

If you choose to appeal your suspension or termination from training, please mail your written letter of appeal to:
Suspension means termination of training for a specified time period. During this time, students do not earn any credit toward their grade. Nevertheless, students are encouraged to complete their work during a suspension to ensure understanding of materials.

Termination from training means permanent termination of student status at the institution. Generally, students who are terminated from training are not allowed to return to any campus for any reason without prior written permission from the Campus Director. The decision to provide permission is entirely at the Campus Director’s discretion. A Campus Director’s denial of permission is final and not appealable.

(This appeals process applies only to student disciplinary decisions.)

Reinstatement from disciplinary dismissal

A student who has been terminated from training may apply for reinstatement thirty (30) weeks (or three (3) phases) after the date of the Committee’s written decision. A student may apply for reinstatement by submitting a written request to the Administrator of Student Affairs. The request will be reviewed by the Committee.

The request should be in writing explaining the reasons why the student should be readmitted. The decision regarding reinstatement will be based upon factors such as grades, attendance, student account balance, conduct, the student’s commitment to complete the program or any other factor(s) the Committee determines relevant.

The Committee retains sole authority as to whether they will review a student’s application for reinstatement. The process in which the Committee will consider the request is entirely at the Committee’s discretion.

Terminated students who are readmitted will be required to sign a new Enrollment Agreement, a Zero Tolerance Notification, will be charged tuition consistent with the existing published rate, and will be eligible for Federal Student Aid.

Student Grievance Policy

Should a student have a grievance or complaint concerning any aspect of his or her recruitment, enrollment, attendance, education, or career services assistance, the student should first contact the faculty or staff member to whom the grievance or complaint refers.

If a solution satisfactory to the student is not reached with the faculty or staff member, the student may submit his or her grievance or complaint in writing to the Director of Education, clearly describing the grievance or complaint. To facilitate this process, the Institution has created a Student Grievance Form, which may be obtained from the Director of Education.

The Director of Education will review the grievance or complaint, seek resolution and notify the student of the remedy within 10 days. In the event the student is not satisfied with the resolution provided by the Director of Education, the student must appeal to the Institution’s Campus Director in writing within 10 days of receiving the decision of the Director of Education.

The Institution’s Campus Director will review the pertinent facts and evidence presented. Within 10 days of receipt of the student appeal, the Institution’s Campus Director will formulate a resolution.

Students who wish to contest the Campus Director’s resolution may submit a written appeal to the Chief Administrator, Vatterott Educational Centers, Inc. as the final entity seeking a favorable resolution to reported grievance or complaint.

At any time, the student may contact the Vatterott Student Affairs division for additional support via email at studentaffairs@vatterott.edu.

Schools accredited by the Accrediting Commission of Career Schools and Colleges must have a procedure and operational plan for handling student complaints. If a student does not feel that the school has adequately addressed a complaint or concern, the student may consider contacting the Accrediting Commission. All complaints considered by the Commission must be in written form, with permission from the complainant(s) for the Commission to forward a copy of the complaint to the school for a response. The complainant(s) will be kept informed as to the status of the complaint as well as the final resolution by the Commission. Please direct all inquiries to:

Accrediting Commission of Career Schools and Colleges
2101 Wilson Blvd. / Suite 302
Arlington, VA 22201
(703) 247-4212
www.accsc.org

A copy of the Commission’s Complaint Form is available at the school and may be obtained by contacting the school Campus Director or Director of Education.

Students may also contact the following agencies concerning any grievance or complaint about the Institution: Office of the Ombudsman, United States Department of Education, Toll-free phone: (877) 557-2575.

Students may also contact the Division of Private Business and Vocational Schools of the Illinois Board of Higher Education, 1 N. Old State Capital Plaza, Suite 333, Springfield, IL 62701-1377 or http://compliants.ibhe.org

All student complaints shall be handled in accordance with the above procedure and, upon exhaustion of the above, are subject to the Arbitration Agreement executed by all students as part of their Enrollment Agreement. The Arbitration Agreement sets forth that the student and Vatterott College agree that the exclusive means of enforcing any state, federal, regulatory or other right(s) will be in accordance with and governed by the Arbitration Agreement. A copy of the Arbitration Agreement can be obtained by requesting a copy in writing directed to the Institution’s Campus Director.

Photographs

While not all photographs in this publication were taken at the Institution, they do accurately represent the general type and quality of equipment and facilities found at Vatterott College.

Institution Policies

Students are expected to be familiar with the information presented in this institution catalog, in any supplements and addenda to the catalog, and with all institution policies. By enrolling in Vatterott College, students agree to accept and abide by the terms stated in this catalog and all institution policies.

If there is any conflict between any statement in this catalog and the enrollment agreement signed by the student, the provision in the enrollment agreement supersedes and is binding.
Academic Information

Assessment Testing

The Institution strongly suggests that students complete math and English assessment testing. The examinations are to be administered through the LRC manager or Campus Librarian who will be responsible for proctoring the examination. In the event that the LRC Manager/Librarian is unavailable, the Registrar, Retention Officer or Director of Education may administer and proctor the examinations.

Students who do not meet the minimum assessment scores are highly encouraged to take remedial courses in math and English prior to their Algebra or English required courses towards their Degree Program and students in diploma programs will be encouraged to participate in the program. Student will not be charged tuition for these courses, but will be required to purchase the books.

Examination Details - Students are strongly suggested to complete both the mathematics and English assessments. The assessments are timed and last twenty minutes each. In the event that the student does not complete the examination in the designated twenty minutes, the system will lock the student out and all unanswered questions will be graded as incorrect.

Students are not allowed to use calculators, cell phones, dictionaries or glossaries during the examination. Students should be given scratch paper and pencils prior to the examination to use during the mathematics assessment.

Scoring - Remedial courses are structured to lend assistance to students who score less than Level 2 – 265.

Transfer Credit Policy

The Institution will evaluate the student’s previous education, training and work experience to determine if any subjects or training activities in the student’s program may be waived and thereby reduce the amount of training or education required for the student to reach the educational objective. Credits earned at a postsecondary accredited institution may be accepted on the basis of a valid transcript provided by the student. Only grades of “C” 2.0 GPA or higher will be eligible for transfer. Credit will be awarded where appropriate. The Institution will notify the student and appropriate agencies (i.e. Veterans Administration, Voc. Rehab etc.) upon completion of evaluation and determination of outcome.

Transfer credits must be earned in courses that are similar in nature to the course offered by the Institution. Technical course credits from institutions other than Vatterott that were earned more than five (5) years prior to the current year will not be considered for transfer.

For active duty service members and their adult family members (spouse and college age children) as well as Reservist and National Guardsmen on active duty – the Institution will limit academic residency to 25% or less of the degree requirement for all degrees.

In addition, there are no “final year” or “final semester” residency requirements for active-duty service members and their family members. Academic residency can be completed at any time while active-duty service members and their family members are enrolled. Reservist and National Guardsmen on active-duty are covered in the same manner.

For all other Vatterott students – A minimum of 50% of the required program credits must be completed at Vatterott.

It is the responsibility of the student to request an official transcript be mailed to Vatterott College in order for transfer credit to be considered. Any fees associated with transcript requests are the responsibility of the student. Any credit or advanced placement transferred in that reduces the length of the program will reduce the cost of the total program. The amount of credit will be based on the current tuition and fee schedule at the time of transfer. Transfer credits will appear as a “TC” on the student’s transcript.

Decisions concerning the acceptance of credits by an institution other than the granting institution are made at the sole discretion of the receiving institution. No representation is made whatsoever concerning the transferability of any credits to any institution.

Courses similar in nature and at or above 100-level will be evaluated by the Director of Education to determine course transfer eligibility. Courses considered developmental in nature at another institution are not transferrable for credit at Vatterott College.

Military Training and Experience

Military Service School Experience – Academic credit for military service school experiences will be accepted based on the recommendations prepared by the American Council on Education (ACE) and published in the “Guide to the Evaluation of Educational Experiences in the Armed Services”.

Military Occupational Specialties (MOS) - Academic credit for military occupational specialties will be accepted based on the recommendations prepared by the American Council on Education (ACE) and published in the “Guide to the Evaluation of Educational Experiences in the Armed Services”.

Credit for military training and experience can only be transferred if it is applicable to the students’ degree program requirements at Vatterott College.

Internal Proficiency Credit (Test-Out)

Students are responsible for requesting proficiency examinations. Such a request should be granted if an examination is available and the Director of Education or designee has reason to believe the student’s experience or training warrants such an examination. The Director of Education is responsible for developing local proficiency examinations, for examination procedures that ensure the integrity of the examination process. The student shows competency by satisfactorily (minimum of 70%) completing the Institution-developed proficiency test. The testing fee is $100.00 per term and is non-refundable.

A student who receives proficiency credit for test out course or courses is awarded a grade of “TO”. The course is noted on the transcript with a grade of “TO” and is included in the maximum time in which to complete and the rate of progress calculations but is not counted in the CGPA calculation.

Proficiency examination requests will not be honored for students in the following categories:

- Student is currently enrolled in the course beyond the add/drop deadline, which is defined as the first two weeks of the program enrollment;
- Student was previously enrolled in the course for which the exam is being requested; and
- Student previously failed the proficiency exam for that course.

Any student requesting a proficiency exam, who does not have credit for the prerequisite course, must obtain approval from the Director of Education or designee. If the proficiency credit is granted, the student must still earn credit for the prerequisite course through proficiency credit, transfer credit or successful completion of the course. All tests and supporting documentation must be retained in the student’s academic file.

External Proficiency Credit

Proficiency credit for certain undergraduate courses may be granted to students who achieve acceptable scores on specific nationally recognized examinations such as College Level Examination Program (CLEP), Advanced Placement (AP), and Defense Activity for Non-Traditional Education Support (DANTES) program. The American Council on Education (ACE) recommendations should be used when awarding CLEP or DANTES credit.

Credit for AP coursework is based solely upon the student’s performance on the national examination administered by the College Board and not upon the student’s performance in the AP course. A score of three (3) or better on the examination is required for AP credit acceptance.
Professional Training or Certification Credit

Proficiency credit for certain courses may be granted to students who hold current specific industry-recognized professional certification.

Such certifications may be reviewed by the Director of Education or designee for proficiency credit. Where available, the ACE College Credit Recommendation Service should be used to assess such certifications or training. Evaluations and supporting documentation should be retained in the student’s academic file.

Term

A term is defined as a consecutive ten-week period of continued instruction.

Attendance Policy

Attendance is evaluated on a term by term basis. Class attendance, preparation, and participation are integral components to a student’s academic success. Students are strongly encouraged to attend every class session and to spend an appropriate amount of time outside of class reviewing and preparing for each class session. Failure to attend class may result in reduced participation, comprehension, and/or involvement with group projects, which may have an impact upon a student’s overall course performance.

In the instance that a student is absent from all classes for two consecutive weeks (14 calendar days) within a term, on the 14th day following the student’s last date of attendance the Institution will place the student on heightened monitoring for potential dismissal from the Institution.

In the instance that a student is absent from an individual class for two consecutive weeks (14 calendar days) within a term, on the 14th day following the student’s last date of attendance the Institution will place the student on heightened monitoring for potential dismissal from the course.

If a student returns to class prior to the completion of the administrative withdrawal process, which shall be completed no later than the 25th calendar day following the student’s last date of attendance, institutional staff will review and document the student’s return to class and authorize discontinuation of the pending administrative withdrawal.

If a student is experiencing mitigating circumstances and requests that the school permit him or her to return to school subsequent to the 25th calendar day following the student’s last date of attendance, institutional staff will review and document the request and may grant an exception to hold the student’s academic file.

The guiding principle will be the academic progress of the student. If a student can make up his/her work, then the student will remain academically sound and maintain satisfactory progress. The Director of Education has the responsibility to determine the outcome of these exceptional situations.

Directed Studies Coursework

Independent study may only be offered within a credit hour program and must include comprehensive educational objectives and a written outline of the competencies to be achieved. A maximum of ten percent (10%) of credit hours required for graduation may be earned through Independent Study. The Institution’s policy prohibits students from transferring in more than 50% (50%) of the credit hours required for graduation. Students who transfer in fifty percent (50%) of the credits required for graduation will not be permitted to earn any of the remaining fifty percent (50%) of credits required for graduation through independent study.

Academic Advisement

Students are provided the opportunity to review their academic progress at any time in the Registrar’s office. In addition, students are trained during the initial quarter (phase) to access the student’s online portal which provides constant updates as grades are earned.

Students not making Satisfactory Academic Progress are advised in writing and given an academic plan to reach Satisfactory Academic Progress.

Grading Policy

The course grade earned by a student and assigned by the instructor will be based on an evaluation of the student’s mastery of the objectives of the course. The instructors’ grading policy will be published in the course syllabus and approved by the Director of Education or designee in advance of the first day of class. A student is responsible for all work missed during an absence and must contact the instructor for allowed make-up work.

Unit of Credit - Clock/Credit Hour Conversion

The quarter credit hour is the unit of academic measurement used by the Institution. A quarter credit hour equals 30 units accumulated over a ten week period, comprised of the following academic activities:

- One clock hour in a didactic learning environment = 1 unit
- One clock hour in a supervised laboratory setting of instruction = 1.5 units
- One hour of externship = 1 unit
- One hour of out-of-class work and/or preparation for the didactic learning environment or supervised laboratory setting of instruction that are designed to measure the student’s achieved competency relative to the required subject matter objectives = 0.5 unit

The Institution may allow the student, at the discretion and supervision of the Director of Education, to perform independent student projects, to make up missed days, or to make up work. The make-up work policy is defined as follows:

Make-up work shall:

- Be supervised by an instructor approved for the subject being made up;
- Require the student to demonstrate substantially the same level of knowledge or competence expected of a student who attended the scheduled class session;
- Be completed within two weeks of the end of the grading period during which the absence occurred;
- Be documented by the school as being completed, recording the date, time, duration of the make-up session, including the name of the supervising instructor; and
- Be signed and dated by the student to acknowledge the make-up session.

The quarter credit hour is the unit of academic measurement used by the Institution. A quarter credit hour equals 30 units accumulated over a ten week period, comprised of the following academic activities:
Grading Systems

Grade reports are available to students at the completion of each term. Grades are based on the quality of work as shown by written tests, laboratory work, term papers, and projects as indicated on the course syllabus. Earned quality points are calculated for each course by multiplying the quality point value for the grade received for the course times the credit hour value of the course. For example, a 4.0 credit course with a grade of B would earn 12.0 quality points [credit value of course (4) times quality point value of B (3)]. The Cumulative Grade Point Average (CGPA) is calculated by dividing the total earned quality points by the total attempted credits.

<table>
<thead>
<tr>
<th>Quarter Credit Hour Programs</th>
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<tr>
<td><strong>Letter Grade</strong></td>
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<tr>
<td>A</td>
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<td>TC</td>
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<td>TO</td>
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<td>AU</td>
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<th>Clock Hour Programs</th>
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<tr>
<td><strong>Letter Grade</strong></td>
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<td>TO</td>
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<td>AU</td>
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Application of Grades and Credits

The charts above describe the impact of each grade on a student’s academic progress. For calculating rate of progress for students enrolled in quarter credit hour programs; grades of F (failure), WF (withdrawal/failure) and I (incomplete) are counted as hours attempted, but are not counted as hours successfully completed. For calculating rate of progress for students enrolled in clock hour programs; grades I (incomplete) are counted as hours attempted, but are not counted as hours successfully completed. Grades of W (Withdrawn), WF (withdrawal/failure) and F (failure) are counted as hours attempted and earned.

A grade of W will not be awarded after the student has completed the add/drop period of the term unless they are granted a Leave of Absence. Withdrawal after the add/drop period of the term will result in the student receiving a grade of WF.

The student must repeat any required course in which a grade of F, W or WF is received. Students will only be allowed to repeat courses in which they received a grade of D or below.

The lower grade will include a double asterisk “**” indicating that the course has been repeated. Both original and repeated credits will be counted as attempted credits in rate of progress calculations.

TC and TO credits are included in the maximum time in which to complete and the rate of progress calculations but are not counted in the CGPA calculation.

To receive an incomplete “I”, the student must petition, by the last week of the term, for an extension to complete the required course work. The student must be satisfactorily passing the course at the time of petition. Incomplete grades that are not completed within fourteen calendar days after the end of the term will be converted to a grade of F and will affect the students CGPA.

Grade Point Averages

A student’s grade point average (GPA) is computed by dividing the total number of quality points earned by the total number of credit/clock hours for which grades were awarded. The grade points are calculated by multiplying the quality points for the grade earned for each course by the number of credit/clock hours associated with the course. The term grade point average applies to work in a given term. A student’s overall academic average is stated in a cumulative grade point average (CGPA), which is based on all grades and credits/clock hours earned in the declared program of study to date.

Grade reports are available to students at the completion of each term. Grades are based on the quality of work as shown by written tests, laboratory work, term papers, and projects as indicated on the course syllabus.

Both the term GPA and CGPA only include courses that are required for graduation in the student’s current program of study and exclude developmental courses and any other courses considered to be ineligible by licensing, state, or provincial authorities. CGPAs help determine whether a student is meeting the standards of academic progress, eligibility for graduation and academic honors. The GPA may range from 0.00 through 4.0.

Audit Grade

A student must declare the intention to audit a course during the add/drop period as specified in the institution catalog. Tuition is charged for audited courses; however, financial aid is not applicable.

Evaluation of work and class participation is optional, but class attendance is required. A student must inform the instructor of the audit status. The designator “AU” is placed on the student’s transcript regardless of whether or not the student completed the course.

Withdrawal Grade

A student enrolled in courses after the add/drop deadline who wishes to withdraw must apply through the Director of Education or designee. If the withdrawal occurs within the add/drop period as stated in the Application of Grades and Credits section, the course remains on the transcript and is designated with a “W.” A course withdrawal after the add/drop period receives a designator of “WF.”
Failing Grade

A student who receives a failing grade (F) in a required course must repeat the course and receive a passing grade or receive transfer credit for the course in order to graduate. A course for which an “F” is awarded is included in the term GPA and CGPA. When the student repeats the course with a passing grade or receives transfer credit, the CGPA will be adjusted accordingly. The failure grade will remain on the transcript.

Incomplete Grade

An incomplete grade “I” signifies that not all the required coursework was completed during the term of enrollment. The “I” grade is not calculated into the term GPA or CGPA at the time it is awarded.

Instructors submitting “I” grades must receive approval from the Director of Education or designee and documentation of the “I” grade must be placed in the student’s academic file. For students not enrolled in an externship or other formal experiential learning activity, all required coursework must be complete and submitted within two weeks after the end of the term. For students enrolled in an externship or other formal experiential learning activity, please refer to the Externship or Other Formal Experiential Learning Activities section of the catalog. If course requirements are not satisfied by the deadline, the “I” is converted to an “F.” An “I” grade may be assigned only when all of the following conditions are met:

- The student has been making satisfactory progress in the course, as determined by the instructor;
- The student is unable to complete some coursework because of unusual circumstances that are deemed acceptable by the instructor; and
- The student presents these reasons in writing, with any required documentation prior to the last day of the term.

Satisfactory Academic Progress Policy

All students must meet the standards of the satisfactory academic progress (SAP) policy in order to remain enrolled. Additionally, these standards of SAP must be maintained in order to remain eligible for Federal Student Aid and Veterans Education Benefits. SAP is determined by measuring the student’s cumulative grade point average (CGPA) and the student’s rate of progress (ROP) toward completion of the academic program. Students must meet the standards of both components (CGPA and completion rate) to remain eligible and considered to be maintaining SAP. In addition, students must complete their program of study within the maximum timeframe for program completion.

Students enrolled in clock/credit hour programs will have both components of SAP evaluated at the end of each term of enrollment. In addition, students enrolled in clock hour programs will have both components of SAP evaluated by the end of payment period for financial aid purposes.

Application of Grades and Credits for SAP

For calculating rate of progress for students enrolled in credit hour programs, a grade of W (Withdrawn) will not be counted as hours attempted. For calculating rate of progress for students enrolled in clock hour programs, a grade of W (Withdrawn) will be counted as hours attempted and earned. This grade is awarded when a student withdraws from a course within the add/drop period of a term or when a student is granted a Leave of Absence during the term. Please refer to the Leave of Absence Policy for further information regarding Leave of Absences.

Rate of Progress for Program Completion Requirements

In addition to the CGPA requirements, a student must successfully complete a minimum percentage of the cumulative credits or clock hours attempted at specific points in the program to maintain satisfactory academic progress. These rates of progress are outlined along with the CGPA requirements in the tables below.

Credits or clock hours attempted are defined as those credits or clock hours for which students are enrolled in the term and have incurred a financial obligation.

As with the CGPA requirements, the rate of progress will be reviewed at the end of each term after grades have been posted to determine if the student is progressing satisfactorily.

For clock hour programs, logged hours of attendance in a course will be considered earned unless otherwise noted by the instructor. Attempted hours are based on the expectation that a student is scheduled for 30 hours of class time each week, for 10 weeks (day students), or 25 hours of class time each week, for 10 weeks (night students). Rate of Progress for Satisfactory Academic Progress is calculated by dividing earned hours by attempted hours.

For clock hour students who withdraw during the middle of a term, the attempted hours for that term will be prorated based on 30 scheduled hours per week for day students and 25 scheduled hours per week for night students up to and including the last day of attendance. The earned hours for that term will be the logged hours of attendance up to and including the last day of attendance.

Certificate/Diploma Program - Quarter Credit Hours

<table>
<thead>
<tr>
<th>Attempted Quarter Credits</th>
<th>Minimum CGPA Required</th>
<th>Minimum Rate of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-15</td>
<td>1.0</td>
<td>33%</td>
</tr>
<tr>
<td>16-30</td>
<td>1.5</td>
<td>50%</td>
</tr>
<tr>
<td>31 credits - graduation or maximum allowable credits reached</td>
<td>2.0</td>
<td>66.67%</td>
</tr>
</tbody>
</table>

Associate Degree Program - Quarter Credit Hours

<table>
<thead>
<tr>
<th>Attempted Quarter Credits</th>
<th>Minimum CGPA Required</th>
<th>Minimum Rate of Progress</th>
</tr>
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<tbody>
<tr>
<td>0-15</td>
<td>1.0</td>
<td>33%</td>
</tr>
<tr>
<td>16-45</td>
<td>1.5</td>
<td>50%</td>
</tr>
<tr>
<td>46 credits - graduation or maximum allowable credits reached</td>
<td>2.0</td>
<td>66.67%</td>
</tr>
</tbody>
</table>

Maximum Time to Complete Program

A student is not allowed to attempt more than 1.5 times, or 150%, of the number of credits or clock hours in their program of study.

The requirements for rate of progress are to ensure that students are progressing at a rate at which they will complete their programs within the maximum time frame. The maximum allowable attempted credits are noted below.

Program Maximum Allowable Attempted Credits

- Automotive Technician, Diploma - 104.25 QCHs
- Building Maintenance Mechanic, Diploma - 108 QCHs
- Electrical Mechanics, Diploma - 108 QCHs
- Heating, Air Conditioning, & Refrigeration Service, Diploma - 108 QCHs
- Medical Assistant, Diploma - 108 QCHs
- Plumbing, Diploma - 108 QCHs
- Electrical Mechanic, A.A.S. - 144 QCHs
- Heating, Air Conditioning, and Refrigeration, A.A.S. - 144 QCHs
- Medical Assistant, A.A.S. - 144 QCHs
How Transfer Credits or Change of Program Affect SAP

Credit that has been transferred into the institution by the student has no effect on the grade point average requirement for SAP. Transfer credit is considered when computing the rate of progress towards completion calculation in SAP and the maximum timeframe allowed for a program of study. For example, a student transfers from institution A to institution B. The student is able to transfer 30 credits earned at institution A into a program at institution B. The program requires 180 credits to graduate. Thus, the maximum time frame for this student’s new program at institution B will be one and half times (150%) x 180 = 270 credits. The 30 transfer hours will be added to the attempted and earned hours when the rate of progress and maximum time frame are being calculated.

When a student elects to change a program at the institution (this includes moving from a diploma to an Associate degree in the same program), the student’s earned credits and grades will be transferred into the new program as applicable, including transfer credit.

Associated courses - If any course taken in the original program is also part of the new program, that course will be associated with the new program, and those associated courses will be included when computing grade point average (except WF grades), rate of progress, and maximum time frame. This includes courses that were failed or withdrawn.

Transfer credits - Transfer credits, either from Vatterott or from another institution, that are applicable to the new program of study will not be calculated in the grade point average, but those transfer credits will be considered as credits attempted and earned in the rate of progress and maximum time frame calculation.

For example, a student transfers from program A to program B, the student is able to transfer 30 external credits, 20 transfer credits from Program A and 10 associated credits earned in Program A into Program B. Program B requires 180 credits to graduate. Thus, the maximum time frame for this student’s new program will be one and a half times (150%) x 180 = 270 credits. The 30 external transfer credits and 20 internal transfer credits will be added to the attempted and earned hours when the rate of progress and maximum time frame are being calculated; the 10 associated credits earned in Program A will be included in the grade point average, rate of progress and the maximum time frame calculations.

Students who are dismissed for not meeting SAP may not transfer programs and immediately regain eligibility for Federal Student Aid. Eligibility is only regained after a SAP appeal is approved.

Academic Warning/Probation

At the end of each term after grades have been posted, each student’s CGPA and rate of progress are reviewed to determine whether the student is meeting the satisfactory academic progress requirements. The following terms are used to indicate each student’s academic standing:

FA Warning - Academic Warning is a status conferred automatically at the end of the first term after which a student has not met SAP, in accordance with the values specified in the CGPA and Rate of Progress for Program Completion Requirements sections of this catalog. The student will meet with academic staff and a plan will be developed indicating what must be accomplished to meet SAP in the ensuing term. This status allows a student to remain eligible for Federal Student Aid and Veterans Education Benefits for one additional term (payment period). At the end of the warning period, the student will be returned to regular status if he/she meets or exceeds the minimum standards.

FA Probation - Academic Probation status may be for more than one term. If the student isn’t able to meet minimum SAP requirements after one term of probation, students are eligible for Federal Student Aid and Veterans Education Benefits during the period(s) of probation, as long as students are meeting the requirements outlined in their approved academic plan.

A student on probation will not be eligible for Federal Student Aid and Veterans Education Benefits for the subsequent payment period unless the student (1) meets SAP by the conclusion of the probationary period or (2) for students with an academic plan developed by the institution, the institution determines that the student met the requirements specified at the end of each term in the academic plan.

Students facing dismissal for failing to meet Satisfactory Academic Progress may appeal their dismissal in writing to the Director of Education, in accordance with the SAP Appeal for Reinstatement section of this catalog. The appeal should explain why the student failed to meet satisfactory progress and what has changed in his or her situation that will allow the student to make satisfactory progress at the next evaluation. A student with a pending SAP Appeal, and currently on Financial Aid Hold, is approved to observe class as an inactive student for the first week of the term or until the appeal has been reviewed.

The institution may grant an appeal and place a student on probation if the student had an extenuating circumstance that affected the student’s ability to meet SAP standards and the institution determines (1) that the student should be able to meet SAP standards after the subsequent term or (2) that the student should be able to meet SAP standards by a specific point in time if he or she follows an academic plan developed by the Institution.

Students who withdraw from a course(s) or term of FA Warning - Academic Warning or FA Probation - Academic Probation are considered to have failed that term.

If at any point it is determined that it is mathematically impossible for the student to meet the minimum SAP requirements, the student will be dismissed from the Institution. The Institution also reserves the right to place students on or remove them from academic monitoring based on their academic performance, notwithstanding these published standards.

Notification of academic dismissal will be in writing. The Student Conduct Policy section of this catalog describes other circumstances that could lead to student dismissal for non-academic reasons.

As a dismissed student, a tuition refund may be due in accordance with the Institution’s Refund Policy.

Students not meeting the SAP requirements must participate in academic advising as deemed necessary by the Institution as a condition of their academic monitoring. Students who fail to comply with these requirements may be subject to dismissal even though their CGPA or rate of progress may be above the dismissal levels.

SAP Appeal for Reinstatement

SAP appeals must include:

1. Official SAP Appeal form prepared by the Director of Education;
2. A letter of appeal prepared and signed by the student stating the reason(s) for past academic issues and what has changed that will allow the student to achieve SAP standards;
3. Supporting documentation of extenuating circumstances (e.g., injury/illness, death of a relative, or other special circumstances), dated during term(s) of unsatisfactory progress;
4. An academic plan signed by the student and Director of Education detailing specific requirements for the student to meet SAP within the next term(s);
5. SAP calculation prepared by Director of Education used to develop the academic plan;
6. Completed Financial Aid/Academic Warming Advising affidavit; and
7. An unofficial transcript with final grades for the most recently completed term.

All appeal documents must be submitted to the Director of Education at the campus. The complete SAP Appeal must be received within seven (7) days of the end of the previous term. The campus Director of Education will forward the complete appeal packet to Corporate Academics for review/approval.

Corporate Academics will forward the appeal to Corporate Financial Aid for review/approval. All SAP appeals must be reviewed and approved by Corporate Academics and Corporate Financial Aid. Approvals will be sent to campus personnel for processing.
Re-entering students who were not meeting SAP while on Financial Aid Warning - Academic Warning when they withdrew from the program are required to submit a SAP Appeal prior to re-enrollment. Students seeking re-enrollment requiring a SAP Appeal are not subject to the seven (7) day limitation for filing the appeal, but must submit the appeal prior to the start of the term.

Students transferring from program to program or location to location within the Vatterott Educational Centers, Inc. system will be placed in the appropriate enrollment SAP status at the new location according to their SAP status at the time of withdrawal from the previous location.

Appeal to Grade Challenge, Coursework and SAP Determination

A student who has been identified as not meeting satisfactory academic progress or who has been academically dismissed may appeal the determination if special or mitigating circumstances exist. Any appeal must be in writing and must be submitted to the Academic Review Committee (consisting of Campus Director, Director of Education, and Program Director). To request to continue enrollment in the subsequent term, the SAP Appeal must be submitted within 7 days of the end of the previous term receiving notification of his/her SAP status or requirement to file a SAP appeal.

Re-entering students are eligible to appeal for re-instatement into the program at a future start date within 7 days of the end of the previous term. Refer to the SAP Appeal for Reinstatement section of the catalog for appeal procedures and requirements, including requirements for students seeking to re-enter into the program.

The student should explain what type of circumstances contributed to the academic problem and what plans the student has made to eliminate those potential problems in the future. The decision of the Committee is final and may not be further appealed.

Students have the right to appeal a final course grade by submitting their appeal in writing within 10 business days of the end of the course. For details on submitting an appeal, students should speak with the Director of Education.

Reinstatement

A student who has been dismissed for any reason other than disciplinary or academic dismissal may apply for reinstatement to the institution by submitting all application materials along with a written request to the Director of Education. The request should be in the form of a typed letter explaining the reason(s) why the student should be readmitted. A student may be required to wait at least one term before they are eligible. The decision regarding readmission will be based upon factors such as grades, attendance, student account balance, conduct, and the student’s commitment to complete the program.

Dismissed students who are readmitted will sign a new Enrollment Agreement and will be charged tuition consistent with the existing published rate.

Graduation Requirements

In order to graduate, a student must have earned a minimum of a 2.0 CGPA, must have successfully completed all required credits within the maximum credits that may be attempted and must have completed the exit interview process. Students must be in good standing on all financial obligations in order to receive diplomas and official transcripts; please see the Transcript Request Policy in this catalog for details.

Completers

A completer is a student who is no longer enrolled in the Institution and who has either completed the time allowed or attempted the maximum allowable number of credits for the program of study but did not accomplish one of the following graduation requirements:

1. Achieve a minimum CGPA of 2.0; or
2. Complete required competencies and/or Externship; or
3. Satisfy non-academic requirements (e.g., outstanding financial obligations)

Completers are not eligible to receive Federal Student Aid.

Academic Honors

A graduate with an appropriate cumulative grade point average (CGPA) will be eligible for one of the following recognitions:

- President’s List: 4.0 Cumulative GPA
- Dean’s List: 3.0 – 3.9 Cumulative GPA

Externships or Other Formal Experiential Learning Activities

All externships and other formal experiential learning activities will be registered in the student system. Attendance or participation is to be tracked and posted at least once a week and final grades will be recorded at the end of the enrollment period. Students who are unable to complete their externship or other formal experiential learning activity by the end of the term of enrollment will be granted an Incomplete Grade “I” for up to 10 additional weeks to complete their remaining requirements. The student will not be charged any additional tuition for the externship or other formal experiential learning activity. Completers are not eligible to receive Federal Student Aid.

Externship Grade Policy

A student who has been identified as not meeting satisfactory academic requirements (e.g., outstanding financial obligations) may apply for reinstatement to the Institution by submitting an appeal in writing within 10 business days of the end of the course. For details on submitting an appeal, students should speak with the Director of Education.

A completer is a student who is no longer enrolled in the Institution and who has completed and submitted in the previous term will not be counted toward the completion of the externship or other formal experiential learning activity.

Leave of Absence Policy

The Institution permits students to request a leave of absence (LOA) as long as they are enrolled in the externship or experiential learning activity. The student must provide the Institution with documentation of the unforeseen and extenuating circumstances along with all required LOA paperwork.

The Institution permits students to request a leave of absence (LOA) as long as they are enrolled in the externship or experiential learning activity. The student must provide the Institution with documentation of the unforeseen and extenuating circumstances along with all required LOA paperwork.
The school will determine the LDA of the student based on the documentation submitted with the request. On a case-by-case basis, students enrolled in a credit-hour program may be granted a retroactive LOA after commencement of the term, in accordance with the requirements outlined above, which may include expunging the student’s record of registration for the term.

During the student’s approved LOA period, federal loan disbursements will not be disbursed to the student’s school account; however, the institution may post grant funds.

**Leave of Absence Due to Military Obligations**

When a service member of the Armed Forces is called to active duty, the student must provide proof of active duty orders. When the student is called to active duty during the term, the institution will:

- Excuse tuition and fees for the term.
- Refund any payments received for the term to the proper source.
- Expunge the student’s record of registration for the term so that the student is not penalized academically.

**Returning from a Leave of Absence**

Upon return from leave, a student enrolled in a clock-hour program will be required to re-enroll and complete in the same course(s) from which the student interrupted studies prior to the LOA and receive final grades for the course(s). If the term was completed before an LOA was granted, students enrolled in both clock-hour and credit-hour programs will be expected to continue and enroll in course(s) offered in the normal sequence of the educational program.

In addition, tuition and lab fees will not be charged for a student enrolled in a clock-hour program for completing the course(s) from which the student took leave. A student whose tuition and fees were reversed due to military obligations or a retroactive LOA, will be charged for tuition and fees as applicable to the reentry term.

**Failure to Return from a Leave of Absence**

A student who fails to return from a LOA on or before the scheduled return date indicated in the written request will be withdrawn from the Institution, and the Institution will invoke the cancellation/refund policy. As required by federal statute and regulations, the student’s last date of attendance (LDA) prior to the scheduled return date from the approved LOA will be used in order to determine the amount of funds the Institution earned and make any refunds that may be required under federal, state or institutional policy. The determination date of withdrawal will be the date the student was required to return and did not.

A student who has received federal student loans must be made aware that failure to return from an approved LOA (depending on the length of the LOA), may have an adverse effect on the student’s loan repayment schedules. Federal loan programs provide students with a “grace period” that delays the student’s obligation to begin repaying his/her loan debt for six months (180 days) from the LDA. If a student takes a lengthy LOA and fails to return to the Institution after the conclusion, some or all of the grace period may be exhausted – forcing the student borrower to begin making loan repayments immediately.

**Effects of Leave of Absence on SAP**

Students who are contemplating a leave of absence should be cautioned that one or more factors may affect their eligibility to graduate within the maximum program completion time:

- Students returning from a leave of absence are not guaranteed that the phase/course required to maintain the normal progress in their training program will be available at the time of reentry;
- Students may have to wait for the appropriate phase/course to be offered;
- Students may be required to repeat the entire phase/course for which they elected to withdraw prior to receiving a final grade;
- Financial aid or veteran’s education benefits may be affected.

**Program Transfers**

Some students wish to change their program of study after they have completed certain coursework toward the completion of a program. Under certain conditions, Vatterott students may transfer between Diploma, Associate and Bachelor level programs within the Vatterott Educational Centers, Inc. (“Vatterott!”) school system by completing a new Enrollment Agreement; and, receive full credit for successfully completed Vatterott system courses, provided such courses are either in the same program or comparable to or substantially the same in scope and content, were earned within five (5) years (technical courses only), and meet all other established Vatterott policies and criteria. A student who wants to switch from one program to another must initiate the procedure by requesting a Program Transfer Request form from the Director of Education. The completed Request for Program Transfer form must be processed by the Registrar and Office of Financial Aid and submitted to the Campus Director for final approval.

Students must be meeting Satisfactory Academic Progress or have an approved appeal to be eligible for a program transfer.

**Students Receiving Veterans Benefits**

Students receiving Veterans education benefits must meet satisfactory academic progress (SAP) and attendance requirements in accordance with the Institution’s SAP and Attendance policies in order to remain eligible to be certified for VA education benefits. VA students on academic probation are considered to be maintaining satisfactory progress and will continue to be certified for education benefits with the U.S. Department of Veterans Affairs (VA). If students fail to meet academic requirements as defined in their academic plan while on probation, their enrollment certification will be terminated which may result in VA requiring students to repay a portion or all benefits received. Once benefits are terminated due to SAP/attendance, students are ineligible to be certified for VA education benefits until SAP is once again met or if students successfully appeals the decision for readmission.

**Articulation Agreements**

In some circumstances, Vatterott Educational Centers Inc. (“Vatterott!”), or a school or group of schools operated by Vatterott, may enter into a written agreement with another institution pursuant to which certain courses or programs are assessed and pre-approved for transferability. Information regarding such “articulation agreements”, including a summary of each agreement, may be found at [http://www.vatterott.edu/articulationagreements/agreements.asp](http://www.vatterott.edu/articulationagreements/agreements.asp).

**Important Note:** Prospective and current students should be advised that Vatterott does not and cannot guarantee that credits earned at an institution operated by Vatterott will be accepted by or transferable to any other college, university, or educational institution, even where an articulation agreement is in place. Accordingly, students are strongly encouraged to contact any institution to which they may want to transfer credits earned at a Vatterott institution to confirm that such institution will accept their credits on transfer, consistent with any existing articulation agreement.

Individuals seeking additional information relating to articulation agreements can contact their Campus Director or Director of Education, or email their inquiry to consumerinfo@vatterott.edu.
PROGRAM OFFERINGS
Program Offerings

Vatterott College - Quincy Campus

Diploma

Automotive Technology
Building Maintenance Mechanic
Electrical Mechanic
Heating, Air Conditioning, & Refrigeration
Medical Assistant
Plumbing

Associate of Applied Science (AAS)

Electrical Mechanics
Heating, Air Conditioning, and Refrigeration
Medical Assistant

Vatterott College, Quincy Campus, only offers those specific programs of study listed above and expressly discussed in the Course Descriptions section of this catalog. Other Vatterott College campuses only offer those specific programs of study specified in their respective current catalogs.

The Institution reserves the right to alter the scope and sequence of course offerings at any time.

Automotive Technician Diploma

The objective of this program is to prepare the student for employment as an entry level Automotive Technician with the necessary skills to obtain employment in the Automotive Repair field working at an independent garage or dealership facility.

The program consists of 60 weeks, 65.5 Quarter Credit Hours of theory and associated labs along with 4 Quarter Credit Hours of General Education instruction. Instruction is designed for entry every 10 weeks.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT-100</td>
<td>Brake Fundamentals</td>
<td>2</td>
</tr>
<tr>
<td>AT-105</td>
<td>Engine Repair I</td>
<td>3.5</td>
</tr>
<tr>
<td>AT-106</td>
<td>Suspension and Steering I</td>
<td>3</td>
</tr>
<tr>
<td>AT-110</td>
<td>Engine Repair II</td>
<td>3.5</td>
</tr>
<tr>
<td>AT-112</td>
<td>Brake Systems</td>
<td>5</td>
</tr>
<tr>
<td>AT-115</td>
<td>Suspension and Steering II</td>
<td>3</td>
</tr>
<tr>
<td>AT-118</td>
<td>Heating and Air Conditioning I</td>
<td>6</td>
</tr>
<tr>
<td>AT-120</td>
<td>Electrical/Electronic Fundamentals</td>
<td>2</td>
</tr>
<tr>
<td>AT-125</td>
<td>Electrical/Electronic Systems I</td>
<td>4</td>
</tr>
<tr>
<td>AT-130</td>
<td>Electrical/Electronic Systems II</td>
<td>4</td>
</tr>
<tr>
<td>AT-135</td>
<td>Electrical/Electronic Systems III</td>
<td>3.5</td>
</tr>
<tr>
<td>AT-140</td>
<td>Transmissions, Trains, and Axles I</td>
<td>5.5</td>
</tr>
<tr>
<td>AT-145</td>
<td>Transmissions, Trains and Axles II</td>
<td>4</td>
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<td>AT-148</td>
<td>Transmissions, Trains and Axles III</td>
<td>3.5</td>
</tr>
<tr>
<td>AT-150</td>
<td>Engine Performance I</td>
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</tr>
<tr>
<td>AT-155</td>
<td>Engine Performance II</td>
<td>4</td>
</tr>
<tr>
<td>AT-160</td>
<td>Engine Performance III</td>
<td>4</td>
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<tr>
<td>GE-124</td>
<td>Technical Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>GE-126</td>
<td>Computer Concepts</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation 69.5
Building Maintenance Mechanic

The objective of this program is to prepare the graduate with the theory and the entry-level working knowledge of the maintenance and repair of a variety of mechanical systems commonly found in office buildings, hospitals, schools, utility companies and industrial plants. In addition, the student will learn fundamental skills in drawing schematics and blueprints as well as proficiencies in environmental control systems.

The program consists of 60 weeks, 72 Quarter Credit Hours of Building Maintenance theory and associated lab work. Instruction is designed for entry every 10 weeks.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
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</thead>
<tbody>
<tr>
<td>BM-101B</td>
<td>Electricity Principles</td>
<td>12.0</td>
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<tr>
<td>BM-102B</td>
<td>Plumbing Fundamentals</td>
<td>12.0</td>
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<tr>
<td>BM-103B</td>
<td>Carpentry</td>
<td>12.0</td>
</tr>
<tr>
<td>BM-104B</td>
<td>Air Conditioning and Refrigeration Systems</td>
<td>12.0</td>
</tr>
<tr>
<td>BM-105B</td>
<td>Electric Motors, Lighting and Control Technology</td>
<td>12.0</td>
</tr>
<tr>
<td>BM-106B</td>
<td>Heating</td>
<td>12.0</td>
</tr>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation 72

Electrical Mechanics

The objective of this program is designed to prepare the graduate with the theory and working knowledge of Electrical Installation, Maintenance and Repair to begin a career as an entry-level electrician. Students may receive nationally-recognized certifications through the National Center for Construction Education and Research.

The program consists of 60 weeks, 72 Quarter Credit Hours of theory and associated lab instruction in the areas of electrical theory; residential, commercial, and industrial wiring methods and regulations, and motor control. Instruction is designed for entry every 10 weeks.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>EM-112</td>
<td>Residential I</td>
<td>12.0</td>
</tr>
<tr>
<td>EM-114</td>
<td>Residential II</td>
<td>12.0</td>
</tr>
<tr>
<td>EM-115</td>
<td>Commercial I</td>
<td>12.0</td>
</tr>
<tr>
<td>EM-116</td>
<td>Industrial I</td>
<td>12.0</td>
</tr>
<tr>
<td>EM-117</td>
<td>Commercial II</td>
<td>12.0</td>
</tr>
<tr>
<td>EM-118</td>
<td>Industrial II</td>
<td>12.0</td>
</tr>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation 72

Heating, Air Conditioning, & Refrigeration

The objective of this program is to prepare the graduate with the theory and working knowledge of heating, air conditioning and refrigeration in order to secure an entry-level position in the industry as a maintenance or service technician. Students may receive nationally-recognized certifications through the National Center for Construction Education and Research. Students may also test for and receive their EPA Refrigerant Handling Certification.

The program consists of 60 weeks, 72 Quarter Credit Hours of heating, air conditioning, and refrigeration theory and associated lab work. Instruction is designed for entry every 10 weeks.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>HV-112</td>
<td>Electrical Fundamentals</td>
<td>12.0</td>
</tr>
<tr>
<td>HV-114</td>
<td>Refrigeration Fundamentals</td>
<td>12.0</td>
</tr>
<tr>
<td>HV-115</td>
<td>Residential Air Conditioning</td>
<td>12.0</td>
</tr>
<tr>
<td>HV-116</td>
<td>Heating</td>
<td>12.0</td>
</tr>
<tr>
<td>HV-118</td>
<td>Commercial Refrigeration</td>
<td>12.0</td>
</tr>
<tr>
<td>HV-119</td>
<td>Commercial Air Conditioning</td>
<td>9.0</td>
</tr>
<tr>
<td>GR-104</td>
<td>Green Awareness</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation 72

HVAC AND SHEET METAL CERTIFICATIONS

NCCER is an official recognized training provider for North American Technician Excellence (NATE), an independent third-party certifier for HVAC/R technicians. NATE-certified technicians can use selected HVAC and sheet metal module completions through NCCER Accredited Training Sponsors for certification through NATE. For more information regarding NATE recertification and details and lists of available NATE-certified training, visit NATE at www.natex.org. For additional information, please contact NCCER customer service at 888.622.3720.

Medical Assistant

The objective of this program is designed to prepare the graduate with the theory and working knowledge to acquire an entry-level position as a Medical Assistant Students may also test for and receive their Nationally Certified Medical Assistant (NCMA) Certification.

The program consists of 60 weeks, 72 Quarter Credit Hours of medical theory and associated lab work. Instruction is designed for entry every 10 weeks.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA-101</td>
<td>Basic Medical Assistant Language &amp; Principles</td>
<td>12.0</td>
</tr>
<tr>
<td>MA-102</td>
<td>Basic Medical Assistant Skills</td>
<td>12.0</td>
</tr>
<tr>
<td>MA-103</td>
<td>Advanced Medical Assistant I</td>
<td>12.0</td>
</tr>
<tr>
<td>MA-104</td>
<td>Advanced Medical Assistant II</td>
<td>12.0</td>
</tr>
<tr>
<td>MA-105</td>
<td>Advanced Medical Assistant III</td>
<td>12.0</td>
</tr>
<tr>
<td>MA-106</td>
<td>Medical Assistant Externship</td>
<td>12.0</td>
</tr>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation 72
The objective of this course is to prepare the student with the theory and working knowledge of Plumbing in order to secure an entry-level position in the industry as a maintenance or service technician.

The program consists of 60 weeks, 72 Quarter Credit Hours of plumbing theory and associated lab work. Instruction is designed for entry every 10 weeks.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
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<tbody>
<tr>
<td>PL-120</td>
<td>Introduction to Plumbing</td>
<td>12.0</td>
</tr>
<tr>
<td>PL-122</td>
<td>Brazing &amp; Soldering/Connections</td>
<td>12.0</td>
</tr>
<tr>
<td>PL-123</td>
<td>Measurements, Calculations and Blueprint Reading</td>
<td>12.0</td>
</tr>
<tr>
<td>PL-124</td>
<td>Residential Plumbing</td>
<td>12.0</td>
</tr>
<tr>
<td>PL-125</td>
<td>Commercial Plumbing</td>
<td>12.0</td>
</tr>
<tr>
<td>PL-126</td>
<td>Water Supply Protection and Appliances</td>
<td>12.0</td>
</tr>
</tbody>
</table>

**Total Number of Quarter Credit Hours Required for Graduation 72**

The objective of this occupational degree program is designed to prepare the graduate with the theory and working knowledge to acquire an entry-level position as an electrical installation, maintenance, or repair service technician, electrical contractor, or electrical crew chief.

The program consists of 80 weeks, 72 Quarter Credit Hours of electrical theory and associated lab work, 20 hours of general education, and 4 hours of applied general education totaling 96 Quarter Credit Hours. Instruction is designed for entry every 10 weeks.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>EM-112</td>
<td>Residential I</td>
<td>12.0</td>
</tr>
<tr>
<td>EM-114</td>
<td>Residential II</td>
<td>12.0</td>
</tr>
<tr>
<td>EM-115</td>
<td>Commercial I</td>
<td>12.0</td>
</tr>
<tr>
<td>EM-116</td>
<td>Industrial I</td>
<td>12.0</td>
</tr>
<tr>
<td>EM-117</td>
<td>Commercial II</td>
<td>12.0</td>
</tr>
<tr>
<td>EM-118</td>
<td>Industrial II</td>
<td>12.0</td>
</tr>
<tr>
<td>GE-101</td>
<td>Rhetoric and Composition</td>
<td>4.0</td>
</tr>
<tr>
<td>GE-103</td>
<td>General Education Mathematics</td>
<td>4.0</td>
</tr>
<tr>
<td>GE-104</td>
<td>Energy and Society</td>
<td>4.0</td>
</tr>
<tr>
<td>GE-105</td>
<td>Principles of Microeconomics</td>
<td>4.0</td>
</tr>
<tr>
<td>GE-106</td>
<td>Contemporary Ethics</td>
<td>4.0</td>
</tr>
<tr>
<td>AGE-101</td>
<td>Technical Communication</td>
<td>4.0</td>
</tr>
</tbody>
</table>

**Total Number of Quarter Credit Hours Required for Graduation 96**

The objective of this occupational degree program is designed to prepare the graduate with the theory and working knowledge to acquire an entry-level position as a Heating, Air Conditioning and Refrigeration service mechanic, installer or contractor.

The program consists of 80 weeks, 72 Quarter Credit Hours of heating, air conditioning and refrigeration theory and associated lab work, 20 hours of general education, and 4 hours of applied general education totaling 96 Quarter Credit Hours. Instruction is designed for entry every 10 weeks.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>HV-112</td>
<td>Electrical Fundamentals</td>
<td>12.0</td>
</tr>
<tr>
<td>HV-114</td>
<td>Refrigeration Fundamentals</td>
<td>12.0</td>
</tr>
<tr>
<td>HV-115</td>
<td>Residential Air Conditioning</td>
<td>12.0</td>
</tr>
<tr>
<td>HV-116</td>
<td>Heating</td>
<td>12.0</td>
</tr>
<tr>
<td>HV-118</td>
<td>Commercial Refrigeration</td>
<td>12.0</td>
</tr>
<tr>
<td>HV-119</td>
<td>Commercial Air Conditioning</td>
<td>9.0</td>
</tr>
<tr>
<td>GE-104</td>
<td>Energy and Society</td>
<td>4.0</td>
</tr>
<tr>
<td>GE-105</td>
<td>Principles of Microeconomics</td>
<td>4.0</td>
</tr>
<tr>
<td>GE-106</td>
<td>Contemporary Ethics</td>
<td>4.0</td>
</tr>
<tr>
<td>GR-104</td>
<td>Green Awareness</td>
<td>3.0</td>
</tr>
<tr>
<td>AGE-101</td>
<td>Technical Communication</td>
<td>4.0</td>
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</table>

**Total Number of Quarter Credit Hours Required for Graduation 96**

EFFECTIVE 05/2016  VATTEROTT COLLEGE QUINCY
This occupational degree program is designed to prepare the graduate with the theory and working knowledge to acquire an entry-level position as a medical assistant, medical assistant supervisor, or clinical office manager.

The program consists of 80 weeks, 72 Quarter Credit Hours of medical assisting theory and associated lab work, 20 hours of general education, and 4 hours of applied general education totaling 96 Quarter Credit Hours. Instruction is designed for entry every 10 weeks.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA-101</td>
<td>Basic Medical Assistant Language &amp; Principles</td>
<td>12.0</td>
</tr>
<tr>
<td>MA-102</td>
<td>Basic Medical Assistant Skills</td>
<td>12.0</td>
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<tr>
<td>MA-103</td>
<td>Advanced Medical Assistant I</td>
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<td>MA-104</td>
<td>Advanced Medical Assistant II</td>
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<tr>
<td>MA-105</td>
<td>Advanced Medical Assistant III</td>
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<tr>
<td>MA-106</td>
<td>Medical Assistant Externship</td>
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<td>Rhetoric and Composition</td>
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<td>GE-106</td>
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</tr>
<tr>
<td>AGE-101</td>
<td>Technical Communication</td>
<td>4.0</td>
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</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation 96
Course Descriptions

The total hours for each course are represented in Quarter Credit Hours (QCH) or Clock Hours (CH), as appropriate. Prerequisites are listed, if applicable.

**AGE-101: Technical Communication** 4 Quarter Credit Hours

This course focuses on writing and oral communication skills as they are applied to a variety of technical contexts. Through a process-oriented approach, students learn to plan, investigate, organize, write and revise common technical documents. In adapting written material for a listening audience, students are given classroom opportunities for informative demonstrations and presentations. Emphasis will be placed on the principles of effective technical writing, especially as they pertain to memos, letters, and reports.

**AT-100: Brakes Fundamentals** 2 Quarter Credit Hours

This course introduces the student to the procedures used for diagnosis and repair of both drum brakes and disc brake systems, both commonly used on cars. This course also covers the maintenance and turning of the rotors and drums.

**AT-105: Engine Repair I** 3.5 Quarter Credit Hours

This course covers the basic principles of fuel delivery/management, exhaust and emission systems, and procedures for diagnosing and restoring engine performance using appropriate test equipment. The focus of this course is the basic rebuilding of an engine. Students also learn to use precision measuring tools to tear down and reassemble the engine.

**AT-106: Suspension and Steering I** 3 Quarter Credit Hours

This course introduces students to the procedures for the diagnosis and repair of steering and suspension systems. Students also learn the basic angles involved in the wheel alignment procedure and the proper adjustment and procedures in aligning a front end. This course also covers the basics of fire repair.

**AT-110: Engine Repair II** 3.5 Quarter Credit Hours

This course covers the final features of engine repair including the final assembly and adjustment of items that result in an in tune vehicle running at the peak of efficiency. This course covers the final adjustment of the fuel system and timing calibrations in detail. Additionally, students learn to use common tools and equipment to set the abovementioned engine parameters.

Prerequisite: AT 105

**AT-112: Brake Systems** 5 Quarter Credit Hours

The students learn the procedures for bleeding the brake system on a car as well as the complex process for bleeding the brake on a vehicle with anti-lock brakes. This course covers the resurfacing of the drum and the disc as well as the use of an on car brake lathe. Students learn the above mentioned procedures by utilizing training aids in the classroom and shop as well as through work on vehicles.

**AT-115: Suspension and Steering II** 3 Quarter Credit Hours

In this class, the students learn about the use of a four wheel alignment and high speed balances used for the car tire balancing procedures. This course covers the rack and pinion steering gear that is used in most new vehicles as well as the repair procedure for fixing leaks that are common to this system. Students also learn how to rebuild the rack and pinion unit.

Prerequisite: AT 106

**AT-118: Heating and Air Conditioning I** 6 Quarter Credit Hours

This course analyzes the correct operation of the heating system and the air conditioning system in a car. Students learn how to perform minor and major repairs to both systems. This course also covers the proper way to handle the refrigerant as well as the proper way to recycle the refrigerant and charge the system.

**AT-120: Electrical/Electronic Fundamentals** 2 Quarter Credit Hours

This course teaches students to use electrical/electronic test equipment to diagnose and restore engine performance. Students are required to demonstrate the proper procedures and system principles related to engine performance. This course also covers the diagnosis and repair of ignition, emission control, and related electrical systems and the way that they monitor and operate the various systems in the car.

**AT-125: Electrical/Electronic Systems I** 4 Quarter Credit Hours

This course covers a more advanced diagnosing of the drive train with different electric tools, scopes and testers. This course also covers the use of scanners and probes to test the engine and its components.

Prerequisite: AT 120

**AT-130: Electrical/Electronic Systems II** 4 Quarter Credit Hours

This course covers the use of scanners and probes to perform advanced testing on engine and drive train components. Students learn the proper use of many of the on the vehicle / drive type of diagnostic scanners.

Prerequisites: AT 120 & AT 125

**AT-135: Electrical/Electronic Systems III** 3.5 Quarter Credit Hours

This course covers the use of hand held testing devices and DVOM meters for troubleshooting shorts and broken wires on a vehicle. This course also covers the correct manner in which to repair shorts and broken wires by determining the proper wire size and wire type needed.

Prerequisites: AT 120, AT 125 & AT 130

**AT-140: Transmissions Drive Trains and Axles I** 5.5 Quarter Credit Hours

This course covers the basic differences in the two types of drive trains in detail. This course also outlines the service differences needed on each type of transmission. Students learn to disassemble and rebuild the drive axles used in the transaxle assembly.

**AT-145 Transmissions Drive Trains and Axles II** 4 Quarter Credit Hours

This course covers the operational differences in the two types (RWD & FWD) of drive trains. The course also covers the advantages and disadvantage of each type of transmission. The course includes instruction on the drive axles used in the transaxle assembly as well as the maintenance required on these axles that are used on most FWD vehicles.

Prerequisite: AT 140

**AT-148 Transmissions Drive Trains and Axles III** 3.5 Quarter Credit Hours

This course covers the electronics that are used on transmissions. This course also covers proper repair procedures on each transmission type. Additionally, students learn to a rebuild half shaft axle.

Prerequisite: AT 140 & AT 145

**AT-150: Engine Performance I** 5 Quarter Credit Hours

This course covers the use of the old style tune vs. current electronic tune up. Students become familiar with a variety of car and truck engines and learn to perform tune ups.

**AT-155: Engine Performance II** 4 Quarter Credit Hours

This course covers the use of diagnostic scopes for inspecting the operation of a car engine and for inspecting the electronic controls of an engine. The course provides students with working knowledge of the OEM and the effects of these controls.

Prerequisite: AT 150

**AT-160: Engine Performance III** 4 Quarter Credit Hours

This course builds on the students’ knowledge of the use of diagnostic scopes for inspecting the operation of a car engine and for inspecting the electronic controls of an engine. The course provides students with working knowledge of the modification of the operating parameters of the Electronic Control Modules and other controllers.

Prerequisite: AT 150 & AT 155

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The total hours for each course are represented in Quarter Credit Hours (QCH) or Clock Hours (CH), as appropriate. Prerequisites are listed, if applicable.
### BM-101B: Electricity Principles 12 Quarter Credit Hours

Students will study electrical safety techniques as well as basic electrical principles and the theories needed to understand various electrical circuits. Students will participate in team dynamics exercises in a self-directed work environment designed to convey the importance of teamwork in highly effective organizations.

**Electrical Safety**
- Equipment Lockouts
- Basic Math and Basic Quantities
- Devices
- Ohm’s Law and Usage
- Magnetism
- Series and Parallel Circuits
- Circuits
- Introduction to Electrical Motors
- Circuit Characteristics
- Electrical Instrumentation and Measurements

### BM-102B: Plumbing Fundamentals 12 Quarter Credit Hours

Students will learn installation, repair, maintenance and design aspects of common plumbing systems found in residential and commercial buildings. Students will explore their creativity in solving issues and problems common to their personal and professional life experiences.

**Plumbing Math**
- Drains and Sewers
- Clearing Stoppages
- PVC Pressure Fittings
- Venting
- Fitting specifications and Identification
- Fire Suppression Systems and Maintenance

**Hand Bending**
- Raceways and fittings
- Pull and Junction Boxes

**Soldering and Brazing**
- Flaring and Swaging
- Cycle Controls

**Dehydration-Evacuation-Charging**
- Refrigeration Accessories
- Refrigeration Accessory

### BM-103B: Carpentry 12 Quarter Credit Hours

Students will learn fundamental carpentry skills with emphasis on framing, repair, ADA requirements, safety and finish. Students will study basic language principles through written communication with techniques of gathering, organizing and processing information in a written context.

**Blueprints, Codes, and Building Layout**
- Power Tools
- Window and Door Trim
- Roof Systems
- Drywall and Taping

**Hand Tools**
- Soldering

**Framing**
- Screen, Truss, and Soffit

**Safety**
- Fall Protection

### BM-104B: Air Conditioning & Refrigeration Systems 12 Quarter Credit Hours

Students will understand the refrigeration cycle and its basic components, in addition to principles of installing and troubleshooting basic problems. Students will focus on effective communication styles and techniques designed to enhance leadership, organizational, and problem-solving skills.

**Introduction to Air Conditioning & Refrigeration Cycle**
- Recovery, Recycling, and Reclaiming
- Refrigeration Components
- Refrigeration Accessories
- Refrigeration Accessory

**Saturation Temperature versus Pressure**
- Metering Components
- Dehydration-Evacuation-Charging

**Introduction to Construction Math**
- Electrical Test Equipment
- Conductor Termination and Splices

**Wiring Diagrams**
- Conductor Selection and Calculations
- Device Boxes

**Venting**
- Electrical Lighting
- Electrical Test Equipment

**Oil and Electrical Heat**
- Conductor Selection and Calculations
- Device Boxes

**Gas Controls**
- Electrical Theory

**Furnace Components and Piping Installation**
- Electrician

**Condensing Furnaces**
- Principles of Combustion

**Principles of Combustion**
- Troubleshooting all Heat Systems

**Hydronic Heat**
- Venting of Furnaces

**Safety Controls**
- Wiring Diagrams

**Gas Controls**
- Furnace Components and Piping Installation

**Gas Heat and Combustion Principles**

### EM-112: Residential I 12 Quarter Credit Hours

This course explains the safety obligations of workers to ensure a safe workplace and discusses the causes and results of accidents and the dangers of rationalizing risks. It also reviews basic mathematical functions used in the construction industry; identifies hand and power tools widely used and familiarizes trainees with basic blueprint terms and symbols. A deeper introduction to Electrical Safety, an introduction to how circuits are designed, as well as fundamental electrical theory and system transformers is discussed.

**Introduction**
- Basic Safety
- Introduction to Construction Math

**Fire Suppression Systems and Maintenance**
- Basic Construction Skills
- Basic Communication Skills

**Fitting specifications and Identification**
- Basic Electrical Construction Drawings

**Electrical Lighting**
- Electrical Theory

**Thin and three phase services; and describes**
- Electrical Test Equipment

**Circuit Characteristics**
- Conductors and Cables

**Introduction to the National Electrical Code**
- Electrical Lighting

**Residential Electric Services**
- Conductors and Cables

**Grounding and Bonding**
- Residential Electric services

**Conductors and Cables**
- Residential Electric services

**Device Boxes**
- Residential Electric services

**Electrical Test Equipment**
- Residential Electric services

**Electrical Lighting**
- Residential Electric services

**Introduction to the National Electrical Code**
- Electrical Theory

**Basic Electrical Construction Drawings**
- Electrical Theory

**Basic Electrical Construction Drawings**
- Electrical Theory

### EM-114: Residential II 12 Quarter Credit Hours

This course introduces trainees to the proper selection, inspection, use and maintenance of common electrical test equipment; advises students regarding the proper method and selection of conductor terminations and splices; provides a navigational road map for using the NEC®; and introduces the trainee to electrical prints, drawings, and symbols: gives a thorough introduction to various conductors and cables as well as device boxes used in residential and commercial wiring. Residential Electric Services are sized detailed; rules regarding the safe grounding and bonding of electrical equipment and systems are covered; introduces the trainee to various types of lighting in the electrical field; details the electrical devices and wiring techniques common to residential construction and maintenance. Topics include:

**Electrical Test Equipment**
- Conductor Termination and Splices

**Conductor and Cables**
- Device Boxes

**Residential Electric services**
- Basic Communication Skills

**Grounding and Bonding**
- Electrical Lighting

**Electrical Theory**
- Introduction to the National Electrical Code

**Introduction to the National Electric Code**
- Electrical Test Equipment

**Basic Electrical Construction Drawings**
- Electrical Theory

### EM-115: Commercial I 12 Quarter Credit Hours

This course focuses on forces that are characteristic of alternating-current systems and the application of Ohm’s Law to AC circuits; identifies the purpose of grounding and bonding electrical systems; covers the types of bends in all sizes of conduit up to 6 inches; and explains how to select and size outlet boxes, pull boxes, and junction boxes in accordance with NEC®. It explains the transportation, storage, and setup of cable reels; identifies NEMA and NEC® installation requirements for cable tray; covers methods and techniques for both single- and three-phase services; and describes fuses and circuit breakers along with their practical applications. Course topics include:

**Raceways and fittings**
- Pull and Junction Boxes

**Hand Bending**
- Conductor Selection and Calculations

**Conductor Installations**
- Conduit bending

**Practical Applications of Lighting**
- Commercial Electric Services

**Cable Tray**
- Distribution Equipment
EM-116: Industrial I 12 Quarter Credit Hours

Students will obtain all necessary knowledge of industrial electricity needed to work in the Electrical Mechanics industry and field as technicians. Various types of specialty transformers, forms of overcurrent protection, heat trace equipment, HVAC controls as well as control systems and fundamental concepts will be covered. The trainee will also be introduced to various types of motors and their associated sizing, calculation, and operation concepts.

- Specialty Transformers
- HVAC Controls
- Motor Calculations
- Motor Operation and Maintenance
- Control Systems and Fundamental Concepts

Heat Tracing and Freeze Protection

EM-117: Commercial II 12 Quarter Credit Hours

This course focuses on forces that are characteristic of alternating-current systems and the application of Ohm’s law to AC circuits; identifies the purpose of grounding and bonding electrical systems; covers the types of bends in all sizes of conduit up to 6 inches; and explains how to select and size outlet boxes, pull boxes, and junction boxes in accordance with NEC®. It explains the transportation, storage, and setup of cable reels; identifies NEMA and NEC® installation requirements for cable trays; covers methods and techniques for both single- and three-phase services; and describes fuses and circuit breakers along with their practical applications. Course topics include:

- Hazardous Locations
- Health Care Facilities
- Fire Alarm Systems
- Special Locations
- Load Calculations - Branch and Feeder Circuits
- Load Calculations - Feeders and Services

EM-118: Industrial II 12 Quarter Credit Hours

Students will obtain all necessary knowledge of industrial electricity needed to work in the Electrical Mechanics industry and field as technicians. The trainee will be introduced to the various aspects of solid state control systems, theory, operation, installation and trouble shooting of the following: basic electronics, variable frequency drives, programmable controllers, solid state sensors, solid state overloads and solid state relays. Trainees will be introduced to programmable controller programming software and instructions.

- Solid State Relays
- Variable Frequency Drives
- Output Instructions
- Math Instruction
- Sequence Instructions
- Programming Devices
- Examine ON/OFF Instruction

ENG 099: Introduction to Writing Non-Credit Course

This course is designed as an introduction to the basic tools of effective writing and communication. The course will prepare the student for the demands of writing at the college level. The course is intended to provide the tools necessary to succeed in writing at this level and achieve basic competence in proper sentence construction, the development of cogent paragraphs and essays providing the building blocks for successful writing at a more advanced level.

GE-101: Rhetoric and Composition 4 Quarter Credit Hours

This course focuses on fundamental principles of English usage and basic writing skills. Students will develop an understanding of the writing process and become competent in expository, organizational and editorial strategies. Library and internet usage is incorporated into the course. Emphasis will be placed on critical skills in reading, thinking, and writing.

GE-103: General Education Mathematics 4 Quarter Credit Hours

This course focuses on mathematical reasoning and the solving of real-life problems, rather than routine skills. Topics to be studied in depth include graph theory, geometry, and mathematics of finance. Critical thinking skills are developed through application of these concepts to real-life problems.

GE-104: Energy and Society 4 Quarter Credit Hours

This course focuses on the basic physical principles and contemporary issues in the field of energy and environment, fossil and nuclear fuels to renewable energy sources. Students will examine the scientific, technological, environmental, economic, health, ethical, and political aspects of energy production and use. Emphasis will be placed on these issues in relationship to society and the individual.

GE-105: Principles of Microeconomics 4 Quarter Credit Hours

This course is designed to introduce basic concepts and issues in microeconomics with an emphasis on analyzing and applying economic variables of real-world problems. It enables students to apply an economic way of thinking in their daily lives. Topics to be studied in depth include supply and demand analysis, price-setting and profit, firm behavior, labor market, and consumer choice.

GE-124: Technical Mathematics 2 Quarter Credit Hours

This course provides an introduction to basic mathematical operations and functions as they apply to the workplace. The course starts with a review of numbers, their systems, forms, and operations. It then introduces basic algebraic concepts including solving systems of one and two variables, simplifying equations, and practical applications of basic technical formulas. Also included are basic geometric forms and relationships. The course emphasizes on providing students with a practical and useful working knowledge of these concepts for use in the rest of their program as well as on the job.

GE-126: Computer Concepts 2 Quarter Credit Hours

In the computer concepts course, students learn basic computer applications and concepts. The workings of the computer and its system are an essential skill in today's workplace. The course materials place an emphasis on today's most popular applications that pervade the workplace. Students learn the workings of the computer so as to be able to use computers in their chosen career.

GR-104: Green Awareness 3 Quarter Credit Hours

Designed for technicians, multi-craft trade personnel, building managers, or anyone interested in understanding the fundamentals of energy conservation and management. Attendees will learn to define new “green” energy technologies and understand the role of green awareness in reducing a personal and commercial carbon footprint, identify decisions and actions that impact the environment, and describe the life cycle phases of a building and the impacts on the green environment over its life cycle. Participants will also learn to conduct appropriate energy audits, energy consumption and demand analyses, and life cycle cost analyses to determine the energy efficiency of a building or system, identify green alternatives to conventional building practices and describe the pros and cons of these alternatives and ways to maximize the energy efficiency and water conservation of existing equipment in a given project, specifying the most efficient systems available for the application and the available budget.

HV-112: Electric Fundamentals 12 Quarter Credit Hours

This course teaches power generation and distribution, and electrical components; explains the theory of solid-state electronics, as well as the operation, use and testing of the various electronic components used in HVAC; and covers transformers, single-phase and three-phase power distribution, capacitors, the theory and operation of induction motors. Additionally, the student learns how to solve problems involving the measurement of lines, area, volume, weights, angles, pressure, vacuum, and temperature.

HV-114: Refrigeration Fundamentals 12 Quarter Credit Hours

Presenting the basic principles of heating, ventilation, and air conditioning, this course covers heat transfer, refrigeration, and pressure-temperature relationships. It teaches tools, materials, and safety precautions and depicts step-by-step procedures for soldering and brazing piping; covers the selection, preparation, joining, and support of copper and plastic piping and fittings; introduces the basic principles, processes, and devices used to control humidity and air cleanliness; and presents indoor air quality and its effect on the health and comfort of building occupants. It discusses techniques for reading and using blueprints, specifications, and shop drawings.
HV-115: Residential Air Conditioning  12 Quarter Credit Hours

Students will develop basic office/lab skills and knowledge, including medi-
terms, formulas, algebraic expressions and linear equations. The course
troduces the trainee to various heat recovery/reclaim devices and
energy reduction apparatuses. It explains how to analyze circuit diagrams for
electronic and microprocessor-based controls and covers the operation, testing,
and adjustment of conventional and electronic thermostats, as well as the opera-
tion of common electrical, electronic, and pneumatic circuits used to control
HVAC systems. It describes the purpose of planned maintenance and outlines
the procedures for servicing gas and oil furnaces, electric heating equipment, cooling
equipment, and heat pumps.

HV-116: Heating  12 Quarter Credit Hours

This course focuses on heating fundamentals; the types of furnace designs
and their components and presents the basic procedures for installing and
servicing furnaces. It describes the tools and instruments used in trouble-
shooting gas heating appliances and teaches the principles of fossil-fuel
furnace venting; covers various types of iron and steel pipe and fittings and
provides step-by-step instructions for cutting, threading, and joining ferrous
pipe. It additionally presents the operation and testing of electric furnaces
and their components and reviews the operation of electric heating appli-
cances. It covers the principles of reverse cycle heating; describes the opera-
tion of the various types of heat pumps and reviews heat pump operation
and heat pump control circuits.

HV-118: Commercial Refrigeration (HVAC/R)  12 Quarter Credit Hours

This course covers the operation of refrigeration systems, with emphasis on
systems used in cold storage and other commercial food preservation applica-
tions and presents the basic techniques and equipment used in trouble-
shooting cooling equipment. It explains the operating principles of the differ-
ent types of compressors used in comfort air conditioning systems and offers
the operating principles, applications, installation, and adjustment of the
various types of fixed and adjustable expansion devices. It presents the
entire basic refrigerant handling and equipment servicing procedures that a
technician must know in order to service HVAC systems and covers the
application and installation of various types of fasteners, gaskets, seals, and
lubricants and the adjustment of different types of belt drives, bearings, and
couplings.

HV-119: Commercial Air Conditioning (HVAC/R)  9 Quarter Credit Hours

This course describes air distribution systems and their components, air flow meas-
urements, ductwork installation principles, and the use of instruments for measur-
ing temperature, humidity, pressure, and velocity and covers procedures for the
startup of hot water and steam heating, chilled water, and forced air distribution
systems. It covers operating principles, piping systems, preventive maintenance,
and servicing of boilers, chillers, chilled water systems, steam systems, and steam
traps and describes the systems, equipment, and operating sequences used in a
variety of commercial airside system configurations. It also explains how comput-
er and microprocessor controls are used to manage zoned HVAC systems.

MA 099: Basic College Mathematics  Non-Credit Course

This mathematics course focuses on algebraic concepts essential for suc-
cess in the workplace and future courses. Using practical examples and
applications, students practice fundamental operations with number sys-
tems, formulas, algebraic expressions and linear equations.

MA-101: Basic Medical Assistant Language and Principles  12 Quarter Credit Hours

Students will develop an understanding of medical language, math princi-
ples, and anatomy.
- Human Anatomy & Physiology: Personal Development
- Medical Terminology: Medical Disorders
- Basic Math

MA-102: Basic Medical Assistant Skills  12 Quarter Credit Hours

Students will develop basic office/lab skills and knowledge, including medi-
cal law and ethics.
- Medical Grammar: Keyboarding
- Medical History: Professional & Social Development
- Development: Vital Signs

MA-103: Advanced Medical Assistant I  12 Quarter Credit Hours

Students will be able to perform medical duties related to Radiology, Urina-
lysis, Physical Therapy, Microbiology and Medical Transcription, as well as
understand the importance of Human Relations.
- Radiology Procedures
- Medical Law & Ethics
- Microbiology
- Specialty Lab Test
- Human Relations
- Medical Transcription
- Pharmacology Math & Medication
- Clinical Lab Urinalysis

MA-104: Advanced Medical Assistant II  12 Quarter Credit Hours

Students will be able to perform medical duties related to Insurance, EKGs,
Exams, Accounting and Coding.
- Electrocardiograms: CPR/Fat Ad
- Medical Insurance and Coding
- Computerized Medical Office
- Physical/Diagnostic Exams
- Accounting Practices

MA-105: Advanced Medical Assistant III  12 Quarter Credit Hours

Students will be able to perform medical duties related to Venipuncture,
Management, Communications and Pharmacology Analysis.
- Clinical Lab Venipuncture: Principles of Organizational Management
- Nutrition
- Pharmacology Math and Medication
- Clinical Assisting Instruments
- Developing Good Work Habits

MA-106: Medical Assistant Externship  12 Quarter Credit Hours

Students will utilize and enhance the skills they have learned during the
program by working in an actual medical setting, full-time, 40 hours per
week. The student will complete 330 hours at the externship site, specific
hours to be determined by the clinic. The hours will be regular work days
hours for the site, and may occur on Saturdays, Sundays, or evenings as
required by the externship site. Specific requirements for the externship will
be provided by the externship coordinator. The students will also be re-
quired to attend one hour of lecture at the school each week and meet
with the extern coordinator to discuss the previous week, verify attendance,
and establish goals for the coming week.

Externship / Career Track / Team Dynamics

PL-120: Introduction to Plumbing  12 Quarter Credit Hours

While learning about the various types of pipe and fittings used in plumbing applica-
tions, the course introduces the student to ABS, PVC, CPVC, PE, PEX, and
PB; hub-and-spigal and no-hub cast-iron pipe and fittings with applica-
tions in DWV systems; threading, labeling, and sizing of carbon steel pipe
including domestic and imported; and flexible plastic-coated steel tubing.

PL-122: Brazing & Soldering/Connections  12 Quarter Credit Hours

This course discusses sizing, labeling, and applications of copper pipe and
fittings and reviews the types of valves that can be used on copper systems.
This course also identifies the major components of water distribution systems
and describes their functions while introducing the methods for attaching
and running DWV and water supply piping in relation to structural elements.
Students learn how to disinfect, filter, and soften water supply systems and
understand the operation of pumps and well components. The course con-
tent explains the Pythagorean Theorem and reviews methods for finding
angles while incorporating basic math concepts used on the job.

PL-123: Measurements, Calculations and Blueprint Reading  12 Quarter Credit Hours

This course introduces students to the different types of plumbing drawings
they will encounter on the job and discusses how to interpret and apply
plumbing drawings when laying out and installing plumbing systems while
addressing code requirements. This course discusses how to interpret and
use civil, architectural, structural, mechanical, plumbing, and electrical
drawings when installing plumbing systems. The course also teaches tech-
niques for sizing water supply systems, including calculating system require-
ments and demand, developed lengths, and pressure drops. The course
covers how to calculate drainage fixture units for waste systems.
The course introduces plumbing systems in swimming pools, hot tubs, and spas
and helps the student grasp concepts and practices that are essential for com-
petitive, successful plumbing businesses.
This course explores the proper techniques for locating, installing, and testing complete water supply systems. This course also introduces the principles of electricity, including voltage, current, resistance, and power. Students will discuss gas-fired, electric, solar, instantaneous, and indirect water heaters, components, and applications. This course covers the techniques for safe handling of natural gas, liquefied petroleum gas, and fuel oil. Additionally, this course covers the troubleshooting and repair of fixtures, valves, and faucets in accordance with code and safety guidelines and describes the types of private sewage systems as well as the maintenance and replacement of these systems. The course instructs on how to determine the local code system requirements.

**PL-124: Residential Plumbing**  
12 Quarter Credit Hours

This course explains how to locate, install, connect, and test a complete drain, waste, and vent (DWV) system. This course covers the proper techniques of locating, installing, and connecting roof, floor, and area drains according to code. Additionally, this course covers the installation of basic plumbing fixtures, including bathtubs, shower stalls, lavatories, sinks, water closets, and urinals. The course also reviews the different types of vents that can be installed in a DWV system and how they work. The course includes a description of the location and layout of plumbing systems for mobile home and travel trailer parks.

**PL-125: Commercial Plumbing**  
12 Quarter Credit Hours

This course reviews the many types of valves, their components, and valve applications. This course introduces the different types of backflow prevention devices and discusses how they work, where they are used, and how they are installed. Also, this course discusses the installation, diagnosis, and repair of pumps, controls, and sumps in sewage and storm water removal systems. Students will discuss corrosive wastes and review related safety issues and hazard communications. This course explains the principles of compressed air systems and describes their components and accessories. Additionally, this course introduces the basic types of hydronic and solar heating systems and their components.
Class Schedule

**Morning Classes:** Monday through Thursday, 8:00 a.m. to 12:30 p.m.
**Afternoon Classes:** Monday through Thursday, 1:00 p.m. - 5:30 p.m.
**Evening Classes:** Monday through Thursday, 6:00 p.m. to 10:30 p.m.

Class hours are subject to change or vary based on student needs.

## Holidays

Classes are not held on the following holidays:

<table>
<thead>
<tr>
<th>New Year’s Day</th>
<th>Veterans Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martin Luther King’s Birthday</td>
<td>Thanksgiving</td>
</tr>
<tr>
<td>President’s Day, Good Friday</td>
<td>Friday after Thanksgiving</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>Christmas Eve</td>
</tr>
<tr>
<td>Fourth of July</td>
<td>Christmas Day</td>
</tr>
<tr>
<td>Labor Day</td>
<td>New Year’s Eve</td>
</tr>
<tr>
<td>Columbus Day</td>
<td></td>
</tr>
</tbody>
</table>
Administrative Staff

Elizabeth Miller, Campus Director
Sara Homan, Director of Education
Elizabeth Miller, Director of Financial Aid
Mike Bogan, Enrollment Coordinator
Sara Homan, Retention Coordinator/Registrar
Cherie Brocaille, Career Services
Carol Starnes, Accountant
Kathleen Helsabeck, Learning Resource Coordinator
Joni Cook, Receptionist

Faculty

Benjamin Mondon - Automotive Program Director

After graduating in spring of 2005, from Spoon River College, Canton IL, he received an Associates of Applied Science in Automotive Technology. He spent the next 12 years working in the Automotive Technology field as an technician. He received the following certifications: ASE Master Technician Certifications A1 through A9 and L1 advanced engine performance certification and Toyota Master Diagnostic Technicians Certification in Engine Repair, Automatic Transmissions / Transaxle, Drive train & Axles, Suspension & Steering, Brakes, Electrical / Electronic Systems, Heating and Air Conditioning, Engine Performance, and Hybrid High Voltage Service.

Jason Klinner - Automotive Instructor

After graduating from Lincoln Technical Institute in West De Moines, Iowa he received an Associate’s Degree in Automotive and Diesel Technology and Business Management. He spent the next 23 years working in the Automotive field as an Automotive Technician and Service Manager responsible for diagnostic and repair of all Automotive Systems. He held the following certifications: ASE Master Technician A1 through A8, Advanced Engine Performance L1, Exhaust Systems X1, and Automobile Service Consultant C1.

Barry Sandrock - Automotive Instructor

After graduating in March of 1976, from Rosedale Technical Institute in Pittsburgh, PA., he received a Diploma in Automotive and Diesel Technology. He spent the next 37 years performing the following duties, electronics diagnosis and repair, drivability diagnosis and repair, power train repair, anti-lock brake systems, HVAC systems diagnosis and repair and performing mechanical repair estimates. During that time he received the following automotive licenses and certification: Pennsylvania State Inspection License, ASE Master Technician Certifications A1 through A9 and L1 advanced engine performance certification.

Ken Mondon—Electrical Instructor

Ken started working in the Electrical field in 1992, and continues to do so as an owner of an electrical business. He has his Quincy Master Electricians License. He does both residential and commercial electric work. Ken has his NCCER Electrical and HVAC Instructor License. He has held the following certifications: International Association of Electrical Inspectors; General Electrical Inspector, Electrical 1 and 2 Family Dwelling Inspector, and Soares Grounding of Electrical Systems; Building Officials and Code Administrators; Electrical Inspector and 1 & 2 Family Dwelling Electrical Inspector.

Elizabeth Powell - Medical Assistant Program Director

After serving in the United States Air Force for 24 years as a Medical Service Specialist she retired in July 2003 as a Senior Master Sergeant. She went to school upon retirement and graduated from John Wood Community College as a Licensed Practical Nurse. She also earned an Associates in Applied Science Office Technology. Medical Option.

Eric Vahle - HVAC Instructor

After graduating from Farris State University in Springfield MO., he spent the next 20 years working in the Heating, Air Conditioning, and Refrigeration field. He installing and maintained mechanical systems in residential, commercial and Industrial settings. He is a certified NCCER instructor and is EPA Refrigerate Certified.
Appendix B: Non-Accredited Courses

The certificate course(s) has not been reviewed by the Accrediting Commission of Career Schools and Colleges (ACCSC) and are not considered part of the accredited offerings of the College. They are offered as continuing education/professional development classes only. Students completing these courses will not receive any credit which can be used toward other certificate or degree programs offered by the College.

- Better Green Business
- Introductory Skills for Crew Leaders
- Your Role in the Green Environment

Admissions Requirements (Unless otherwise noted)

- Be 18 years old or have the written consent of a parent or guardian
- Meet course specific enrollment criteria, when applicable, as defined by the course description

A High School Diploma or GED is not required for the courses listed in Appendix B - Non-Accredited Courses.

Course Offerings

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-100</td>
<td>Your Role in the Green Environment</td>
</tr>
<tr>
<td>C-101</td>
<td>Better Green Business</td>
</tr>
<tr>
<td>TR-01-B</td>
<td>Introductory Skills for Crew Leaders</td>
</tr>
</tbody>
</table>

Course Description(s)

C-100: Your Role in the Green Environment Non-Accredited Course

This course will help learners develop an understanding of their impact on the environment. The course will provide information on what it means to “build green” and a broad overview of the ever-changing green environment initiatives. The course will also provide an overview of changes in the construction industry and the environment. Upon completion of this course, learners will receive a certificate of completion. The Course Length is 15 hours over 4 weeks.

C-101: Better Green Business Non-Accredited Course

This course will instruct you on how to help your company prepare for environmental changes and become a more “green” operation. You will learn about proven techniques any business can use, based on IBM’s break-through Green Business programs, products, strategies, and Green Sigma™ methodologies. You will study examples that illustrate how to establish effective green strategies and transformation plans, link them to operations, apply them, and track the results. In addition, you will learn about powerful, new Smarter Planet technologies that deliver value by “instrumenting the planet”. The Course Length is 12 hours over 4 weeks.

TR-01-B Introductory Skills for Crew Leaders Non-Accredited Course

This course teaches the basic leadership skills required to supervise personnel. It discusses principles of project planning, scheduling, estimating, and management. This introductory course is intended for recently or about-to-be promoted workers coming from the rank and file. The course presents topical case studies to instruct the subject content. For small or medium sized businesses, the course provides companies with the tools to develop qualified management personnel. It offers answers to firms attempting to maximize production with minimum resources and a limited management structure. For larger businesses, it provides an understanding appropriate to autonomous and decentralized leadership. The Course Length is 16 hours.

Tuition & Fees

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Award</th>
<th>Hours</th>
<th>Tuition</th>
<th>Books &amp; Supplies</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Role in the Green Environment</td>
<td>Certificate of Completion</td>
<td>15</td>
<td>$250</td>
<td>$85</td>
<td>$335</td>
</tr>
<tr>
<td>Better Green Business</td>
<td>Certificate of Completion</td>
<td>12</td>
<td>$250</td>
<td>$85</td>
<td>$335</td>
</tr>
<tr>
<td>Introductory Skills for Crew Leaders</td>
<td>Certificate of Completion</td>
<td>16</td>
<td>$250</td>
<td>$85</td>
<td>$335</td>
</tr>
</tbody>
</table>

* The amounts in the above fee chart for books and supplies are estimates and are subject to change.
## Appendix C: Tuition & Fees

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree</th>
<th>Weeks</th>
<th>Tuition</th>
<th>Registration Fee</th>
<th>Lab/Tech Fee</th>
<th>Books &amp; Supplies</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Technician**</td>
<td>Diploma</td>
<td>60</td>
<td>$24,000</td>
<td>$100</td>
<td>$1,500</td>
<td>$2,800</td>
<td>$28,400</td>
</tr>
<tr>
<td>Building Maintenance Mechanic</td>
<td>Diploma</td>
<td>60</td>
<td>$19,800</td>
<td>$100</td>
<td>$1,500</td>
<td>$3,400</td>
<td>$24,800</td>
</tr>
<tr>
<td>Electrical Mechanics</td>
<td>Diploma</td>
<td>60</td>
<td>$24,120</td>
<td>$100</td>
<td>$1,500</td>
<td>$2,600</td>
<td>$28,320</td>
</tr>
<tr>
<td>Heating, Air Conditioning and Refrigeration</td>
<td>Diploma</td>
<td>60</td>
<td>$24,120</td>
<td>$100</td>
<td>$1,500</td>
<td>$2,700</td>
<td>$28,420</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>Diploma</td>
<td>60</td>
<td>$24,120</td>
<td>$100</td>
<td>$1,500</td>
<td>$1,900</td>
<td>$27,620</td>
</tr>
<tr>
<td>Plumbing</td>
<td>Diploma</td>
<td>60</td>
<td>$19,800</td>
<td>$100</td>
<td>$1,500</td>
<td>$3,700</td>
<td>$25,100</td>
</tr>
<tr>
<td>Electrical Mechanics A.A.S.</td>
<td>A.A.S.</td>
<td>80</td>
<td>$32,832</td>
<td>$100</td>
<td>$2,000</td>
<td>$3,500</td>
<td>$38,432</td>
</tr>
<tr>
<td>Heating, Air Conditioning and Refrigeration</td>
<td>A.A.S.</td>
<td>80</td>
<td>$32,832</td>
<td>$100</td>
<td>$2,000</td>
<td>$3,300</td>
<td>$38,232</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>A.A.S.</td>
<td>80</td>
<td>$31,008</td>
<td>$100</td>
<td>$2,000</td>
<td>$2,700</td>
<td>$35,808</td>
</tr>
</tbody>
</table>

1. Lab/Technology Fees include the cost of student access to labs, instructional technology systems, discipline specific tools and software licenses.

2. Books are a mandatory part of the program. The amounts listed in the above fee chart for books are estimates to include applicable sales tax and are subject to change. Books may be purchased from the College at the price in effect at the time they are received by the student.

3. Supplies are a mandatory part of the program which include the cost of uniforms, toolkits, and other items. The amounts listed in the above fee chart for supplies are estimates to include applicable sales tax and are subject to change. Due to customization of uniforms, toolkits, and other items, supplies must be purchased from the College at the price in effect at the time they are received by the student.
## Appendix D: Illinois Consumer Information Supplement

### Vatterott College - Quincy 2016-2017 Illinois (IL) Consumer Information Supplement

### Diploma Programs

<table>
<thead>
<tr>
<th>ILLINOIS BOARD OF HIGHER EDUCATION DISCLOSURE REPORTING CATEGORY</th>
<th>Automotive Technician</th>
<th>Building Maintenance Mechanic</th>
<th>Electrical Mechanics</th>
<th>Heating, Air Conditioning &amp; Refrigeration</th>
<th>Medical Assistant</th>
<th>Plumbing</th>
</tr>
</thead>
<tbody>
<tr>
<td>The number of students who were admitted in the program or course of instruction as of July 1, 2015.</td>
<td>22</td>
<td>0</td>
<td>21</td>
<td>31</td>
<td>29</td>
<td>0</td>
</tr>
<tr>
<td>The number of additional students who were admitted in the program or course of instruction during the next 12 months and classified in one of the following categories:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) New starts</td>
<td>19</td>
<td>0</td>
<td>25</td>
<td>23</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>b) Re-enrollments</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>c) Transfers into the program from other programs at the school</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>The total number of students admitted in the program or course of instruction during the 12-month reporting period</td>
<td>42</td>
<td>0</td>
<td>50</td>
<td>57</td>
<td>58</td>
<td>0</td>
</tr>
<tr>
<td>The number of students enrolled in the program or course of instruction during the 12-month reporting period who:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Transferred out of the program or course and into another program or course at the school</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>b) Completed or graduated from a program or course of instruction</td>
<td>15</td>
<td>0</td>
<td>8</td>
<td>17</td>
<td>19</td>
<td>0</td>
</tr>
<tr>
<td>c) Withdrew from the school</td>
<td>12</td>
<td>0</td>
<td>15</td>
<td>11</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>d) Are still enrolled</td>
<td>13</td>
<td>0</td>
<td>27</td>
<td>28</td>
<td>23</td>
<td>0</td>
</tr>
<tr>
<td>The number of students enrolled in the program or course of instruction who were:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Placed in their field of study</td>
<td>10</td>
<td>0</td>
<td>4</td>
<td>9</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>b) Placed in a related field</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>c) Placed out of the field</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>d) Not available for placement due to personal reasons</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>e) Not employed</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>8</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>The number of students who took a State licensing examination or professional certification examination, if any, during the reporting period.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>The number of students who took and passed a State licensing examination or professional certification examination, if any, during the reporting period.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>The number of graduates who obtained employment in the field who did not use the school’s placement assistance during the reporting period; such information may be compiled by reasonable efforts of the school to contact graduates by written correspondence.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>The average starting salary for all school graduates employed during the reporting period; this information may be compiled by reasonable efforts of the school to contact graduates by written correspondence.</td>
<td>$20,100</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>$21,800</td>
</tr>
</tbody>
</table>
### Degree Programs

<table>
<thead>
<tr>
<th>ILLINOIS BOARD OF HIGHER EDUCATION DISCLOSURE REPORTING CATEGORY</th>
<th>Electrical Mechanics</th>
<th>Heating, Air Conditioning and Refrigeration</th>
<th>Medical Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>The number of students who were admitted in the program or course of instruction as of July 1, 2015.</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>The number of additional students who were admitted in the program or course of instruction during the next 12 months and classified in one of the following categories:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) New starts</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>b) Re-enrollments</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>c) Transfers into the program from other programs at the school</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>The total number of students admitted in the program or course of instruction during the 12-month reporting period</td>
<td>5</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>The number of students enrolled in the program or course of instruction during the 12-month reporting period who:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Transferred out of the program or course and into another program or course at the school</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>b) Completed or graduated from a program or course of instruction</td>
<td>4</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>c) Withdrew from the school</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>d) Are still enrolled</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>The number of students enrolled in the program or course of instruction who were:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Placed in their field of study</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>b) Placed in a related field</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>c) Placed out of the field</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>d) Not available for placement due to personal reasons</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>e) Not employed</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>The number of students who took a State licensing examination or professional certification examination, if any, during the reporting period.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>The number of students who took and passed a State licensing examination or professional certification examination, if any, during the reporting period.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>The number of graduates who obtained employment in the field who did not use the school’s placement assistance during the reporting period; such information may be compiled by reasonable efforts of the school to contact graduates by written correspondence.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>The average starting salary for all school graduates employed during the reporting period; this information may be compiled by reasonable efforts of the school to contact graduates by written correspondence.</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

* If the number of students enrolled in the program or course of instruction who were placed in their field of study was fewer than five salary data is not listed to protect student privacy.

Addendum - Financial Information
Effective: December 6, 2016

The following information is to replace the current corresponding section of the Institutional Refund Policy in the Financial Information section of the catalog.

Institutional Refund Policy

After the last day of the add/drop period for each term, as defined in the course catalog, no refunds or adjustments will be made to tuition for students withdrawing from individual classes but otherwise still enrolled. Refunds are made for students who withdraw or are withdrawn from the College prior to the completion of their program. Refunds will be based on the current tuition charge incurred by the student at the time of withdrawal, not the amount the student has actually paid. Tuition and fees attributable to any future periods of enrollment that have not yet been charged will not be assessed. Any books, equipment, and/or uniforms that have been issued are nonrefundable. When a student withdraws from the College, he/she should provide notice to the Registrar. Refunds will be calculated according to the following formula.

It is understood that any terms extended to any student are for convenience in paying the tuition and fees and are not in any way to be considered as payment(s) for periods of time. By accepting applications, the College has assumed the obligation of furnishing a complete program, instructors, equipment, laboratories, classrooms and other facilities necessary for teaching those programs at the stated offered tuition cost for the program and with the understanding that refunds will be made per academic term only as follows:

A. Refund to students attending the College for the first time (first academic term): The College shall refund unearned tuition, fee, room and board, and other charges as set forth in state or federal regulations, if applicable. In the absence of state or federal regulations, the College shall make a pro rata refund of tuition, fees and other charges as defined below.
   1. A pro rata refund is a refund of not less than their portion of the tuition, fees and other charges assessed the student by the college equal to the portion of the period of enrollment for which the student has been charged that remains on the last day of attendance by the student. (Total number of weeks comprising the period of enrollment for which the student has been charged into the number weeks remaining in that period as of the last recorded day of attendance by the student.) The refund will be rounded down and to the nearest 10% of that period, less an unpaid charge owed by the student for the period of enrollment for which the student has been charged, less an administrative fee of $100.00.
   2. For a student terminating training after completing more than 60% of the period enrollment, the College may retain the entire contract price of the period of enrollment, including an administrative fee of $100.00.

B. Refund subsequent periods or non-first-time students: The College shall refund unearned tuition and fees as set forth in applicable state or federal regulations to a student attending an institution for second and subsequent enrollment periods. Refunds will be calculated based upon the last day of attendance. In the absence of state or federal regulations, the College shall make a refund of tuition and fees and other charges as set forth below:
   1. During the first week of classes, the College shall refund at least 90% of tuition; thereafter;
   2. During the first 25% of the period of financial obligation, the College shall refund at least 55% of tuition; thereafter,
   3. During the second 25% of the period of financial obligation, the College shall refund at least 30% of tuition. In case of withdrawal after this period, the College may commit the student to the entire obligation.

C. Refunds will be made within 45 days after the College determines the student has withdrawn.

D. A student who withdraws from the College as a result of the student being called into service in the armed forces of the United States shall be entitled to a refund of tuition and fees as provided in this policy.
ACTIVE DUTY in a MILITARY SERVICE of the United States may elect one of the following options for each program in which the student is enrolled:

1. A full refund of any tuition and refundable fees for the academic term in which the student is enrolled at the time of withdrawal. No refund will be given for any academic term the student has completed.

2. A grade of incomplete with the designation “withdrawn-military” for the courses in the program in which the student is enrolled at the time of withdrawal and the right to re-enroll in those courses, or substantially equivalent courses if those courses are no longer available, not later than the first anniversary of the date the student is discharged from active military duty without payment of additional tuition and fees other than any previously unpaid balance of the original tuition, fees and charges for books for the courses.

3. The assignment of an appropriate final grade or credit for the courses in which the student is enrolled at the time of withdrawal, but only if the instructor or instructors of the courses determine that the student has satisfactorily completed at least 90 percent of the required coursework; and demonstrated sufficient mastery of the course material to receive credit for the course.
Addendum – Academic Information - LOA Policy
Effective: 1-2-2017

The information below is to replace the current corresponding information in the Academic Information section of the catalog.

Leave of Absence Policy

The institution permits students to request a leave of absence ("LOA") or leaves of absence as long as there are documented, legitimate extenuating circumstances that require the student to interrupt their education and the leave(s) do not exceed a total of 180 calendar days during any 12-month period.

Extenuating circumstances include but are not limited to: Medical (including pregnancy), Family Care (including unexpected loss of childcare and medical care of family), Military Obligations and Jury Duty.

Students enrolled in a credit-hour program should request an LOA to begin on the start date of the next term. Such students must have completed the most recent term and received academic grades (A-F) for that term. Students in a clock-hour program may request an LOA at any time. Student enrolled in an externship only, may request an LOA at any time during the externship as long as no other Quarter Credit Hour course(s) are being attempted in the same term.

The student must submit a completed, signed and dated Leave of Absence Request Form along with supporting documentation to the Director of Education and the request must be approved before the start date of the LOA, except in the case of a service member called to active duty. Please refer to the “Leave of Absence Due to Military Obligations” section for more information.

The institution does not award a retroactive LOA under any circumstances.

During the period of the student’s approved LOA, federal student loan funds will not be disbursed; however, the institution may disburse grant funds intended for prior terms or payment periods.

Leave of Absence or Withdrawal Due to Military Obligations

Students who are service members of the Armed Forces may experience a disruption in their educational pursuit due to military obligations (i.e. called to active-duty service). The institution offers several options for affected students regarding their enrollment at the institution.

1. Leave of Absence (LOA) – Students abruptly called to active duty during a term should notify the institution as soon as possible to complete the request for an LOA in accordance with the institution’s LOA policy.

2. Withdrawal - In some cases, an LOA may not viable (e.g. military obligation exceeds 180 days). Students who withdraw from the institution as a result of the student being called to active duty, may elect one of the following options for each program in which the student is enrolled:
   a. A full refund of any tuition and refundable fees and refund any payments received for the term to the proper source for the academic term in which the student is enrolled at the time of withdrawal. The institution will expunge the student’s record of registration for the term so that the student is not penalized academically. No refund will be given for any academic term the student has completed.
   b. A grade of incomplete with the designation “withdrawn-military” for the courses in the program in which the student is enrolled at the time of withdrawal, and the right to re-enroll in those courses, or substantially equivalent courses if those courses are no longer available, not later than the first anniversary of the date the student is discharged from active military duty without payment of additional tuition and fees other than any previously unpaid balance of the original tuition, fees and charges for books for the courses.
   c. The assignment of an appropriate final grade or credit for the courses in which the student is enrolled at the time of withdrawal, but only if the instructor or instructors of the courses determine that the student has satisfactorily completed at least 90 percent of the required coursework and demonstrated sufficient mastery of the course material to receive credit for the course.

Returning from a Leave of Absence

Upon return from leave, a student enrolled in a clock-hour program will be required to re-enroll and continue in the same course(s) from which the student interrupted studies prior to the LOA and receive final grades for the course(s). If the term was completed before an LOA was granted, students enrolled in both clock-hour and credit-hour programs will be expected to continue and enroll in course(s) offered in the normal sequence of the educational program.

In addition, tuition and lab fees will not be charged for a student enrolled in a clock-hour program for completing the course(s) from which the student took leave. A student whose tuition and fees were reversed due to military obligations, will be charged for tuition and fees as applicable to the reentry term.
The following information below is to replace the current corresponding information in the Student Information & Services section of the catalog.

**Policy: Title IX - Quincy**

Revised: January, 2017

**PURPOSE**

Vatterott Educational Centers, Inc. ("Vatterott") is committed to creating, fostering, and maintaining an educational, employment, business, and campus environment that is free from sex-based discrimination, sexual harassment, and sexual violence. In keeping with this commitment, and consistent with Title IX of Education Amendments of 1972, Vatterott prohibits discrimination based on sex and sexual harassment, including sexual violence in its educational programs and activities.

This Policy supersedes all prior policies and guidance relating to Title IX.

**COVERED PERSONS**

The College Community including current students, employees, prospective students, customers, third-party contractors, third-party visitors, and all others persons participating in the College’s educational programs and activities.

**ISSUING DEPARTMENT**

Legal Department

**POLICY**

I. **Title IX of the Education Amendments of 1972**

Title IX of the Education Amendments of 1972 ("Title IX") §§ 1681 et seq., and its implementing regulations, 34 C.F.R Part 106, prohibits discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX.

II. **Vatterott’s Policy Statement**

Vatterott prohibits all forms of sexual misconduct, including but not limited to, sexual assault, stalking, dating or domestic violence, and sexual harassment. Such conduct violates the community values and principles of our institution, and disrupts the learning and working environment for students, faculty, staff, and other community members. In furtherance of this policy, Vatterott has adopted the following policies, procedures, and standards of conduct for all members of our community with respect to sexual misconduct.

III. **Handling of Complaints Covered by this Policy**

Vatterott’s Title IX Coordinator is responsible for coordinating the College’s compliance with Title IX, as well as other complaints brought concerning violations of this policy. The Title IX Coordinator’s responsibilities include overseeing all Title IX reports of sexual harassment and sex-based discrimination,
performing investigations, gathering documentation, disseminating information, and addressing any patterns or systematic problems that arise. To assist the Title IX Coordinator, Vatterott has designated a Title IX Deputy Coordinator, whom is authorized to resolve reports of sexual harassment and sex-based discrimination. The College has also designated a Title IX Officer, whom is authorized to receive reports of sexual harassment and sex-based discrimination. Both the Title IX Deputy Coordinator and Title IX Officer have the obligation to report all complaints of sexual harassment and sex-based discrimination to the Title IX Coordinator.

The College has designated the following individual as the Title IX Coordinator:

Megan Wilson  
Vice President of Regulatory Affairs  
8580 Evans Avenue  
Berkeley, MO 63134  
Phone: 314-264-1874  
Email: titleixcoordinator@vatterott.edu

The College has designated the following individual as Title IX Deputy Coordinator:

Sheila Martinez  
Deputy General Counsel & Administrator of Student Affairs  
8580 Evans Avenue  
Berkeley, MO 63134  
Phone: 314-264-1740  
Email: sheila.martinez@vatterott.edu

The College has designated the following individual as Title IX Officer:

Elizabeth Miller  
Campus Director  
3609 North Marx Drive  
Quincy, IL 62305  
Phone: 217-224-0600  
Email: elizabeth.miller@vatterott.edu

All students, faculty, staff and applicants, who have concerns about discrimination on the basis of sex, Title IX violations, or requirements, including any concerns pertaining to sexual harassment, sexual violence or any matters covered by this policy, are encouraged to seek the assistance of either the Title IX Coordinator, Title IX Deputy Coordinator or the Title IX Officer. The Coordinator(s) and Officer are knowledgeable about, and will provide information on, all options for addressing and resolving such reports or concerns. Those options may vary depending on the nature of the incident; whether the complainant is a student, faculty, staff or applicant; the wishes of the complainant regarding confidentiality; and whether the complainant prefers to proceed formally or informally. Together, the Coordinator(s) and Officer play an integral role in carrying out the College’s commitment to creating, fostering and maintain an educational, employment, business and campus environment that is free of discrimination on the basis of sex and other discrimination as well as sexual harassment.
IV. Reporting of Complaints Covered by this Policy

If you believe that you have been a victim of sexual harassment, sexual violence, dating or domestic violence, stalking or sex-based discrimination, or if you wish to report such an incident, you have several options and are strongly encouraged to report such incidents orally or in writing to Vatterott’s Title IX Coordinator, Title IX Deputy Coordinator, or Title IX Officer.

You may also choose to file your complaint electronically via Vatterott’s Title IX Incident Report Form, available online at www.vatterott.edu/consumer_information.asp. Using the Title IX Incident Report form allows a victim, third-party, or bystander to submit a complaint/report of sexual harassment or sex-based discrimination directly to Vatterott’s Title IX Coordinator, and may choose to do so anonymously. However, please be aware that without the contact information of the reporting party, Vatterott may not be able to fully investigate and respond to the complaint.

You may also report incidents of harassment, discrimination, or retaliation by calling Vatterott’s Ethics Hotline at 1-866-8610 (or St. Louis local 314-264-1514). If you do so, you can either identify yourself or leave a message anonymously.

Vatterott recognizes that a student or employee may choose to confide in any employee of the College. For example, a student may choose to report the alleged violation to an instructor, program director, or staff member. Similarly, an employee may choose to confide in a colleague, supervisor, or member of the Human Resources department. However, it shall be noted that all Vatterott employees that receive reports of violations of this policy, or know or reasonably should know of the occurrence of violations of this policy are required to forward these reports to the Title IX Coordinator. The Title IX Coordinator is to be made aware of all complaints made pursuant to this policy so that she may monitor compliance.

In addition to the foregoing, all faculty and staff who become aware of or suspect sexual abuse of a minor (under the age of 17) must report that information to the Title IX Coordinator, Title IX Deputy Coordinator or Title IX Officer who shall then inform local, state and/or federal law enforcement officials of such incident as required by law.

Please be aware that while a report may be submitted in a variety of ways, including to any responsible employee and via email, for purposes of complying with State law, the institution defines an “electronic report” as any report submitted via email to the Title IX Coordinator at titleixcoordinator@vatterott.edu or via the Institution’s online reporting system.

V. Options for Reporting and Availability of Support

In addition to reporting the matter to the Title IX Coordinator, Title IX Deputy Coordinator, or Title IX Officer, persons may also need to address immediate physical and/or emotional trauma associated with the alleged harassment or assault. If it is an emergency, please call 911. Importantly, a victim should contact any of the following immediate care support providers:

Local Law Enforcement
110 South 8th Street
Quincy, IL 62301

Vatterott College – Quincy
Student Information & Services – Addendum
217-228-4470
qpd@quincyil.gov

Local Sexual Assault/Rape Crisis Center
Quanada Sexual Assault Program
1900 Harrison Street
Quincy, IL 62301
217-223-2030
Website: http://www.quanada.org

Local Hospital
Blessing Hospital
1005 Broadway Street
Quincy, IL 62301
214-224-4453
Website: http://www.blessinghospital.org

For additional information on available resources to victims of sexual assault, domestic violence, dating violence, or stalking, please considering visiting or contacting the following:
- http://www.icasa.org/home - Illinois Coalition Against Sexual Assault 217-753-4117
- http://www.notalone.gov/ - Not Alone – Together Against Sexual Assault
- http://www.rainn.org - Rape, Abuse, and Incest National Network (800) 656-4673
- http://www.justice.gov/ovw/sexual-assault - Department of Justice Sexual Assault
- http://www.loveisrespect.org/ - Love is Respect - call (866) 331-9474 or text LOVEIS to 22522

VI. Privacy and Confidentiality

Vatterott encourages victims of sexual harassment and discrimination to talk to somebody about what happened so that he or she may get the support they need, and so that Vatterott can respond appropriately. Because issues arising under Title IX are often sensitive in nature, Vatterott maintains the highest level of privacy regarding all reports of sexual discrimination and/or sexual harassment. While Vatterott strictly prohibits the disclosure of private information obtained through an investigation, it should be noted that circumstances may arise when law and/or policy requires the disclosure of sensitive information.

Please be aware that all Vatterott employees are “responsible employees,” and have the obligation to communicate reports of sexual misconduct to the Title IX Coordinator. When a reporting party tells a responsible employee about an incident of sexual violence, the reporting party has the right to expect the College to take immediate and appropriate steps to investigate what happened and resolve the matter promptly and equitably. To the extent possible, information reported to a responsible employee will be shared only with Vatterott officials responsible for handling the College’s response to the report, including the Title IX Coordinator.

Upon receipt of a report of sexual misconduct, Vatterott’s Title IX Coordinator will inform and obtain the
reporting party’s consent prior to commencing an investigation. Should the reporting party request anonymity/confidentiality or request that no investigation be conducted, the Coordinator will take all reasonable steps to investigate and respond to the complaint consistent with the request for anonymity/confidentiality and/or request that an investigation not be pursued.

Upon the reporting party’s insistence that their name or other identifying information be kept in confidence, the Coordinator has the duty to inform the reporting party that in doing so, the ability of authorized representatives to properly respond to the alleged misconduct may be limited.

If anonymity is further insisted upon, Vatterott officials will evaluate the request in context with its responsibility to provide a safe and nondiscriminatory environment for all students. Specifically, Vatterott will weigh the request for confidentiality against the following factors: the seriousness of the alleged harassment; the complainant’s age; whether there have been previous complaints of harassment relating to the same offender; and the alleged perpetrator’s rights to receive information about the allegations if the information is maintained by Vatterott as an “education record” under the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g; 34 C.F.R. Part 99. Vatterott will inform you if confidentiality cannot be ensured.

Please be aware that even if Vatterott cannot take disciplinary action against the alleged perpetrator as a result of an insistence of confidentiality, Vatterott may pursue alternative measures in efforts to limit the effects of the alleged misconduct and prevent its recurrence.

**Off-Campus Counselors and Advocates**

Off-campus counselors, advocates, and health care providers will generally maintain confidentiality and not share information with the College unless the victim requests the disclosure and signs a consent or waiver form.


**Confidential Advisors:** If you wish to report an incident in confidence, you may also contact a confidential advisor/advocate from the Quanada Sexual Assault Program:

Quanada Sexual Assault Program  
1900 Harrison Street  
Quincy, IL 62301  
217-223-2030  
Website: [http://www.quanada.org](http://www.quanada.org)

These advisors/advocates do not have a mandatory reporting duty under Title IX, and do not have to reveal any identifying information about the incident to Vatterott. Any and all communication to these confidential advisors is privileged and confidential.

While maintaining confidentiality, these advisors also serve to assist the victim in receiving other necessary protection and support, such as victim advocacy, academic support or accommodations, disability,
health or mental health services, and changes to living, working, or course schedules. A victim who at first
requests confidentiality may later decide to file a complaint with the school or report the incident to local
law enforcement, and thus have the have the incident fully investigated. These advisors will provide the
victim with assistance if the victim wishes to do so.

NOTE: While these advisors may maintain a victim’s confidentiality vis-à-vis the College, they may have
reporting or other obligations under State law. (e.g. mandatory reporting to law enforcement in case of
minors; imminent harm to self or others).

VII. Victim Rights & Options

Regardless of whether an individual elects to pursue a criminal complaint, or whether the offense is
alleged to have occurred on or off campus, Vatterott will assist victims of sexual misconduct. If an
individual is a victim of sexual assault, domestic violence, dating violence, or stalking, his or her first priority
should be to locate a place of safety. He or she next should obtain any necessary medical treatment.
Preserving evidence is very important, as it may be necessary to the proof of sexual assault, domestic
violence, dating violence, or stalking, or in obtaining a protection order. Please be aware that a free
medical forensic examination is available to victims of sexual violence at Blessing Hospital, located at
1005 Broadway Street, Quincy, IL 62301, phone: 217-224-4453.

The College strongly advocates that subsequent to securing safety and medical care, any victim of sexual
assault, domestic violence, dating violence, or stalking should report the incident immediately to the Title
IX Coordinator. The College has the obligation to provide victims who report incidents of domestic
violence, dating violence, sexual assault, or stalking, whether the offense occurred on or off campus, with
a copy of this Policy, as well as documentation detailing his or her rights and options, including the
following:

- His or her options to (1) notify proper law enforcement authorities, including on-campus and
  local police; (2) be assisted by campus authorities in notifying law enforcement authorities if he
  or she so chooses; and (3) decline to notify such authorities.

- His or her rights and options for (and available assistance in) changing academic, living, dining
  transportation, and working situations if so requested and reasonably available, regardless of
  whether he or she chooses to report the crime to the authorities.

- Where applicable, his or her rights, regarding orders of protection, no contact orders, restraining
  orders, or similar lawful orders issued by a criminal, civil, or tribal court, and the College’s
  responsibility to honor the same.

- The United States Department of Justice Violence Against Women Office website, located at
  http://www.ovw.usdoj.gov/, which provides useful information relating to victims’ rights and
  available assistance.

VIII. Complaint and Resolution Procedures

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While some reporting parties may wish to pursue action through informal methods in place of, or prior to requesting the initiation of formal proceedings, others may not. You should consider the circumstances surrounding your complaint and choose the option most appropriate. Regardless of your decision, Vatterott is committed to extending all available resources and support. To that end, you may consult with the Title IX Coordinator at any time and request assistance handling matters related to sexual harassment and discrimination, including the selection of an approach.

**Informal Procedures**

Informal procedures are optional and may only be utilized when Vatterott deems such procedures adequate.

If you are comfortable handling the situation without assistance, consider the following:

- Clearly say “no” to the individual exhibiting unwelcomed behavior.
- Communicate with the offender either orally or in writing providing him or her notice of the following:
  - A factual description of the incident(s) including date, time, place, and specific action.
  - A description of the impact of the action, emotionally, physically, and mentally.
  - A request that the conduct cease.

If you would like to proceed informally but with the assistance of a third party, you may contact your Title IX Officer, Title IX Deputy Coordinator or Title IX Coordinator. These individuals are familiar with Vatterott’s Title IX policies and are available to assist victims of sexual harassment and sexual assault. Additionally, these individuals can provide information pertinent to informal actions and remedies that you may pursue as well as additional information regarding Vatterott’s procedures for sexual harassment and discrimination.

Additionally, you may request that the Coordinator(s) or Officer serve as a mediator in efforts to resolve your issue(s) prior to pursuing formal proceedings. Mediation is the process of utilizing a third party to engage in discussions and negotiations in hopes of reaching a mutually agreeable resolution and cessation of the unwanted conduct.

If either party is dissatisfied with the determination rendered subsequent an informal proceeding, he or she may pursue alternative remedies by engaging in the formal process.

If you do not wish to utilize the informal process, you may pursue formal action. Please note that you have the right to end the informal investigation process and begin formal proceedings at any time.

*Note:* This option is **not** available where allegations of sexual violence or nonconsensual sexual intercourse are raised.

**Formal Investigation & Determination**

To ensure prompt, thorough, and impartial investigations, all incidents of sex-based discrimination or sexual harassment, including sexual misconduct or retaliation, should be reported to the Title IX
Coordinator immediately, either verbally, in the form of a written complaint, or electronically via the 
Title IX Incident Report Form. The Title IX Coordinator can assist you with filing a complaint if you choose 
to pursue formal action.

Upon receipt of a report of alleged unlawful discrimination, harassment, or retaliation, Vatterott’s Title IX 
Coordinator will investigate without delay. All investigations shall be conducted by the Title IX 
Coordinator, who is trained in areas involving sex-based discrimination, sexual violence, and 
nonconsensual sexual intercourse. Please be aware that if the Title IX Coordinator’s participation in the 
investigation poses a conflict of interest, the student has the right to request a different decision maker.

At times, it may be necessary to implement interim protective measures and accommodations before 
completing an investigation to ensure that further unlawful conduct does not continue. These measures, 
made per the party’s request, may include changes to academic, living, dining, transportation, and 
working situations, enforcing campus no contact orders, and honoring an order of protection or no 
contact order entered by a State civil or criminal court. Failure to comply with the terms of these interim 
remedies or protections may constitute a separate violation of this Policy.

The complainant and the accused party may have an advisor present during the investigation, 
provided that the involvement of the advisor does not result in undue delay of the meeting or 
proceeding. However, it is important to note that advisors may not advocate on behalf of either 
party and may only serve in a support role. All advisors will be required to sign a standard form attesting 
that they have been informed and acknowledge that they may not advocate on behalf of 
either party and that all information disclosed during the hearing must be kept strictly confidential. If 
the advisor violates the rules or engages in behavior or advocacy that harasses, abuses, or intimidates 
either party, a witness, or an individual resolving the complaint, that advisor may be prohibited from 
further participation.

Vatterott’s investigation into allegations of sex-based discrimination, sexual harassment, and/or sexual 
conduct, will be conducted in an objective and impartial manner, and carried out in such a way as 
to maintain privacy to the greatest extent possible. Such investigations may include, but are not limited 
to, assisting and interviewing the reporting party, identifying and conducting interviews with witnesses, 
contacting and interviewing the respondent, and gathering evidence. Both the complainant and 
respondent shall have the opportunity to provide or present evidence and witnesses on their behalf 
during the investigation. It should be noted that while Vatterott strictly prohibits the disclosure of private 
information obtained through an investigation, circumstances may arise requiring that the College 
contact and cooperate with local law enforcement.

The College will endeavor to conclude its investigation and issue a resolution of the complaint within 
sixty (60) calendar days of the date the complaint was received. All pertinent facts will be carefully 
reviewed and the accused will be given a full opportunity to explain his or her conduct before any 
decision is reached.

Vatterott invokes no restrictions on the time at which allegations may be reported. Additionally, the 
standard of proof in all cases shall be a preponderance of the evidence. This means that a party may 
be held responsible for the alleged conduct upon a finding that it is more likely than not (51% or higher) 
that he or she engaged in conduct prohibited by Vatterott.

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If it is determined that an employee or student has engaged in inappropriate conduct, Vatterott will take appropriate disciplinary action, consistent with the Policy, the Employee Handbook and/or Student Catalog.

Once a determination is made, both parties will be simultaneously notified in writing of the determination and the right to file an appeal within seven (7) business days. Determinations may include possible clarification of Vatterott policies, clarification regarding the alleged conduct, sanctions, restrictions, and/or conditions. The determination will become final within seven (7) business days unless an appropriate appeal is filed. Appropriate grounds for appeal include procedural error, previously unavailable relevant evidence that could significantly impact the outcomes of the investigation or a claim that the sanction imposed was substantially disproportionate to the finding. Disagreement with the determination does not constitute grounds for appeal. All appeals will be reviewed and decided within seven (7) business days of receipt.

Hearing Procedures

Upon concluding that there is reasonable cause\(^1\) to believe that an incident of sexual violence, domestic violence, dating violence, or stalking occurred, a hearing may be ordered. In such instances, the complainant, the accused party, and members of the Hearing Panel (hereinafter the “Panel”) described below will be provided an opportunity to review the Investigation Report compiled by the Title IX Coordinator, redacted to remove any unnecessary personal information. The Panel comprised of three (3) Vatterott Officials, to include the Provost, the Vice President of Accreditation, and the Title IX Coordinator, will preside over all Title IX hearings. All officials will be trained to conduct hearings regarding alleged Title IX offenses as well as how to conduct investigations and hearings that protect the safety of alleged victims while promoting accountability. At least one (1) panel member will be physically present during the hearing while others may attend via teleconference. All determinations will be reached using a preponderance of the evidence standard (i.e. more likely than not) and all hearings will be prompt, fair, and impartial.

Hearings are closed to the public. The complainant and the accused party have the right to be present during the hearing but do not have the right to be present during deliberations.

If necessary, arrangements can be made so as to prevent the complainant and the accused party from being present in the hearing room at the same time.

Special Considerations for Title IX Hearings

1. **Panel Composition and Training.** All allegations of Title IX violations found to require a hearing subsequent to a thorough investigation will be heard before the Panel.

2. **Advisors.** The complainant and the accused party may have an advisor of their choice present during the hearing proceedings. However, it is important to note that advisors

\(^1\) Reasonable cause is defined as “some credible information to support each element of the offense, even if that information is merely a credible witness or complainant statement.”

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may not advocate on behalf of either party and may only serve in a support role. All advisors will be required to sign a standard form attesting that they have been informed and acknowledge that they may not advocate on behalf of either party and that all information disclosed during the hearing must be kept strictly confidential.

3. **Standard.** All determinations made by the Panel will be so done using a preponderance of the evidence standard. This means that the accused party will be held responsible for his or her conduct if the Panel determines that it is more likely than not (51% or higher) that he or she did in fact engage in a prohibited act.

4. **Hearing Participation.** Both parties will have the opportunity to be present during any hearing proceedings. Vatterott will make every effort to honor all requests to minimize contact between the reporting party and the accused. Additionally, both parties should be aware that members of the Panel may pose questions to the complainant, the accused, and/or witnesses presented by either party.

Upon commencement of proceedings, the reporting party will be given an opportunity to make opening remarks to the Panel. Such remarks will be limited to ten (10) minutes. Subsequently, the reporting party will be allowed to present any relevant evidence and/or witnesses with personal knowledge of the circumstances resulting in the convening of the hearing. All witnesses will be called as needed and will not be permitted to be present until and unless needed. Cross-examination of the witnesses presented will not be allowed by opposing parties. Further, the complainant and respondent may not directly cross-examine one another, but may, at the discretion of the Panel, suggest questions to be posed by the Panel and respond to the other party.

Upon conclusion of the reporting party’s presentation, the accused party will be permitted to make opening remarks to the Panel. Such remarks will be limited to ten (10) minutes. The accused party will also have the opportunity to present relevant evidence and/or witnesses with personal knowledge of the circumstances resulting in the convening of the hearing.

Should new evidence be disclosed during the hearing and without prior consultation with the Title IX Coordinator, the hearing may be delayed to allow the Panel to consider whether the newly disclosed evidence should be permitted.

After all evidence has been presented, the reporting party will be permitted to give closing remarks followed by the accused party. Both parties will be allotted ten (10) minutes during which to provide concluding remarks.

Post-hearing, the Panel will convene, deliberate, and reach a determination. Both parties will be simultaneously notified in writing of the Panel’s determination and the right to file an appeal within seven (7) business days. Determinations may include possible clarification of Vatterott policies, clarification regarding the alleged conduct, sanctions, restrictions, and/or conditions. The Panel’s determination will become final within seven (7) business days unless an appropriate appeal is filed.
Appeals

Either party may appeal the Panel’s determination. All appeals must be submitted in writing to Vatterott’s President within seven (7) business days of the Panel’s determination and clearly set forth grounds for the appeal. Appropriate grounds for appeal include procedural error, previously unavailable relevant evidence that could significantly impact the outcomes of the hearing or a claim that the sanction imposed was substantially disproportionate to the finding. Disagreement with the Panel’s decision does not constitute grounds for appeal. The Title IX Coordinator will process the appeal and both parties will be informed simultaneously in writing of any changes arising from said appeal as well as the final determination. Results become final after seven (7) business days.

All appeals will be reviewed and decided within seven (7) business days of receipt.

Possible Sanctions. Possible sanctions for a person found guilty of behavior in violation of this Policy include but are not limited to the following:

- Issuance of an oral or written reprimand to be placed in the personnel file;
- Mandatory attendance at a sexual harassment sensitivity program;
- An apology to the victim;
- Issuance of an oral or written warning;
- Transfer or change of job, class, or externship location;
- Demotion in employment or leadership position;
- Suspension, probation, termination, dismissal, or expulsion;
- Any other sanction deemed appropriate by Vatterott.

While counseling is not considered a sanction, it may be offered or required in combination with the imposed sanctions. Where alcohol and/or drugs are related to acts of sexual harassment, such counseling may include required participation in a substance abuse program.

IX. Ongoing Criminal Investigations

In instances of sexual misconduct that may also constitute criminal conduct, the reporting party is encouraged to file a report with the appropriate law enforcement agency and may request the assistance of a Vatterott representative in doing so. The pendency of a criminal investigation does not relieve Vatterott of its responsibilities under Title IX. To the extent that doing so does not interfere with any ongoing criminal investigation, Vatterott will proceed with its own investigation and resolution of the complaint.

X. Amnesty

Vatterott is concerned first and foremost with the safety of the entire community. At times, students may be hesitant to report the occurrence of sex-based discrimination or sexual harassment, including sexual assault, to Vatterott officials because they fear that they themselves may be charged with policy violations, such as underage drinking.

However, Vatterott has the obligation to provide immunity to any student who reports, in good faith an
alleged incident of domestic violence, dating violence, stalking or sexual assault to Vatterott officials, so that the reporting student will not receive a disciplinary sanction for a student conduct violation, such as underage drinking, that is revealed in the course of such a report, unless the College determines that the violation was egregious, including action that places the health or safety of any other person at risk.

X. **Retaliation**

Retaliation against reporting parties or those cooperating with an investigation is strictly prohibited. Violation of this policy may result in Vatterott taking immediate disciplinary action, up to and including suspension and/or expulsion for students or termination for employees.

Retaliation includes, but is not limited to threats, harassment, or intimidation, taken against the reporting party or any third party or parties as a result of their cooperation with an investigation.

XII. **Obligations of Vigilance and Reporting**

Vatterott can only respond to instances and allegations of harassment or discrimination if it is made aware of such occurrences. Therefore, Vatterott encourages anyone who believes that he or she has experienced sexual harassment or discrimination to promptly come forward with inquiries, reports, or complaints and to seek assistance from Vatterott officials. Furthermore, all Vatterott employees are responsible employees and have an obligation to communicate reports of sexual misconduct to the Title IX Coordinator. Employees who become aware of instances or allegations of sexual harassment by or against a person under his or her supervisory authority must submit a report to those charged with responding to such allegations and reports. These individuals include the Title IX Officer or the Title IX Coordinator.

Whether confirmed or speculated, Campus Directors, Directors of Education, Program Directors, or other comparable administrator who becomes aware of information indicating a significant likelihood of sexual harassment must report such information to the Title IX Coordinator immediately. Unconfirmed or disputed allegations should be clearly labeled as such and reports should indicate any steps already taken to investigate or otherwise respond. Administrators should always consult with the Title IX Coordinator and refrain from conducting independent investigations or otherwise responding to any situation where sexual harassment is alleged. No student, faculty, or employee should assume that a Vatterott official knows about a situation or incident.

XIII. **Definitions** - Vatterott adheres to the following definitions applicable to this policy:

**Consent** - an informed, voluntary, mutual, and freely given agreement to engage in sexual activity. The person giving consent must do so absent coercion, threats or blackmail. Both parties must understand that consent is being given and to what consent is being given.

- A person’s lack of verbal or physical resistance or submission resulting from the use or threat of force does NOT constitute consent;
- A person’s manner of dress does NOT constitute consent;
- A person’s consent to past sexual activity does NOT constitute consent to future sexual activity;
- A person’s consent to engage in sexual activity with one person does NOT constitute consent to
engage in sexual activity with another;
- A person CANNOT consent to sexual activity if that person is unable to understand the nature of the activity or give knowing consent due to circumstances, including without limitation the following:
  o The person is incapacitated due to the use or influence of alcohol and drugs;
  o The person is asleep or unconscious;
  o The person is under age; or
  o The person is incapacitated due to a mental disability.
- A person can withdraw consent at any time.

**Sex Discrimination** - behaviors and actions that deny or limit a person’s ability to benefit from, and/or fully participate in, the available educational programs, activities, or employment opportunities because of a person’s sex.

Sexual discrimination may take many forms including sexual harassment (discussed below), denial of equal opportunities in educational programs, discrimination based on pregnancy and employment discrimination.

**Sexual Harassment** - unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature.

Sexual harassment includes sexual violence/assault, sexual exploitation, domestic violence, dating violence, stalking where motivated by sex or involving sexual conduct, and gender harassment/stereotyping.

**Sexual violence** - a form of sexual harassment and refers to physical sexual acts perpetrated against a person’s will or when a person is incapable of giving consent (e.g., due to the student's age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent).

A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse, and sexual coercion. Claims of sexual violence will be adjudicated in accordance with Vatterott Educational Centers, Inc.’s Clery Investigations and Hearing Process.

**Sexual Assault** - actual or attempted sexual contact with another person without the person’s consent.

Sexual assault includes, but is not limited to:
- Intentional touching of another person’s intimate parts without that person’s consent; or
- Other intentional sexual contact with another person without that person’s consent; or
- Coercing, forcing, or attempting to coerce or force a person to touch another person’s intimate parts without that person’s consent; or
- Rape, no matter how slight, of (1) the vagina or anus of a person by any body part of another person or by an object; or (2) the mouth of a person by a sex organ of another person, without that person’s consent.

**Gender-based harassment** - a form of sexual harassment and refers to unwelcome conduct based on an individual’s actual or perceived sex, including harassment based on gender identity or nonconformity with sex stereotypes, and not necessarily involving conduct of a sexual nature. All of these types of sex-based harassment are forms of sex discrimination prohibited by Title IX and will not be tolerated by Vatterott.

Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal
behavior, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.

**Nonconsensual Sexual Contact** - any intentional sexual touching, however slight, with any object or body part, by a man or woman upon another, without consent.

**Nonconsensual Sexual Intercourse** - any sexual intercourse (anal, oral, or vaginal) however slight, with any object or body part, by a man or woman upon a man or a woman, without consent.

** Forced Sexual Intercourse** - unwilling or nonconsensual sexual penetration (anal, vaginal or oral) with any object or body part that is committed either by force, threat, intimidation, or through exploitation of another’s mental or physical condition of which the assailant was aware or should have been aware.

**Sexual Contact Includes:**

- 11.4.1. Intentional contact with the breasts, buttocks, groin, or genitals of another person, or touching another person with any of these body parts; or making another person touch you or themselves with or on any of these body parts; or

- 11.4.2. Any intentional bodily contact in a sexual manner, even where the touching does not involve contact with/of/by breasts, buttocks, groin, genitals, mouth or other orifice; or

- 11.4.3. Intercourse, however slight, meaning vaginal penetration by a penis, object, tongue or finger, anal penetration by a penis, object, tongue or finger, and oral copulation (mouth to genital contact or genital to mouth contact).

**Sexual Exploitation** - occurs when a person takes nonconsensual or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of the other sexual misconduct offenses. Examples of sexual exploitation include:

- Prostituting another person;
- Recording images (e.g. video, photograph) or audio of another person’s sexual activity, intimate body parts, or nakedness without that person’s consent;
- Distributing images (e.g. video, photograph) or audio of another person’s sexual activity, intimate body parts, or nakedness, if the individual distributing the images or audio knows or should have known that the person depicted in the images or audio did not consent to such disclosure and objects to such disclosure; and
- Viewing another person’s sexual activity, intimate body parts, or nakedness in a place where that person would have a reasonable expectation of privacy, without that person’s consent, and for the purpose of arousing or gratifying sexual desire.

**Dating Violence** - violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on a consideration of the following factors:

- The length of the relationship;
- The type of relationship; and
- The frequency of interaction between the persons involved in the relationship.

For the purposes of this definition, dating violence includes, but is not limited to, sexual or physical abuse, or threat
of such abuse.

**Domestic Violence** - a felony or misdemeanor crime of violence committed by:
- A current or former spouse or intimate partner of the victim;
- By a person with whom the victim shares a child in common;
- By a person who is cohabiting with, or has cohabited with, the victim as a spouse or intimate partner;
- By a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred; or
- By any person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

**Stalking** - Stalking based on one’s sex or gender includes repeatedly following, harassing, threatening, or intimidating another by telephone, mail, electronic communication, social media, or any other action, device or method that purposely or knowingly causes substantial emotional distress or reasonable fear of bodily injury or death.

**Unwelcome conduct** - conduct is considered “unwelcome” if the person did not request or invite it, and considered the conduct to be undesirable or offensive. Unwelcome conduct may take various forms, including name-calling, graphic or written statements, or other conduct that may be physically threatening, harmful, or humiliating.

**Hostile Environment** - exists when sex-based harassment is sufficiently serious to deny or limit the student’s ability to participate in or benefit from the College’s programs or activities. It can be created by anyone involved in a College’s programs or activity, including administrators, faculty members, students, and campus visitors.

Factors to determine whether a hostile environment exists includes, but is not limited to the following:
- The type, frequency, and duration of the conduct;
- The identity and relationships of persons involved;
- The number of individuals involved;
- The location of the conduct and the context in which it occurred; and
- The degree to which the conduct affected one or more student’s education.

**Specifically Prohibited Conduct**:
- Engaging in sex-based harassment that creates a hostile environment in or under any program or activity of this College.
- Promising, directly or indirectly, to reward another provided that the he or she comply with a sexually oriented request.
- Threatening, directly or indirectly, retaliation if a person refuses to comply with a sexually oriented request.
- Denying, directly or indirectly, an education or employment related opportunity if the person refuses to comply with a sexually oriented request.
- Engaging in unwelcome sexually suggestive conversation or inappropriate physical contact or touching of another.
- Engaging in indecent exposure.
- Making repeated sexual or romantic advances toward another despite his or her rejection.
- Engaging in unwelcome physical contact such as touching, blocking normal movement, physical restraint, or assault.
- Retaliating against another for filing a harassment complaint or threatening to report harassment.
Sexual harassment can involve males and/or females being harassed by members of the opposite or same sex.

Sexual harassment can be physical or psychological in nature. An aggregation of a series of incidents can constitute sexual harassment even if one of the incidents considered separately would not rise to the level of harassment.

If you have any questions regarding this policy, please do not hesitate to contact the Title IX Coordinator via email at titleixcoordinator@vatterott.edu.
The below information is to replace the current corresponding information in the Student Information & Services section of the catalog.

Non-Discrimination

In accordance with the provisions of the Americans With Disabilities Act of 1990, Title VI of the Civil Rights Act of 1964 (as amended), Title IX of the Educational Amendments of 1972, P.L. 93-112, and Section 504 of the Rehabilitation Act of 1973 and the regulations thereunder, it is the policy of the College that no person shall, because of age, sex, race, disability, or national origin be excluded from participation in, be denied the benefits of, or subjected to discrimination under any education program or activity of the College, including the employment of staff personnel.

The College’s nondiscrimination statement, cited above, prohibits discrimination and harassment against individuals based on characteristics protected under federal and state law. The College also prohibits retaliation based upon reporting of such violations. If you have questions or believe you have been subjected to discrimination, harassment, including sexual harassment, or retaliation, you may contact one of the individuals below:

- Questions or concerns regarding the College’s compliance with Title IX may be directed to the following:
  1. Title IX Coordinator
     8580 Evans Ave.
     Berkeley, MO 63134
     314-264-1874
     titleixCoordinator@vatterott.edu
  2. Campus Director (Title IX Officer)

For contact information regarding each location’s Campus Director, please call 314-264-1500 or visit www.vatterott.edu

- Inquiries by persons about their protection against discrimination under The Americans With Disabilities Act, Title IX, Title VI, or P.L. 93-112 and the Section 504 may be directed in writing or by telephone to:

  Administrator of Student Affairs
  8580 Evans Ave.
  Berkeley, MO 63134
  314-264-1500
  studentaffairs@vatterott.edu

Inquiries regarding discrimination may also be addressed to the Office for Civil Rights, at the following locations:

Office for Civil Rights (Illinois, Iowa)
U.S. Department of Education
500 W. Madison Street, Suite 1475
Chicago, IL 60661-4544
312-730-1560

Written College policies concerning the rights and responsibilities of employees and students are available for inspection at each campus location via the Campus Catalog. The College policies are also available online on the Consumer Information page at www.vatterott.edu
ADMISSIONS INFORMATION

Admissions Policy

Students should apply for admission as soon as possible in order to be accepted for a specific program of study and start date. All applicants are required to complete a personal interview with an Enrollment Coordinator, either in person or by telephone, depending upon the distance from the Institution. Parents and/or significant others are encouraged to attend. This gives applicants and their families an opportunity to see and learn about the Institution’s equipment and facilities and to ask questions relating to the Institution’s curriculum and career objectives. Personal interviews also enable institution administrators to determine whether an applicant is a strong candidate for enrollment into the program. Prior to enrollment all applicants must complete and/or provide:

- Application for Admission;
- Enrollment Agreement (if applicant is under 18 years of age, it must also be signed by parent or guardian);
- Financial aid forms (if applicant wishes to apply for financial aid);
- Reference Sheet; and
- Payment of registration fee (non-refundable unless applicant is denied admission or cancels application within three business days of the Institution’s receipt of the application and fee).

All Applicants must have a minimum of a High School Diploma, General Education Diploma (GED), or the equivalent (e.g., homeschool credential, diploma from a foreign institution) prior to admission. Applicant students must provide one or more of the following “Verification Document(s)” prior to enrolling:

a. Copy of a standard High School Diploma that lists the date of graduation; from an accredited high school or a high school recognized by the appropriate state department of education.
b. Copy of a high school transcript that lists the date of graduation; (certificates of completion and special diplomas are not acceptable for Admission);
c. General Education Diploma (GED) Certificate; provided directly from the state or federal program issuing credential;
d. Letter confirming graduation from high school on school letterhead; faxed letters must come from the school fax number;
e. Letter from the GED testing center or State Department of Education confirming completion of a GED; faxed letters must come from State or GED testing center’s fax number;
f. College transcript that indicates completion of at least a two-year degree that is fully transferrable to a bachelor’s degree from a post-secondary institution recognized by the U.S. Department of Education;
g. Proof of home school completion that demonstrates the student graduated and met the minimum State graduation requirements, if applicable;
h. Foreign transcripts (schools outside the U.S.) must be accompanied with a translated copy (if applicable) and submitted to the Registrar’s office for official review.
i. Military DD Form 214 Certificate of Release or Discharge from Active Duty that indicates the student is a high school graduate or equivalent may be accepted when documentation of high school completion is unavailable.

The Institution reserves the right to cancel admission of any student at any time, if it is found that he/she has submitted false information or documents related to the student’s Verification Documents.
The below information is to be added to the Financial Information section of the catalog.

**Financial Information**

**Cancellation Policy**

If the student wishes to cancel his or her enrollment in their Program of Study, he or she should provide written notice to the Registrar or Director of Education. The college will refund all monies paid, if the student cancels his or her Enrollment Agreement, within three (3) days (until midnight of the third day, excluding Saturdays, Sundays and holidays) of the day he or she signed the Enrollment Agreement. The college will refund all monies paid, excluding Registration Fee of $100.00, if the student cancels his or her Enrollment Agreement, more than three (3) days after of the day he or she signed the Enrollment Agreement, but prior to the first day of class.
Addendum - Program Offerings and Course Description
Effective: 06-2017

The information below is to replace the current corresponding information in the Program Offerings and Course Description section of the catalog.

Program Offerings

**Electrical Mechanic**  
**Associate of Applied Science A.A.S.**

The objective of this occupational degree program is designed to prepare the graduate with the theory and working knowledge to acquire an entry-level position as an electrical installation, maintenance, or repair service technician, electrical contractor, or electrical crew chief. The program consists of 80 weeks, 72 Quarter Credit Hours of electrical theory and associated lab work, 20 hours of general education, and 4 hours of applied general education totaling 96 Quarter Credit Hours. Instruction is designed for entry every 10 weeks.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>EM-112</td>
<td>Residential I</td>
<td>12.0</td>
</tr>
<tr>
<td>EM-114</td>
<td>Residential II</td>
<td>12.0</td>
</tr>
<tr>
<td>EM-115</td>
<td>Commercial I</td>
<td>12.0</td>
</tr>
<tr>
<td>EM-116</td>
<td>Industrial I</td>
<td>12.0</td>
</tr>
<tr>
<td>EM-117</td>
<td>Commercial II</td>
<td>12.0</td>
</tr>
<tr>
<td>EM-118</td>
<td>Industrial II</td>
<td>12.0</td>
</tr>
<tr>
<td>AGE-101</td>
<td>Technical Communication</td>
<td>4.0</td>
</tr>
<tr>
<td>AGE-211</td>
<td>Business Communications</td>
<td>4.0</td>
</tr>
<tr>
<td>GE-101</td>
<td>Rhetoric and Composition</td>
<td>4.0</td>
</tr>
<tr>
<td>GE-103</td>
<td>General Education Mathematics</td>
<td>4.0</td>
</tr>
<tr>
<td>GE-104</td>
<td>Energy and Society</td>
<td>4.0</td>
</tr>
<tr>
<td>GE-221</td>
<td>Rhetoric and Composition II</td>
<td>4.0</td>
</tr>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation 96

Course Descriptions

**AGE-211: Business Communications**  
4.0 Quarter Credit Hours

This course teaches students effective communication skills, which can be applied to many situations throughout their lifespan. Basic communication theories, team concepts and communication skills in organizational settings are introduced. Barriers to effective communication are discussed. The topics require the student to understand how to use effective communication in team settings and organizational life. This course will also assist students in career preparation; including resume writing, networking skills, and interview techniques.

**GE-221: Rhetoric and Composition II**  
4.0 Quarter Credit Hours

In addition to reviewing the writing process, students learn research techniques, citation techniques, documentation formats, and critical analysis of written topics.

Vatterott College – Quincy  
Program Offerings and Course Description Addendum
The information below is to replace the current corresponding information in the Program Offerings and Course Description section of the catalog.

**Program Offerings**

**Heating, Air Conditioning, & Refrigeration**

The objective of this occupational degree program is designed to prepare the graduate with the theory and working knowledge to acquire an entry-level position as a Heating, Air Conditioning and Refrigeration service mechanic, installer, or contractor.

The program consists of 80 weeks, 72 Quarter Credit Hours of heating, air conditioning and refrigeration theory and associated lab work, 20 hours of general education, and 4 hours of applied general education totaling 96 Quarter Credit Hours. Instruction is designed for entry every 10 weeks.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>HV-112</td>
<td>Electrical Fundamentals</td>
<td>12.0</td>
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<tr>
<td>HV-114</td>
<td>Refrigeration Fundamentals</td>
<td>12.0</td>
</tr>
<tr>
<td>HV-115</td>
<td>Residential Air Conditioning</td>
<td>12.0</td>
</tr>
<tr>
<td>HV-116</td>
<td>Heating</td>
<td>12.0</td>
</tr>
<tr>
<td>HV-118</td>
<td>Commercial Refrigeration</td>
<td>12.0</td>
</tr>
<tr>
<td>HV-119</td>
<td>Commercial Air Conditioning</td>
<td>9.0</td>
</tr>
<tr>
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<td>Energy and Society</td>
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</tr>
<tr>
<td><strong>GE-221</strong></td>
<td><strong>Rhetoric and Composition II</strong></td>
<td><strong>4.0</strong></td>
</tr>
<tr>
<td>GR-104</td>
<td>Green Awareness</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Total Number of Quarter Credit Hours Required for Graduation 96**

**Course Descriptions**

**AGE-211: Business Communications**

This course teaches students effective communication skills which can be applied to many situations throughout their lifespan. Basic communication theories, team concepts, and communication skills in organizational settings are introduced. Barriers to effective communication are discussed. The topics require the student to understand how to use effective communication in team settings and organizational life. This course will also assist students in career preparation; including resume writing, networking skills, and interview techniques.

**GE-221: Rhetoric and Composition II**

In addition to reviewing the writing process, students learn research techniques, citation techniques, documentation formats, and critical analysis of written topics.
The information below is to replace the current corresponding information in the Program Offerings and Course Description section of the catalog.

Program Offerings

**Medical Assistant**

This occupational degree program is designed to prepare the graduate with the theory and working knowledge to acquire an entry-level position as a medical assistant, medical assistant supervisor, or clinical office manager.

The program consists of 80 weeks, 72 Quarter Credit Hours of medical assisting theory and associated lab work, 20 hours of general education, and 4 hours of applied general education totaling 96 Quarter Credit Hours. Instruction is designed for entry every 10 weeks.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA-101</td>
<td>Basic Medical Assistant Language &amp; Principles</td>
<td>12.0</td>
</tr>
<tr>
<td>MA-102</td>
<td>Basic Medical Assistant Skills</td>
<td>12.0</td>
</tr>
<tr>
<td>MA-103</td>
<td>Advanced Medical Assistant I</td>
<td>12.0</td>
</tr>
<tr>
<td>MA-104</td>
<td>Advanced Medical Assistant II</td>
<td>12.0</td>
</tr>
<tr>
<td>MA-105</td>
<td>Advanced Medical Assistant III</td>
<td>12.0</td>
</tr>
<tr>
<td>MA-106</td>
<td>Medical Assistant Externship</td>
<td>12.0</td>
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Total Number of Quarter Credit Hours Required for Graduation 96

Course Descriptions

**AGE-211: Business Communications** 4.0 Quarter Credit Hours

This course teaches students effective communication skills, which can be applied to many situations throughout their lifespan. Basic communication theories, team concepts, and communication skills in organizational settings are introduced. Barriers to effective communication are discussed. The topics require the student to understand how to use effective communication in team settings and organizational life. This course will also assist students in career preparation; including resume writing, networking skills, and interview techniques.

**GE-221: Rhetoric and Composition II** 4.0 Quarter Credit Hours

In addition to reviewing the writing process, students learn research techniques, citation techniques, documentation formats, and critical analysis of written topics.
Addendum - Program Offerings and Course Description
Effective: 06-2017

The information below is to replace the current corresponding information in the Program Offerings and Course Description section of the catalog.

Program Offerings

The objective of this occupational degree program is designed to prepare the graduate with the theory and working knowledge to acquire an entry-level position as an electrical installation, maintenance, or repair service technician, electrical contractor, or electrical crew chief.

The program consists of 80 weeks, 72 Quarter Credit Hours of electrical theory and associated lab work, 20 hours of general education, and 4 hours of applied general education totaling 96 Quarter Credit Hours. Instruction is designed for entry every 10 weeks.

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Total Number of Quarter Credit Hours Required for Graduation 96

Course Descriptions

AGE-211 Business Communications 4.0 QCH

This course teaches students effective communication skills, which can be applied to many situations throughout their lifespan. Basic communication theories, team concepts and communication skills in organizational settings are introduced. Barriers to effective communication are discussed. The topics require the student to understand how to use effective communication in team settings and organizational life. This course will also assist students in career preparation; including resume writing, networking skills, and interview techniques.

GE-221 Rhetoric and Composition II 4.0 QCH

In addition to reviewing the writing process, students learn research techniques, citation techniques, documentation formats, and critical analysis of written topics.

Vatterott College – Quincy
Program Offerings and Course Description Addendum
The information below is to replace the current corresponding information in the Program Offerings and Course Description section of the catalog.

**Program Offerings**

**Heating, Air Conditioning, & Refrigeration**  
Associate of Applied Science, A.A.S

The objective of this occupational degree program is designed to prepare the graduate with the theory and working knowledge to acquire an entry-level position as a Heating, Air Conditioning and Refrigeration service mechanic, installer or contractor.

The program consists of 80 weeks, 72 Quarter Credit Hours of heating, air conditioning and refrigeration theory and associated lab work, 20 hours of general education, and 4 hours of applied general education totaling 96 Quarter Credit Hours. Instruction is designed for entry every 10 weeks.

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**Total Number of Quarter Credit Hours Required for Graduation** 96

**Course Descriptions**

**AGE-211 Business Communications**  
**4.0 QCH**

This course teaches students effective communication skills, which can be applied to many situations throughout their lifespan. Basic communication theories, team concepts and communication skills in organizational settings are introduced. Barriers to effective communication are discussed. The topics require the student to understand how to use effective communication in team settings and organizational life. This course will also assist students in career preparation; including resume writing, networking skills, and interview techniques.

**GE-221 Rhetoric and Composition II**  
**4.0 QCH**

In addition to reviewing the writing process, students learn research techniques, citation techniques, documentation formats, and critical analysis of written topics.
The information below is to replace the current corresponding information in the Program Offerings and Course Description section of the catalog.

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<td></td>
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<td></td>
</tr>
</tbody>
</table>

Course Descriptions

**AGE-211 Business Communications** 4.0 QCH

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**GE-221 Rhetoric and Composition II** 4.0 QCH

In addition to reviewing the writing process, students learn research techniques, citation techniques, documentation formats, and critical analysis of written topics.

Vatterott College – Quincy
Program Offerings and Course Description Addendum
Addendum - Student Information & Services
Effective: 07-2017

The below information is to replace the current corresponding information in the Student Information & Services section of the catalog.

Non-Discrimination

In accordance with the provisions of the Americans With Disabilities Act of 1990, Title VI of the Civil Rights Act of 1964 (as amended), Title IX of the Educational Amendments of 1972, P.L. 93-112, and Section 504 of the Rehabilitation Act of 1973 and the regulations thereunder, it is the policy of the College that no person shall, because of age, sex, race, disability, or national origin be excluded from participation in, be denied the benefits of, or subjected to discrimination under any education program or activity of the College, including the employment of staff personnel.

The College’s nondiscrimination statement, cited above, prohibits discrimination and harassment against individuals based on characteristics protected under federal and state law. The College also prohibits retaliation based upon reporting of such violations. If you have questions or believe you have been subjected to discrimination, harassment, including sexual harassment, or retaliation, you may contact one of the individuals below:

- Questions or concerns regarding the College’s compliance with Title IX may be directed to the following:
  1. Title IX Coordinator
     8580 Evans Ave.
     Berkeley, MO 63134
     314-264-1874
     titleixcoordinator@vatterott.edu
  2. Campus Director (Title IX Officer)
     For contact information regarding each location’s Campus Director, please call 314-264-1500 or visit www.vatterott.edu

- Inquiries by persons about their protection against discrimination under The Americans With Disabilities Act, Title IX, Title VI, or P.L. 93-112 and the Section 504 may be directed in writing or by telephone to:
  Administrator of Student Affairs
  8580 Evans Ave.
  Berkeley, MO 63134
  855-752-7030
  studentaffairs@vatterott.edu

Inquiries regarding discrimination may also be addressed to the Office for Civil Rights, at the following locations:

Office for Civil Rights (Illinois, Iowa)
U.S. Department of Education
500 W. Madison Street, Suite 1475
Chicago, IL 60661-4544
312-730-1560

Written College policies concerning the rights and responsibilities of employees and students are available for inspection at each campus location via the Campus Catalog. The College policies are also available online on the Consumer Information page at www.vatterott.edu

Vatterott College – Quincy
Student Information & Services Non-Discrimination Addendum
# Appendix D: Illinois Consumer Information Supplement

## Diploma Programs

<table>
<thead>
<tr>
<th>Illinois Board of Higher Education Disclosure Reporting Category</th>
<th>Automotive Technician</th>
<th>Building Maintenance Mechanic</th>
<th>Electrical Mechanics</th>
<th>Heating, Air Conditioning &amp; Refrigeration</th>
<th>Medical Assistant</th>
<th>Plumbing</th>
</tr>
</thead>
<tbody>
<tr>
<td>The number of students who were admitted in the program or course of instruction as of July 1, 2015.</td>
<td>13</td>
<td>0</td>
<td>27</td>
<td>28</td>
<td>23</td>
<td>0</td>
</tr>
<tr>
<td>The number of additional students who were admitted in the program or course of instruction during the next 12 months and classified in one of the following categories:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) New starts</td>
<td>10</td>
<td>0</td>
<td>14</td>
<td>16</td>
<td>19</td>
<td>0</td>
</tr>
<tr>
<td>b) Re-enrollments</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>c) Transfers into the program from other programs at the school</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>The total number of students admitted in the program or course of instruction during the 12-month reporting period</td>
<td>26</td>
<td>0</td>
<td>42</td>
<td>48</td>
<td>51</td>
<td>0</td>
</tr>
<tr>
<td>The number of students enrolled in the program or course of instruction during the 12-month reporting period who:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Transferred out of the program or course and into another program or course at the school</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>b) Completed or graduated from a program or course of instruction</td>
<td>7</td>
<td>0</td>
<td>20</td>
<td>16</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>c) Withdrawn from the school</td>
<td>10</td>
<td>0</td>
<td>8</td>
<td>16</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>d) Are still enrolled</td>
<td>9</td>
<td>0</td>
<td>14</td>
<td>15</td>
<td>23</td>
<td>0</td>
</tr>
<tr>
<td>The number of students enrolled in the program or course of instruction who were:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Placed in their field of study</td>
<td>2</td>
<td>0</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>b) Placed in a related field</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>c) Placed out of the field</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>d) Not available for placement due to personal reasons</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>e) Not employed</td>
<td>5</td>
<td>0</td>
<td>13</td>
<td>8</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>The number of students who took a State licensing examination or professional certification examination, if any, during the reporting period.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>The number of students who took and passed a State licensing examination or professional certification examination, if any, during the reporting period.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>The number of graduates who obtained employment in the field who did not use the school's placement assistance during the reporting period; such information may be compiled by reasonable efforts of the school to contact graduates by written correspondence.</td>
<td>0</td>
<td>N/A</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>The average starting salary for all school graduates employed during the reporting period; this information may be compiled by reasonable efforts of the school to contact graduates by written correspondence.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*If fewer than ten (10) graduates were employed during the reporting period salary information is withheld to protect privacy.

COMPLAINTS AGAINST THIS SCHOOL MAY BE REGISTERED WITH THE ILLINOIS BOARD OF HIGHER EDUCATION, LOCATED AT 1 N. OLD STATE CAPITAL PLAZA, SUITE 333, SPRINGFIELD, IL 62701-1377 OR AT HTTP://COMPLAINTS.IBHE.ORG.

By signing this Illinois Consumer Information Supplement, I acknowledge that the School has reviewed with me the information set out above, and responded to any questions I may have had regarding the same.

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Vatterott College-Quincy www.vatterott.edu 2017-2018 IL Consumer Information Supplement

Initials __________ Date ______________
Addendum – Academic Information - LOA Policy  
Effective: 7-31-2017

The information below is to replace the current corresponding information in the Academic Information section of the catalog.

**Leave of Absence Policy**

The institution permits students to request a leave of absence (“LOA”) or leaves of absence as long as there are documented, legitimate extenuating circumstances that require the student to interrupt their education and the leave(s) do not exceed a total of 180 calendar days during any 12-month period.

Extemporaneous circumstances include but are not limited to: Medical (including pregnancy), Family Care (including unexpected loss of childcare and medical care of family), Jury Duty and Military Obligations. Please refer to the “Leave of Absence Due to Military Obligations” section for more information on the policy for a military related LOA.

Students enrolled in a credit-hour program should request an LOA to begin on the start date of the next term. Such students must have completed the most recent term and received academic grades (A-F) for that term. Students in a clock-hour program may request an LOA at any time. Student enrolled in an externship only, may request an LOA at any time during the externship as long as no other Quarter Credit Hour course(s) are being attempted in the same term.

The student must submit a completed, signed and dated Leave of Absence Request Form along with supporting documentation to the Director of Education and the request must be approved before the start date of the LOA.

The institution does not award a retroactive LOA under any circumstances.

During the period of the student’s approved LOA, federal student loan funds will not be disbursed; however, the institution may disburse grant funds intended for prior terms or payment periods.

**Leave of Absence or Withdrawal Due to Military Obligations**

Students who are service members of the Armed Forces may experience a disruption in their educational pursuit due to military obligations (i.e. called to active-duty service). The institution offers several options for affected students regarding their enrollment at the institution.

1. Leave of Absence (LOA) – Students abruptly called to active duty during a term should notify the institution as soon as possible to complete the request for an LOA in accordance with the institution’s LOA policy. Student called to active duty may request an LOA at any time during a term. The student must submit a completed, signed and dated Leave of Absence Request Form along with supporting documentation to the Director of Education and the request must be approved before the start date of the LOA.

2. Withdrawal - In some cases, an LOA may not viable (e.g. military obligation exceeds 180 days). Students who withdraw from the institution as a result of the student being called to active duty, may elect one of the following options for each program in which the student is enrolled –
   a. A full refund of any tuition and refundable fees and refund any payments received for the term to the proper source for the academic term in which the student is enrolled at the time of withdrawal. The institution will expunge the student’s record of registration for the term so that the student is not penalized academically. No refund will be given for any academic term the student has completed.
   b. A grade of incomplete with the designation “withdrawn-military” for the courses in the program in which the student is enrolled at the time of withdrawal and the right to re-enroll in those courses, or substantially equivalent courses if those courses are no longer available, not later than the first anniversary of the date the student is discharged from active military duty without payment of additional tuition and fees other than any previously unpaid balance of the original tuition, fees and charges for books for the courses.
   c. The assignment of an appropriate final grade or credit for the courses in which the student is enrolled at the time of withdrawal, but only if the instructor or instructors of the courses determine that the student has satisfactorily completed at least 90 percent of the required coursework; and demonstrated sufficient mastery of the course material to receive credit for the course.
The below information is to replace the current corresponding information in the Academic Calendar, Schedule, and Holidays section of this catalog.

<table>
<thead>
<tr>
<th>Term Start Date</th>
<th>Term End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/22/2016</td>
<td>5/1/2016</td>
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<tr>
<td>5/2/2016</td>
<td>7/10/2016</td>
</tr>
<tr>
<td>7/11/2016</td>
<td>9/18/2016</td>
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<tr>
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<td>11/28/2016</td>
<td>2/5/2017</td>
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<td>2/6/2017</td>
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<td>9/4/2017</td>
<td>11/12/2017</td>
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<tr>
<td>11/13/2017</td>
<td>1/21/2018</td>
</tr>
<tr>
<td>1/22/2018</td>
<td>4/1/2018</td>
</tr>
<tr>
<td>4/2/2018</td>
<td>6/10/2018</td>
</tr>
<tr>
<td>6/11/2018</td>
<td>8/19/2018</td>
</tr>
<tr>
<td>8/20/2018</td>
<td>10/28/2018</td>
</tr>
</tbody>
</table>