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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.

Michael Harris
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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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.

Vatterott College expanded into Wichita, Kansas as a result of a teach-out agreement with the Kansas Board of Regents in 1999.

The Wichita Campus received its original ACCSCT accreditation in May, 1999. The school was located at 3030 N. Hillside, Wichita, Kansas. In December, 1999, the school received approval to change location, and moved the Campus to 6130 E. Central, Suite 202, Wichita, Kansas. The school underwent a change of location in October 2002 enlarging its facility, and moved once again in October 2007 to its current location at 8853 E. 37th Street North, Wichita, Kansas. The facility consists of 33,500 square feet complete with a library/resource center, 17 classrooms, 1 multipurpose room, 2 medical labs, a Heating, Ventilation, Air-Conditioning, & Refrigeration lab, and an Electrical Mechanic lab. The building has been custom fitted to meet the needs of our students and is sufficient in size to create an effective and suitable learning environment. The institution has modern lab equipment and resource materials to aid in the hands-on learning process. The facility is designed to accommodate approximately 500 students per session for a combined total of 1,000 students per day. Maximum class size is 30 students. Enrollment Capacity: 500 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.

Vatterott College – Wichita Campus is a branch of Vatterott College – Berkeley, a main branch, and is owned by Vatterott Educational Centers, Inc., which also owns and operates twenty-two (22) other locations throughout the Midwest.
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 met the minimum State graduations 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 classes.

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.

Admission for the Computer Programming and Development Program

Applicants enrolling in the Computer Programming and Development program must complete all general admission requirements (as listed in the Admissions Policy) along with completing and passing the Scholastic Level Exam (SLE) with a minimum score of 18. If the applicant does not pass the exam with a minimum score of 18, the applicant may repeat the exam one (1) time immediately after failing the exam, if the applicant does not achieve a minimum score of 18 on the initial test or the 1 repeat, the applicant must wait 30 days prior to attempting an additional retake.

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-instatement 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 who 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 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 must pay the T&F associated to his/her enrollment agreement or current T&F applicable to such portion of the program, whichev er is less and execute a written addendum to the Enrollment Agreement with the Institution, specifying the terms of the repeat.

See Tuition & Fees section of this catalog for current Tuition and Fees.
Add/Drop Period

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 filling 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. The student 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 until it is paid in full. 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 supplemental 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 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.

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.
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 Scholarship America®, 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 (FAFSA) 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.scholarshipsapply.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 other 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 Financial 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

This Institution 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 (FAFSA);
- 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 FHA 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 (FAFSA). 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 FSA a student will need to have personal 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 FSA 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.

FAFSA Application Selected for Verification

Each year certain FAFSA 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 FAFSA 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 FAFSA 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 FSA Ombudsman are also discussed. If the student is unable to meet with 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:

\[
\text{Refund} = \frac{\text{Period of Enrollment} \times \text{Tuition and Fees}}{100}
\]

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. Cancellation Policy

- **All requests for cancellation should be made in writing and mailed or hand delivered to the Registrar’s Office.**
  1. **Rejection** - An applicant rejected by the school will receive a refund of all monies paid.
  2. **Three-day cancellation** - An applicant who cancels their enrollment within 72 hours after signing the Enrollment Agreement and making an initial payment will receive a refund of all monies paid and the contract will be canceled.
  3. **Other cancellation** - An applicant who cancels their enrollment after the Three-Day/Full-Refund cancellation period (72 hours) but prior to the student’s first day of class attendance will receive a refund of all monies paid, minus the $100, which is not refundable.

#### B. Refund Policy

Refunds are calculated for students who withdraw or are terminated from Vatterott College prior to the completion of their program and are based on tuition and fees attributable to the period in which the student withdraws, according to the schedule set forth below. Refunds are calculated based on the total charge incurred by the student at the time of withdrawal, not the amount the student has actually paid. No refund will be given for any academic period the student has completed. Tuition and fees attributable to any period after the period of withdrawal will be refunded in full. Any books, supplies, equipment, and/or uniforms that have been issued are not refundable. When a student withdraws from the COLLEGE, he/she should complete a student withdrawal form with the Registrar or Director of Education. Refunds will be calculated according to the following formula:

1. **First week** - A student terminating training after the expiration of the three day cancellation and after entering the course of training but within the first week, will receive a refund of 90% of the tuition and fees attributable to the current period. However, in no event will the amount of tuition and fees retained by Vatterott College exceed $350.00.
2. **After first week** - A student terminating training after one week but within the first 25% of the period, will receive a refund of 75% of the tuition and fees attributable to the current period.
3. **After 25%** - A student terminating training after completing over 25% of the period but within 50% of the period, will receive a refund of 50% of the tuition and fees attributable to the current period.
4. **After 50%** - A student terminating training after completing more than 50% of the period will not receive a refund.
5. **Special cases** - If a student has a prolonged illness or accident, death in the family, or other circumstances that make it impractical to complete the course, the school shall make a settlement, which is reasonable and fair to both student and school.
6. **Discontinued class** - If a class is discontinued by the school while students are still enrolled in that class, and the school is still offering training in other areas, all monies (student loan, grant, etc.) paid the school for students enrolled in the class at the time the student is discharged from active duty in the United States may elect one of the following options for each program in

#### 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 ACTIVE DUTY in a MILITARY SERVICE of the United States may elect one of the following options for each program in

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 paid 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
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 6 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 students 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.
Learning Resource Center/Library

The Institution’s Learning Resource Center (LRC)/Library provides materials to support the mission and curriculum and assist each student to attain his/her educational goals.

The collection includes books and assortments of current periodicals and DVDs/CDs. The LRC/Library schedule is posted in the LRC. Students also have access to an electronic library system to support the programs and students of the Institution. The electronic library system provides online reference databases accessible 24 hours a day via the Internet.

Course Schedules

Applicants and currently enrolled students receive course schedules before the beginning of each term. Tuition payments are due at that time. Schedules cannot be processed until financial obligations are fulfilled.

Students who fail to record attendance for a course during the add/drop period may be withdrawn from the course. Students who fail to record any attendance during the add/drop period may be withdrawn from the program.

Transfer of Credit to Other Institutions

Vatterott College’s Education Department provides information on other institutions that may accept credits for course work completed at Vatterott towards their programs. However, Vatterott does not imply or guarantee that credits completed at Vatterott will be accepted by or transferable to any other college, university, or institution, and it should not be assumed that any credits for any courses described in this catalog can be transferred to another institution. Each institution has its own policies governing the acceptance of credit from other institutions such as Vatterott. Students seeking to transfer credits earned at Vatterott to another institution should contact the other institution to which they seek admission to inquire as to that institution’s policies on credit transfer.

Transcript Request Policy

A student wishing to request an official transcript must complete the Transcript Request Form located in the Registrar’s Office. After the completion of the form and the payment of a $10.00 fee, the Registrar’s office will process the request within two calendar weeks. Official Transcripts will NOT be processed if there are any financial or academic holds or if there are any unpaid fees or an outstanding balance on your student account. If you need an official transcript by a certain deadline, be aware that obtaining it will be delayed until you have paid any outstanding balance.

Upon request, Unofficial Transcripts may be provided to active and non-active students at no charge.

Student Records Access and Release

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 the case of employees, even for a first offense.

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.

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Drug-Free Environment

The Institution is committed to maintaining a drug-free school and workplace for its students and employees. As a matter of policy, the Institution prohibits the unlawful manufacture, possession, use, sale, dispensation, or distribution of controlled substances and the possession or use of alcohol by students and employees on its property and at any institution activity. Reporting to or remaining at work/school impaired by or under the influence of alcohol or illicit drugs is also prohibited.

Any violation of these policies will result in appropriate disciplinary action up to and including expulsion in the case of students and termination in the case of employees, even for a first offense.
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 reg-

- 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 impairs 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. Torn 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-being of fellow students or faculty, or appearance of institutional facilities.

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.

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 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.

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 property 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
     5850 Evans Avenue
     Berkeley, MO 63134
     (314) 264-1740
     titleixcoordinator@vatterott.edu
  2. Campus Director (Title IX Officer)
     8655 E. 39th Street North
     Wichita, KS 67226
     (316) 634-0066
     titleixcoordinator@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
U.S. Department of Education
1010 Walnut Street, Suite 320
Kansas City, Missouri 64106
816-265-0550

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 or 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 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 Title IX Officers, all of whom serve as the Campus Directors for each respective campus. All Title IX Officers are authorized to receive reports of sexual harassment and sex-based discrimination, and report the same to the Title IX coordinator.

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

Sheila Martinez
Administrator of Student Affairs
8580 Evans Avenue
Berkeley, MO 63134
Phone: 314-264-1740
Fax: 314-264-1741
Email: titleixcoordinator@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 or a Title IX Officer. The Coordinator and Officers 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 and Officers 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 or a 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, 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 or a Title IX Officer who shall then inform local, state and/or federal law enforcement officials of such incident as required by law.

V. Options for Reporting and Availability of Support

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

- Emergency Call 911
- Local Police Department
- Clinic/Hospital
- Community-based sexual assault crisis center.

For information on available resources to victims of sexual assault, please visit the following:

- 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.lovesrespect.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).

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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 Not Alone: Together Against Sexual Assault at www.notalone.gov/resources.

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.

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. Time is a critical factor for evidence collection and preservation. 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.

Any individual who reports to the College that he or she has been a victim of domestic violence, dating violence, sexual assault, or stalking, whether the offense occurred on or off campus, shall be provided with a copy of this Policy, as well as documentation detailing:

- 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, 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 unwelcome behavior
- Communicate with the offender either orally or in writing providing him or her 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 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 Title IX Officer or Title IX Coordinator 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. This process may lead to a formal hearing at which evidence will be considered and witnesses heard. 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. At times, it may be necessary to implement remedial measures before completing an investigation to ensure that further unlawful conduct does not continue. These measures may include reassignment or restructuring of the victim’s academic or work schedule per that party’s request. 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. It should be noted that while Vatterott strictly prohibits the disclosure of private information obtained through an investigation, circumstances may arise where the College may contact and cooperate with legal 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. When the investigation is complete, Vatterott will inform the complainant and the alleged perpetrator of the results of the investigation and the process for appealing any such determination, as applicable, in writing.

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.

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.

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.

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 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 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.

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.

Appeals. Either party may appeal the Panel’s decision. All appeals must be submitted in writing to the Vatterott 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 ten (10) business days of receipt.

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. 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.

XI. 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 Human Resources Department, 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.

1Reasonable 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.”
XII. 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:
  - The person is incapacitated due to the use or influence of alcohol and drugs;
  - The person is asleep or unconscious;
  - The person is under age; or
  - 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 Interourse – 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 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 orifices; 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 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;
- 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 program 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.
- Deriving, 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 applicable Vice President of Operations, the Provost, the Administrator of Student Affairs 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:

Vatterott Educational Centers, Inc.
Administrator of Student Affairs
8580 Evans Ave.
Berkeley, MO 63134

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 fromDisciplinary 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 Kansas Board of Regents at 1000 SW Jackson St., Suite 520, Topeka, KS 66612.

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.
Transfer credits will appear as a “TC” on the student’s transcript. The program will reduce the cost of the total program. The amount of credit will be based on the recommendation prepared by the American Council on Education (ACE) and published in the “Guide to the Evaluation of Educational Experiences in the Armed Services”. 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.

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”.

Military Training and Experience

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 minimum 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

Individual student attendance is tracked and recorded for each course throughout each term. For an on-campus course, a student’s physical presence at a scheduled class session (e.g., lecture, lab, or externship) constitutes academic attendance. For an online course, a student must participate in an academically-related activity (as defined in the Institution’s Attendance Requirements in Online Courses policy) in order to be considered in attendance for a given day.

Because participation and preparation are integral components of academic success, students are strongly encouraged to attend every scheduled class session and participate in all academically-related activities in each online course, as applicable, and also to spend an appropriate amount of time outside of class reviewing and preparing for each class or activity. Failure to do so may impact a student’s comprehension of course content, involvement in group projects, overall course performance, course grade, and/or academic progress.

A student who is absent from class (in an on-campus course) or does not participate in an academically-related activity (in an online course) for 14 consecutive calendar days* will be administratively dropped from that course. This includes a lack of initial attendance during the Add/Drop period. A student who is absent from all on-campus class sessions or does not participate in an academically-related activity in any online course for 14 consecutive calendar days* will be administratively withdrawn from the Institution.

*Excluding days identified as scheduled breaks or holidays in the “Academic Calendar, Schedule, and Holidays” section of the Campus Catalog and days when the Institution officially cancels classes due to reasons such as inclement weather. A student on an approved leave of absence (LOA) is not required to attend class until he/she is scheduled to return from the LOA.

A student who does not start a course by either attending a scheduled class session (in an on-campus course) or participating in an academically-related activity (in an online course), as applicable, during the Add/Drop period, will be administratively dropped from the course and issued a grade of “W.”

A student who is administratively dropped from one or more courses or is administratively withdrawn from the Institution may experience a reduction or loss of financial aid funding due to a change in enrollment status.

If a student officially withdraws or is administratively withdrawn, the last day of attendance or last day of attendance at an academically-related activity, as defined in this policy (and the Institution’s Attendance Requirements in Online Courses, as applicable), is used to determine the prorated tuition charges for the payment period or term and the amount of Title IV financial aid earned for the same period.

Any initial enrollment student* who fails to attend any scheduled class session (in an on-campus course) or participate in an academically-related activity (in an online course) during the Add/Drop Period of his/her initial term of enrollment may have his/her enrollment cancelled by the Institution. A student can appeal his/her enrollment cancellation in writing to the Director of Education.

*An initial enrollment student is: any student who is starting classes for the first time at a Vatterott Educational Centers, Inc. (“Vatterott”) school, a student who is in his/her initial period of re-enrollment, or a student who is in his/her initial period of enrollment in a subsequent program after completing or graduating from the previous program.

Make-Up Work

The Institution is committed to caring for its students. Our policy on graduation clearly spells out the criteria for graduation. Strict enforcement of these requirements is the norm, but since we are committed to the individual needs of our students, there are exceptions.

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 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. Vatterott Educational Centers, Inc. ("VEC") policy prohibits students from transferring in more than fifty percent (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 = 1.5 units
- 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
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.

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. 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.

### 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 (Withdrawal), 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.

In the case of D or F, the better of the two grades is calculated into the CGPA. 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.

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 student’s 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.”

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<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Percentage</th>
<th>Description</th>
<th>Included in Credits Earned</th>
<th>Included in Credits Attempted</th>
<th>Included in CGPA</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90–100</td>
<td>Outstanding</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>4.00</td>
</tr>
<tr>
<td>B</td>
<td>80–89</td>
<td>Above Average</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>3.00</td>
</tr>
<tr>
<td>C</td>
<td>70–79</td>
<td>Average</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>2.00</td>
</tr>
<tr>
<td>D</td>
<td>60–69</td>
<td>Below Average</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0–59</td>
<td>Failing</td>
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<td>Yes</td>
<td>Yes</td>
<td>0.00</td>
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<tr>
<td>W</td>
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<td>Withdrawn</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>WF</td>
<td>N/A</td>
<td>Withdrawn/Failure</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>I</td>
<td>N/A</td>
<td>Incomplete</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>TC</td>
<td>N/A</td>
<td>Transfer</td>
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<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>TO</td>
<td>N/A</td>
<td>Test-Out</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>AU</td>
<td>N/A</td>
<td>Audit</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Percentage</th>
<th>Description</th>
<th>Included in Clock Hours Earned</th>
<th>Included in Clock Hours Attempted</th>
<th>Included in CGPA</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90–100</td>
<td>Outstanding</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>4.00</td>
</tr>
<tr>
<td>B</td>
<td>80–89</td>
<td>Above Average</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>3.00</td>
</tr>
<tr>
<td>C</td>
<td>70–79</td>
<td>Average</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>2.00</td>
</tr>
<tr>
<td>D</td>
<td>60–69</td>
<td>Below Average</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0–59</td>
<td>Failing</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>0.00</td>
</tr>
<tr>
<td>W</td>
<td>N/A</td>
<td>Withdrawn</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>WF</td>
<td>N/A</td>
<td>Withdrawn/Failure</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>I</td>
<td>N/A</td>
<td>Incomplete</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>TC</td>
<td>N/A</td>
<td>Transfer</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>TO</td>
<td>N/A</td>
<td>Test-Out</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>AU</td>
<td>N/A</td>
<td>Audit</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
</tr>
</tbody>
</table>
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, 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 program. Students must meet the standards of SAP in order to remain enrolled. Additionally, these standards of SAP are evaluated at the end of each term of enrollment. 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 number of hours attempted during the maximum timeframe for program completion. 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>
</thead>
<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

For all programs, the maximum number of credits or clock hours attempted is 120 credits or 600 clock hours.

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.

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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 calculations.

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. Students who are not able to meet the SAP requirements at the end of the ensuing term, and who wish to continue their education may complete and submit a SAP Appeal in accordance with the SAP Appeal for Reinstatement section of this catalog. Students who fail to meet SAP at the end of the warning period will be placed on a Financial Aid Hold.

FA Probation - Academic Probation is a status designated for a student who has appealed and been granted an approved SAP Appeal. The FA 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 personal 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 Warning 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 withdraw 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 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 within the additional 10 week period. The Incomplete Grade “I” will be changed to the appropriate letter grade.

For externships and other experiential learning activities that occur at the end of the student’s curriculum and that are required for graduation, the graduation date will coincide with the last day of the term in which the student completes all program requirements, unless the student completes such requirements during the additional 10 week period, in which case the graduation date may be the last day of attendance.

Only externship hours that are submitted before the student drops or takes a Leave of Absence will be counted as hours towards completion of the externship. A student who receives an “F” for failing to perform professional duties at the site may be re-enrolled in the externship or experiential learning activity course for the subsequent term. If a student chooses to re-enroll, hours completed and submitted in the previous term will not be counted toward the completion of the externship and other formal experiential learning activity.

**Leave of Absence Policy**

The institution permits students to request a leave of absence (“LOA”) or extenuating circumstances as long as they comply with all established requirements for the externship or other formal experiential learning activity within the additional 10 week period. The Incomplete Grade “I” will be changed to the appropriate letter grade.

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 may 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. Students 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.

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. Students 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.

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. Students 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...
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 are 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.

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 transferrable 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 - Wichita Campus

Diploma

Automotive Technology
Electrical Mechanic
Heating, Air Conditioning, and Refrigeration Mechanic
Medical Assisting
PowerSports Equipment and Small Engine Mechanic
Wind Energy Technician

Associate of Occupational Studies (AOS) & Associate of Applied Science (AAS)

Computer Programming and Development (AOS)
Medical Assistant (AAS)

Vatterott College, Wichita 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 Technology 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 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>
</tr>
<tr>
<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>
<td>5</td>
</tr>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation 69.5

Electrical Mechanic Diploma

The diploma program is designed to prepare the graduate for entry-level employment as an Electrical Installation, Maintenance and Repair Technician. This course consists of 60 weeks with 72-quarter credit hours of theory and lab instruction in the areas described below. Each term is 10 weeks in length for a total of 72-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-110</td>
<td>Electrical Theory</td>
<td>12</td>
</tr>
<tr>
<td>EM-112</td>
<td>Wiring Techniques</td>
<td>12</td>
</tr>
<tr>
<td>EM-114</td>
<td>Residential Codes</td>
<td>12</td>
</tr>
<tr>
<td>EM-116</td>
<td>Electro-Mechanical Motor Control</td>
<td>12</td>
</tr>
<tr>
<td>EM-118</td>
<td>Commercial/Industrial Codes</td>
<td>12</td>
</tr>
<tr>
<td>EM-120</td>
<td>Solid-State Motor Control</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation 72

Heating, Air Conditioning & Refrigeration Mechanic Diploma

This program is designed to prepare the graduate in theory and working knowledge to enter the work field as an entry-level air conditioning, heating, and refrigeration service or installation mechanic. This course consists of 60 weeks with 72-quarter credit hours of theory and lab instruction in the areas described below. 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>HVAC-100</td>
<td>Electrical Fundamentals</td>
<td>12</td>
</tr>
<tr>
<td>HVAC-102</td>
<td>Refrigeration Fundamentals</td>
<td>12</td>
</tr>
<tr>
<td>HVAC-104</td>
<td>Air Conditioning</td>
<td>12</td>
</tr>
<tr>
<td>HVAC-106</td>
<td>Heating</td>
<td>12</td>
</tr>
<tr>
<td>HVAC-119</td>
<td>Advanced Refrigeration</td>
<td>9</td>
</tr>
<tr>
<td>HVAC-110</td>
<td>Advanced HVAC</td>
<td>12</td>
</tr>
<tr>
<td>GR-104</td>
<td>Green Awareness</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation 72
The objective of this course is designed to prepare the graduate for employment as an entry-level Medical Assistant. Students graduating from this program will have the necessary skills to obtain employment in the medical field working in both the office and clinical areas.

Hepatitis B 2nd series completed before start of 4th Phase (Student responsibility)

The program is 60 weeks in length for a total of 72 QCH. 58.5 QCH of theory and associated lab, 13.5 QCH of General Education instruction in the areas described below. Instruction is designed for entry every 10 weeks.

### Medical Assisting Diploma

The program consists of 40 weeks, 38 Quarter Credit Hours of theory and associated labs along with 2 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>ME-110</td>
<td>Medical Language</td>
<td>7.5</td>
</tr>
<tr>
<td>ME-112</td>
<td>Medical Computers</td>
<td>7.5</td>
</tr>
<tr>
<td>ME-114</td>
<td>Medical Office Basics</td>
<td>7.5</td>
</tr>
<tr>
<td>ME-122</td>
<td>General Patient Care</td>
<td>12</td>
</tr>
<tr>
<td>ME-124</td>
<td>Medical Office Lab/Special Procedures</td>
<td>12</td>
</tr>
<tr>
<td>ME-126</td>
<td>Job Search/Certifications/Externship</td>
<td>12</td>
</tr>
<tr>
<td>GE-102</td>
<td>English Composition I</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-107</td>
<td>College Math</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-109</td>
<td>Interpersonal Communications</td>
<td>4.5</td>
</tr>
</tbody>
</table>

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

### Powersports Equipment and Small Engine Mechanic Diploma

The objective of this program is to prepare the student for employment as an entry level Powersport Equipment Technician/ Mechanic, Motorcycle Repair Technician/Mechanic, or Equipment Repair Technician with the knowledge and skills needed in service, troubleshooting, and repair small engine-powered equipment. Graduates of this program should qualify for employment as a repair technician, installer, mechanic, or similar at small engine service and repair or rental shops, outdoor power equipment dealers, maintenance service centers, and landscaping and grounds maintenance service centers.

The program consists of 40 weeks and 60 Quarter Credit Hours of theory and associated labs. 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>PST-100</td>
<td>Basic Engine Theory and Repair</td>
<td>5</td>
</tr>
<tr>
<td>PST-105</td>
<td>Introduction to Powersports Technology and Equipment</td>
<td>5</td>
</tr>
<tr>
<td>PST-110</td>
<td>Multi-Cylinder 2 &amp; 4 Cycle Engines</td>
<td>5</td>
</tr>
<tr>
<td>PST-115</td>
<td>Brake Systems</td>
<td>5</td>
</tr>
<tr>
<td>PST-120</td>
<td>Fuel Systems</td>
<td>5</td>
</tr>
<tr>
<td>PST-125</td>
<td>Transmissions</td>
<td>5</td>
</tr>
<tr>
<td>PST-130</td>
<td>All-Terrain Vehicles (ATV) and Motorcycles</td>
<td>5</td>
</tr>
<tr>
<td>PST-135</td>
<td>Watercraft Engine Systems</td>
<td>5</td>
</tr>
<tr>
<td>PST-140</td>
<td>Basic Welding and Fabrication</td>
<td>5</td>
</tr>
<tr>
<td>PST-145</td>
<td>Diesel Engine Repair</td>
<td>5</td>
</tr>
<tr>
<td>PST-150</td>
<td>Powersports and Small Engine Capstone</td>
<td>5</td>
</tr>
</tbody>
</table>

**Total Number of Quarter Credit Hours Required for Graduation 60**

### Wind Energy Technician Diploma

This program is designed to prepare graduates for entry level positions, with theory and working knowledge, in the fields of Electrical Mechanic Technician and Wind Turbine Technician. The Wind Energy Technician program combines lecture and hands-on training to provide skills necessary in completing advanced technical troubleshooting and repairs on wind energy turbines. Under minimal supervision, graduates will be able to carry out complex daily assembly, service, repair, and operations of infrastructure to wind turbine generators and related equipment. Wind Energy Technicians must operate in compliance with company, State, and Federal OSHA requirements. Students must pass a climbing test, as assigned by the Program Director, of up to 300 ft.

The program consists of 40 weeks, 38 Quarter Credit Hours of theory and associated labs along with 2 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>EL-113</td>
<td>Principles of Electricity</td>
<td>3.5</td>
</tr>
<tr>
<td>EL-115</td>
<td>DC Systems</td>
<td>2.5</td>
</tr>
<tr>
<td>EL-116</td>
<td>AC Systems</td>
<td>2.5</td>
</tr>
<tr>
<td>EL-117</td>
<td>Motor Theory and Controls</td>
<td>2.5</td>
</tr>
<tr>
<td>EL-118</td>
<td>Motor Lab</td>
<td>2</td>
</tr>
<tr>
<td>EL-127</td>
<td>Principles of Fluid Power Systems</td>
<td>2.5</td>
</tr>
<tr>
<td>GE-124</td>
<td>Technical Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>IT-107</td>
<td>Computer and Network Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>WD-100</td>
<td>Introduction to Wind Power</td>
<td>1.5</td>
</tr>
<tr>
<td>WD-105</td>
<td>Introduction to Wind Energy &amp; Wind Turbine Technology</td>
<td>2.5</td>
</tr>
<tr>
<td>WD-110</td>
<td>Environmental and Department of Energy Regulations</td>
<td>2</td>
</tr>
<tr>
<td>WD-115</td>
<td>Wind Turbine Mechanical Systems I</td>
<td>3</td>
</tr>
<tr>
<td>WD-120</td>
<td>Wind Turbine Mechanical Systems II</td>
<td>3</td>
</tr>
<tr>
<td>WD-125</td>
<td>Wind Turbine Controls</td>
<td>2.5</td>
</tr>
<tr>
<td>WD-129</td>
<td>Wind Turbine Installation and Maintenance</td>
<td>4</td>
</tr>
<tr>
<td>WD-130</td>
<td>Applied Maintenance Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Number of Quarter Credit Hours Required for Graduation 40**
The objective of this program is to prepare the student for employment as an entry level Computer Programmer, Software Developer and Web Developer with the knowledge and skills needed to create, modify and test the code, forms and script for computer applications and web pages to run. The program consists of 70 weeks and 85 Quarter Credit Hours of theory and associated labs and 18 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>CP-120</td>
<td>Microsoft Office</td>
<td>5</td>
</tr>
<tr>
<td>CP-121</td>
<td>Programming Fundamentals</td>
<td>5</td>
</tr>
<tr>
<td>CP-122</td>
<td>Web Site Design Fundamentals</td>
<td>5</td>
</tr>
<tr>
<td>CP-123</td>
<td>Introduction Programming</td>
<td>5</td>
</tr>
<tr>
<td>CP-124</td>
<td>Introduction to Databases</td>
<td>5</td>
</tr>
<tr>
<td>CP-125</td>
<td>Introduction to Web Page Coding</td>
<td>5</td>
</tr>
<tr>
<td>CP-126</td>
<td>Software Testing</td>
<td>5</td>
</tr>
<tr>
<td>CP-127</td>
<td>SQL Programming</td>
<td>5</td>
</tr>
<tr>
<td>CP-128</td>
<td>Systems Analysis and Design</td>
<td>5</td>
</tr>
<tr>
<td>CP-220</td>
<td>Advanced Programming</td>
<td>5</td>
</tr>
<tr>
<td>CP-221</td>
<td>Software Application Security</td>
<td>5</td>
</tr>
<tr>
<td>CP-222</td>
<td>Technical Writing</td>
<td>5</td>
</tr>
<tr>
<td>CP-223</td>
<td>Advanced Excel and Data Sources</td>
<td>5</td>
</tr>
<tr>
<td>CP-224</td>
<td>Advanced Web Page Coding</td>
<td>5</td>
</tr>
<tr>
<td>CP-225</td>
<td>Introduction to Mobile App Development</td>
<td>5</td>
</tr>
<tr>
<td>CP-226</td>
<td>IT Project Management Basics</td>
<td>5</td>
</tr>
<tr>
<td>CP-227</td>
<td>Advanced SQL Management and Custom Report Writing</td>
<td>5</td>
</tr>
<tr>
<td>GE-115</td>
<td>Microeconomic Principles</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-116</td>
<td>Ethics</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-120</td>
<td>English Composition</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-205</td>
<td>College Algebra</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation 103

Medical Assistant

The objective of this Associate of Applied Science degree is designed to prepare the graduate for employment as an entry-level Medical Assistant. While the major objective of this degree is occupational/technical in nature, some baccalaureate degree granting institutions have developed upper division programs to recognize this degree for transfer of some credits. It is the student’s responsibility to talk to the Registrar at the sending school and the receiving school to confirm articulation and proper transfer of credit. Students graduating from this program will have the necessary skills to obtain employment in the medical field working in both the office and clinical areas.

The program is 90 weeks in length for a total of 108 quarter credit hours. This works out to 80.2 quarter credit hours of theory and associated lab, 22.5 quarter credit hours of General Education Instruction and 5.3 quarter credit hours of externship. Instruction is designed for entry every 10 weeks.

Hepatitis B 2nd series completed before start of 4th Phase (Student responsibility)
Tuberculosis Test completed before start of 4th Phase (Student responsibility)

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Total Number of Quarter Credit Hours Required for Graduation 108
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.

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 tire 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-111: Engine 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 balancers 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 systems 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 DVM 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 electronic controls 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

CP-120: Microsoft Office 5 Quarter Credit Hours
This course will help students develop introductory skills in the Microsoft Office Suite (Word, Excel, Access, and PowerPoint). The students’ knowledge of computer concepts, file management, and Internet usage will be reinforced through demonstrations and lab exercises.

CP-121: Programming Fundamentals 5 Quarter Credit Hours
This course introduces computer programming and problem solving in a structured program logic environment. The following topics will be covered in this course: language syntax, data types, program organization, problem-solving methods, algorithm design, and logic control structures. This course will prepare students to be able to manage files with operating system commands, use top-down algorithm design, and implement algorithmic solutions in a programming language.

CP-122: Web Site Design Fundamentals 5 Quarter Credit Hours
This course will introduce student to development tools and techniques used to publish Web pages. Students will learn to use basic hypertext markup language, scripting and presentational technologies to create web sites with the aid of a software authoring application. Topics covered include: XHTML, CSS, JavaScript, server hosting, site publication, site maintenance and Search Engine Optimization.
This course is designed to give students the general knowledge required to understand many of the general programming concepts required in any programming language. Students will gain the ability to design, create, test and debug a fully functioning program. Topics covered include: Algorithm Development; Variables; Arithmetic Expressions; Forms and Controls; Conditions; Controlled Looping; Variables and Scope; Arrays; Object Oriented Programming.

Prerequisite: CP-121

CP-124: Introduction to Databases 5 Quarter Credit Hours

In this course, students will be provided with a comprehensive introduction to database concepts. Students will focus on the relational model of database management and querying databases using Structured Query Language (SQL). Students will examine and manipulate existing relational databases and create new relational databases.

CP-125: Introduction to Web Page Coding 5 Quarter Credit Hours

In this course students will learn basic web design using HTML (HyperText Markup Language) and CSS (Cascading Style Sheets). Students will be introduced to planning and designing effective web pages; implementing web pages by writing HTML and CSS code; enhancing web pages with the use of page layout techniques, text formatting, graphics, images, and multimedia; and producing a functional, multi-page website. Upon successful completion of this course, students will have a good foundation in web design using HTML and CSS.

Prerequisite: CP-122

CP-126: Software Testing 5 Quarter Credit Hours

This course shows how to define and assess software quality through various testing techniques. The following topics will be covered in this course: review/inspection technique for non-executable software, black-box and white-box testing techniques for executable software and test result analysis. Students will also be introduced to specific test case development techniques such as boundary value, equivalence class, control paths, and data-flow paths test. Different levels of testing such as functional, component and system/regression tests are discussed.

Prerequisite: CP-124

CP-127: SQL Programming 5 Quarter Credit Hours

This course teaches students relational database fundamentals and SQL programming skills through hands on exercises which will reinforce learning and develop real competency. This course will cover the following topics: relational database architecture, database design techniques, and simple and complex query skills. Students will gain an understanding of SQL functions, join techniques, database objects and constraints, and will be able to write useful SELECT, INSERT, UPDATE and DELETE statements.

Prerequisite: CP-124

CP-128: Systems Analysis and Design 5 Quarter Credit Hours

A methodical approach to developing computer systems including feasibility study, systems planning, analysis, design, testing, implementation and software maintenance will be covered in this course. Students will also learn strategies of systems analysis and design for producing logical methodologies for dealing with complexity in the development of information systems. The course approaches the development of information systems from a problem-solving perspective. Upon successful completion of this course, students will have a solid understanding of the concepts of a system and what it means to develop and implement an information system in an organization.

CP-220: Advanced Programming 5 Quarter Credit Hours

This course builds on lessons learned in the Introduction to Programming course. The course will focus on writing applications that interface with a database management system. Topics covered include: class development; inheritance and polymorphism; input validation; error handling; exception handling; relational databases and SQL; accessing data; collections and multi-threading.

Prerequisite: CP-121, CP-122, CP-123 and CP-125

CP-221: Software Application Security 5 Quarter Credit Hours

Techniques for protecting data within a computer and protecting data as it moves through a network will be covered in this course. Students will learn how to find, manage and address threats through the use of threat modeling tools.

Prerequisite: CP-121, CP-122, CP-123 and CP-125

This course will offer students a comprehensive introduction to technical communication. It will grow their ability to organize and craft information for manuals, journal articles, reports and other technical publications. Learn document design, production principles and writing for the web.

CP-222: Technical Writing 5 Quarter Credit Hours

This course is designed to help students learn how to use a combination of more complex functions, formulas; nested IF statements, VLOOKUP, HLOOKUP and LOOKUP tables. Students will also learn how to begin to develop a personalized interface through the creation of Active worksheet Buttons and Macros, manipulate spreadsheets in Excel to present selected data using more Advanced Excel software tools like Pivot Tables, Pivot Charts and What If analysis tools. Data Analysis using Scenarios, Data Tables and Goal Seek will also be covered.

Prerequisite: CP-122 and CP-125

CP-224: Advanced Web Page Coding 5 Quarter Credit Hours

This course provides students with a comprehensive understanding of topics in HTML, XHTML and dynamic HTML (DHHTML) which they will use to create Web pages and sites from simple to complex. Students will also enhance their skills by applying these concepts to create interactive features such as animated text, image and text rollovers, and transitions.

Prerequisite: CP-122 and CP-125

CP-225: Introduction to Mobile App Development 5 Quarter Credit Hours

Students in this course will learn to develop mobile apps on the iOS and Android platforms. Students will be guided through developing an actual working app on both platforms. They will learn about the entire mobile app development lifecycle, including issues associated with licensing and both public and enterprise distribution.

Prerequisite: CP-127 and CP-224

CP-226: IT Project Management Basics 5 Quarter Credit Hours

This course provides students with a comprehensive overview of the principles, processes, and practices of IT project management. This course will help students’ master skills in project integration, scope, time, cost, quality, human resource, communications, risk, procurement, and stakeholder management as well as all five process groups—initiating, planning, executing, monitoring and controlling, and closing.

Prerequisite: CP-124 and CP-127

EL-113: Principles of Electricity 3.5 Quarter Credit Hours

This course will introduce students to the introduction of tools, safety, construction math, communication skills, and the basics of electricity. An overview of the following topics will be covered in this course: a study of resistors, OHM’s law, series and parallel circuits, voltage and current dividers, electrical test equipment, and an introduction to the National Electrical Code®.

EL-115: DC Systems 2.5 Quarter Credit Hours

This course presents the fundamentals of electricity as they apply to direct current circuits. Topics will include the concepts of voltage, current, resistance and power and their application to series and parallel circuits. The course also includes network theorems and the concepts of capacitance and inductance. Lab activities will help students gain hands-on experience in measuring circuit properties and interpreting collected data.

EL-116: AC Systems 2.5 Quarter Credit Hours

This course covers the basic concepts of AC circuits. Included is a basic study of electromagnetic principles, sine wave principles and relationships, resistive circuits, inductive circuits, capacitive circuits, circuit analysis, and resonance. This course is devoted to the analysis of alternating current circuits building on the concepts developed in the DC course. Topics include phasor representation of voltages, currents, reactance and impedance, RC, RL, and RLC circuit analysis, and the application of circuit theorems to AC circuits. Also included are the operation of transformers and polyphase power generation. Laboratory activities will allow students to gain experience making measurements on AC circuits and interpreting the data collected.

EL-117: Motor Theory and Controls 2.5 Quarter Credit Hours

This course will cover electrical tools, instruments, safety, electrical symbols, line diagrams, AC manual contactors and motor starters, AC magnetic contactors and motor starters, time delay logic and control devices. The course also covers reversing motor circuits, electromechanical and solid-state relays, photoelectric controls, proximity controls, reduced voltage starting, accelerating and deaccelerating methods and preventive maintenance.

Prerequisite: EL-113 Co-requisite: EL-118
This lab class will give students the opportunity to hard-wire, test, and troubleshoot common control circuits. The course allows students the opportunity to hard-wire and operate the control circuits. Students will design control circuits and program motor controllers and variable frequency drives. Prerequisite: EL-113 Co-requisite: EL-117

**EM-113: Organizational Communication** 2 Quarter Credit Hours

This course will introduce the student to the components and principles used in fluid and air powered systems. Students will learn to read hydraulic and pneumatic diagrams and the symbols used. Students will understand the operation of: directional control devices, pressure control devices, flow control devices and devices that convert fluid power to rotary mechanical power. Hydraulic and Pneumatic systems are widely used in industry and tied to electrical systems. An electrical technician must have knowledge of these systems to be an effective troubleshooter. Students will become familiar with how to measure parameters in fluid and air systems. Prerequisite: EL-113

**EM-110: Electrical Theory** 12 Quarter Credit Hours

This course provides the student with the basic theories of electricity, magnetism, inductance, capacitance, resistance and the operation of motors, as well as conveys the importance and need for teamwork to become productive in highly efficient organizations.

- Series, Parallel, and Series/Parallel Circuits
- Ohm’s Law
- Electromagnetism
- Transformer Action
- Single Phase and Three Phase

Order: Conductor Properties and Materials, Box Enclosures, Wire-ways, Bus-ways and Trolley Systems, Fusing and Circuit Protection, Construction Plans and Blue Prints, Creative Problem Solving, Service Entrance Equipment and Sizing

**EM-112: Wiring Techniques** 12 Quarter Credit Hours

This lab class will give students the opportunity to hard-wire, test, and troubleshoot common control circuits. The course allows students the opportunity to hard-wire and operate the control circuits. Students will design control circuits and program motor controllers and variable frequency drives. Prerequisite: EL-113 Co-requisite: EL-117

**EM-127: Principles of Fluid Power Systems** 2.5 Quarter Credit Hours

This course provides the student with the basic theories of electricity, magnetism, inductance, capacitance, resistance and the operation of motors, as well as conveys the importance and need for teamwork to become productive in highly efficient organizations.

- Series, Parallel, and Series/Parallel Circuits
- Ohm’s Law
- Electromagnetism
- Transformer Action
- Single Phase and Three Phase

Order: Conductor Properties and Materials, Box Enclosures, Wire-ways, Bus-ways and Trolley Systems, Fusing and Circuit Protection, Construction Plans and Blue Prints, Creative Problem Solving, Service Entrance Equipment and Sizing

**EM-114: Residential Codes** 12 Quarter Credit Hours

This course focuses on the National Electrical Code residential requirements for various special circuits and devices found in modern residences. Also, introduces the student to the basic principles of language construction and applications through written communications.

- Lighting Fixtures and Swimming Pools
- Heating Circuits and AC Circuits
- Appliance Circuits
- Technical Writing
- Service Entrance Equipment and Sizing

**EM-116: Electro-Mechanical Motor Control** 12 Quarter Credit Hours

This course covers theories and concepts of human conduct as well as a critical evaluation of these theories and concepts as they apply to problems and decisions in contemporary professional life. Students will learn to apply critical thinking skills, ethical reasoning, and professional codes of conduct to resolve a variety of personal, social, and professional ethics issues.

**EM-120: Solid-State Motor Control** 12 Quarter Credit Hours

This course is designed to instruct the student in the theory of operation, installation, application and maintenance of solid-state motor control circuits. The student is also shown how to put the customer first, every day, in every interaction.

- Basic Semiconductor Theory
- Solid-State Devices
- Frequency Drives
- Lighting Protection
- Digital Logic Theory and Application
- Fault Analysis, Troubleshooting, and Maintenance
- Programming Parameters and Debugging
- Classifications, Identification and Equipment Applications

**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-102: English Composition I** 4.5 Quarter Credit Hours

This course introduces the student to the basic principles of written communication. The student will study, critique, and revise a selection of documents. Foundational techniques of gathering, processing, and communicating data in the written context are presented in a workshop format to help the student recognize the specific demands of each writing situation.

**GE-105: Introduction to Psychology** 4.5 Quarter Credit Hours

This psychology course provides a foundation to understand human behavior. Course covers theories and concepts including: scope of psychology, biological foundations and the brain, sensation, perception, motivation, personality, learning/memory, emotion, states of consciousness, personality theories, cognition, life-span development, and applied psychology.

**GE-107: College Math** 4.5 Quarter Credit Hours

This course is designed to prepare the student for dealing with work-related and real-life mathematical problems. It covers basic arithmetic and word problems (application) taken from various technical disciplines. The student will learn weights and measures utilizing formulas from basic math as well as an introduction to algebra, geometry, and trigonometry.

**GE-109: Interpersonal Communication** 4.5 Quarter Credit Hours

This course is designed to show students how to create an environment in which they and others can excel. The student will learn effective listening techniques and be able to formulate an appropriate response, how to put thoughts and feelings into words, and be able to maintain good interpersonal relationships with family, friends and co-workers. It will be taught in a setting utilizing small group format with emphasis on proper interviewing skills and both verbal and non-verbal communication. The student will demonstrate proficiency with an oral presentation to the class.

**GE-115: Microeconomic Principles** 4.5 Quarter Credit Hours

This course is designed to introduce basic concepts and issues in microeconomics with an emphasis on analyzing and applying economic principles to real-world problems. It enables students to apply economics to their daily lives. Students will study supply and demand analysis, price-setting, profit, firm behavior, labor market, and consumer choice.

**GE-116: Ethics** 4.5 Quarter Credit Hours

This course is designed to provide a practical overview of principle ethical theories and concepts of human conduct as well as a critical evaluation of these theories and concepts as they apply to problems and decisions in contemporary professional life. Students will learn to apply critical thinking skills, ethical reasoning, and professional codes of conduct to resolve a variety of personal, social, and professional ethics issues.

**GE-120: English Composition II** 4.5 Quarter Credit Hours

In this course, students develop written communication skills. The course materials place an emphasis on the principles of communication which includes understanding the writing process and analysis of readings. This is an intensive review of the English language and its use in college-level writing, including written discourse, sentence structure, paragraph development, essay organization, all in concert with critical thinking processes.
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 expressions, and solving practical applications of basic technical formulas. Also included are basic geometric forms and relationships. The course’s emphasis is 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.

GE-202: English Composition II 4.5 Quarter Credit Hours
This course will improve the student’s written communication skills with emphasis placed on the principles of effective communication and understanding the writing process. Students will address issues in technical word composition and analysis, and life cycle cast and form to determine. It will instruct the student on effective communication styles when writing either formal or informal reports as well as correspondence and can be applied to a broad platform of reading and writing assignments. Prerequisite: GE-102 English Composition I with a grade of 70 or higher.

GE 205: College Algebra 4.5 Quarter Credit Hours
This college algebra course focuses on algebraic concepts essential for success in the workplace and other courses. Using practical examples and applications, students practice fundamental operations with number systems, formulas, algebraic expressions and linear equations. This course also explores problems involving factoring, inequalities, exponents, radicals, functions, quadratic equations and graphs.

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 terminology 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 derive an analysis, and life cycle cast and form to determine the energy efficiency of a building or system. Identify green alternatives to conventional building practices and describe the pros and cons of those 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.

HVAC-100: Electrical Fundamental 12 Quarter Credit Hours
Student will be shown electrical theory as it applies to Air Conditioning and Heating. Also, this course will take students through different problem solving techniques used in business as well as personal environments.

HVAC-102: Refrigeration Fundamentals 12 Quarter Credit Hours
Student will be taught the refrigeration cycle and its basic components in addition to basic principles about installation and troubleshooting common problems, as well as conveys the importance and need for teamwork to become productive in highly efficient organizations.

HVAC-104: Air Conditioning 12 Quarter Credit Hours
Students will be given instruction on air properties, how to size equipment, and how to check and troubleshoot refrigeration and electrical problems on residential and commercial air conditioning equipment. This course gives the student the communication skills necessary for establishing and maintaining healthy relationships with co-workers and customers.

HVAC-106: Heating 12 Quarter Credit Hours
Students will troubleshoot combustion and electrical problems in fossil fuel equipment, and be shown the theory and principles of heat pumps, as well as gas standard and condensing furnaces. Also, introduces the student to the basic principles of language construction and applications through written communications.

HVAC-110: Advanced HVAC 12 Quarter Credit Hours
Students will study the different types of residential and commercial installations and will learn how to design, plan, and install heating and cooling systems from start to finish whether it is a retrofit application or brand new construction and achieve greater personal and professional success through an increased knowledge of human behavior and employer expectations.

HVAC-110: Advanced Refrigeration 9 Quarter Credit Hours
Students will be given knowledge of various types of capacity control, methods of unloading, as well as operational components of commercial refrigeration, proper preventative maintenance practices, and system troubleshooting. The student is shown how to put the customer first, every day, in every interaction.

IT-107: Computer and Network Fundamentals 3 Quarter Credit Hours
This course introduces students to the fundamental ideas in computer programming. Students will be exposed to both object oriented and non-object oriented programming languages. Topics include flow charts, variables, loops, if statements, events, string commands and functions. Major emphasis is placed on problem solving, sound programming techniques, and good program design. The course covers SCADA (Supervisory Control and Data Acquisition) systems and interfacing techniques using in general RTUs (Remote Terminal Units) and PLC’s (Programmable Logic Controllers) or other commercial modules.

LS-100: Learning Strategies 5 Quarter Credit Hours
This course covers the basic role of safety in the workplace. Students will be trained on the use of safe work practices and procedures as well as how to properly inspect and use safety equipment. Students will learn about and perform common workplace duties using safe work procedures including: lifting heavy objects, fighting small workplace fires, and working around electrical hazards. Also, as part of the learning strategies course, students will be given training on study skills best practices, training on new technology, eBooks, student portal, course companion software, and how to develop and use a “Skills and Achievement Portfolio” to achieve future employment goals.
### MA-099: Basic College Mathematics  Non-Credit Course

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

**ME-110: Medical Language**  7.5 Quarter Credit Hours

This course familiarizes the student with medical terminology, anatomy, and physiology.

- **Medical Terminology**
- **Basic Anatomy & Physiology**

**ME-112: Medical Computers**  7.5 Quarter Credit Hours

The student receives in-depth training using Microsoft Office applications, specifically Word and Excel, and be exposed to multiple projects in each application with some projects related specifically to the medical field.

- **Microsoft Office**
- **Introduction to Medical Transcription Keyboarding**

**ME-114: Medical Office Basics**  7.5 Quarter Credit Hours

This course is designed to assist students in understanding the basics of pharmacology including the sources of drugs, drug regulations, and classification of drugs.

- **Pharmacology**
- **Introduction to Administrative Office Procedures**

**ME-122: General Patient Care**  12 Quarter Credit Hours

This course will instruct the student in basic patient care and procedures associated with medically assisting a physician. This course will teach the students to take vital signs, weights, measurements, as well as learning disease and infection control and asepsis. The student will also learn to assist with minor surgery and basic physical exams. This course will instruct the students in performing special procedures and assisting the physician as needed.

- **Taking Patient Histories**
- **Nutrition**
- **Therapeutic Communications**
- **Assisting the Physician in**
- **AIDS and Hepatitis B**
- **Care**
- **Children as Patients**
- **Surgery Set-up**

**ME-124: Medical Office Lab/Special Procedures**  12 Quarter Credit Hours

This course will instruct the student in venipuncture, hematology, urinalysis, and special laboratory procedures. The students will also learn to use and maintain all laboratory equipment and follow all OSHA and CLIA regulations. The students will be instructed in patient care and safety before, during, and after all laboratory procedures. This course includes instruction in the placement and patient education of a Holter monitor, as well as performing EKG’s.

- **Venipuncture**
- **Hematology**
- **Urinalysis**
- **Administration of Medications**

**ME-126: Job Search/Certifications/Externship**  12 Quarter Credit Hours

The students learn about First-aid and may become certified in CPR after satisfactorily passing a certification exam. This course assists students in career preparation which includes resume writing, networking skills, and interview techniques. The externship portion of this course is not intended to be a job trial situation, but provides the student with additional theory and skills prior to graduation. An unpaid practical career development course, which provides the student an opportunity to demonstrate the knowledge, aptitude, and skilled proficiency obtained in the classroom and laboratory. This is mandated by Kansas Statute and protocol. The Externship Coordinator or designated faculty member will visit each site for evaluation of the student. In order for the student to participate in the externship portion of their training, each student must be in good standing with Vatterott College as per the Externship Program Agreement form that each Medical Assistant student must sign. Externship for eligible candidates consists of four weeks. Each week requires the candidate to work Monday through Friday for 40 hours per week at an assigned site until the required 160 clock hours have been achieved.

- **CPR Certification**
- **First-aid**
- **Interviewing Techniques**

**ME-210: Medical Environment**  7.5 Quarter Credit Hours

This course will introduce the students to the medical office environment and state and federal regulations. The student will learn teamwork, professionalism, grooming, as well as, choosing an area of interest within the medical field.

- **Medical Transcription**
- **Billing and Coding**
- **OSHA**
- **QHPA**
- **Inpatient and Outpatient based**
- **Choosing a Medical Career Field**

**ME-212: Medical Insurance, Accounting and Law**  7.5 Quarter Credit Hours

This course will instruct the student in the process of insurance filing and reimbursement from various carriers. Basic medical accounting will also be covered, instructing the student on accounts receivable, accounts payable, deposits, postings, and etc. The student will also learn medical law and ethics as it applies to areas of the health care field.

- **Insurance**
- **CPT, ICD and HCPCS Coding**
- **HICPA. Ethics, and Confidentiality**
- **Medical Accounting Procedures**

**ME-214: Advanced Medical Assisting**  12 Quarter Credit Hours

This course is designed to show the student all aspects of taking and developing X-Rays. Basic principles of physics and chemistry are included. Topics covered are the machine, safety, protection, darkroom, film processing, and quality control will be covered. Also anatomy in relation to positioning to take an X-Ray of the chest, spine, sinuses, extremities, and abdomen will be discussed and demonstrated.

- **Anatomy Relating to Radiography**
- **X-Ray Safety Procedures**
- **Quality Control for Radiography**
- **The Purpose of X-Rays in Medicine**

**PST-100: Basic Engine Theory and Repair**  5 Quarter Credit Hours

This course will provide instruction on the basic operation of a variety of small engines, motors, powersport equipment, motorcycles, and lawn and farm machinery. Students will receive classroom instruction and instructor led lab demonstration on the operation, assembly/disassembly, troubleshooting, and repair of a variety of equipment and engines. Students will perform instructor supervised lab projects to demonstrate comprehension of the material.

**PST-105: Introduction to Powersports Technology and Equipment**  5 Quarter Credit Hours

This course provides introductory training on powersport equipment and technology commonly used in sporting events and leisure activities. Students will learn about common engines, drive trains, chassis, and servicing guidelines for a range of equipment including: dirt bikes, motorcycles, marine sports, snowmobiles, and other gas powered high-performance equipment.

**PST-110: Multi-Cylinder 2 & 4 Cycle Engines**  5 Quarter Credit Hours

This course will train students on engine repair safety procedures, terminology of two and four cycle engines, maintenance, theory of two and four cycle engine operation, fuel and oil systems, cooling systems, electrical and basic hydraulic systems, and general troubleshooting techniques related to two and four cycle engines.

**PST-115: Brake Systems**  5 Quarter Credit Hours

This course instructs students on hydraulic brakes. Students will learn terminology, how to identify the common braking systems, troubleshooting, disassembly/reassemble breaking systems, wheel bearings, and how to perform preventative maintenance on a variety of braking systems.

**PST-120: Fuel Systems**  5 Quarter Credit Hours

This course will cover the various fuel systems found in lawn equipment, motorcycles, all-terrain vehicles, marine and high performance vehicles. The course will also cover current trends in alternative fuel systems. Students will learn terminology, repair and maintenance procedures, and troubleshooting skills related to a variety of fuel systems. Students will receive lecture and instructor led lab demonstrations as well as hands-on, instructor supervised lab projects.

**PS-125: Transmissions**  5 Quarter Credit Hours

This course covers maintenance, troubleshooting, and repair of transmissions commonly found in motorcycles, all-terrain vehicles, powersports equipment, lawn and garden equipment, and small machinery. The course will prepare students to identify the components of the transmission, perform repairs and preventative maintenance, and troubleshoot common issues related to transmissions. This course consists of lecture, demonstration and supervised lab projects.

**PST-130: All-Terrain Vehicles (ATV) and Motorcycles**  5 Quarter Credit Hours

This course will further the student’s knowledge of motorcycles and all-terrain vehicles in the area of servicing, troubleshooting, performance enhancements, after-market parts and repair, enhanced suspensions, braking, and transmissions, as well as operation, design and construction parameters of motorcycles and all-terrain vehicles.
This course prepares students to provide routine maintenance, troubleshoot, and repair industry standard equipment on seasonal and recreational sports equipment. Students will learn to identify and service common operating systems of jet skis, and outboard engines.

**PST-140: Basic Welding and Fabrication**  
This course provides students with basic welding safety, an overview of welding and fabrication techniques, and comprehensive welding terminology. Students will receive classroom lecture, instructor led demonstrations of welding and fabrication techniques, as well as perform welding and fabrication in an instructor supervised lab setting.

**PST-145: Diesel Engine Repair**  
This course provides students with knowledge of diesel engine performance standards, terminology, and repair and maintenance guidelines. Students will receive training on a small diesel engine in classroom and lab settings. As part of this course, students will service and repair small diesel motors and diesel powered equipment.

**PST-150: Powersports and Small Engine Capstone**  
As part of this capstone course, students will prepare a presentation for their peers on a topic learned as part of their training. The students will also perform a series of lab projects to demonstrate the knowledge and skills learned in the program. The course will consist of classroom, library, and lab training and demonstrations.

**WD-100: Introduction into Wind Power**  
This course will introduce students to the fundamental concepts of turning energy from the wind into electricity. It explores the history and projected future of producing energy from the wind. It also identifies the various scales of wind turbines, design types and requirements, and their major subcomponents.

**WD-105: Introductions to Wind Energy and Wind Turbine Technology**  
This course is designed to cover the history, economics, politics, regulations and future of wind energy in the USA and elsewhere. Topics include basic wind turbine construction including: civil engineering, site locations, design features and specifications. The course explains mechanical and electrical components of the wind turbine. Students will be able to explain how the blades on a wind turbine create lift and how that lift turns the rotor and creates electrical power.

**WD-110: Environmental and Department of Energy Regulations**  
This course focuses on avoiding, minimizing and controlling (Environmental, Health and Safety) issues during the construction and operation of a project or facility. Some of the topics address include proper climbing techniques and certification, working at heights, working in confined space, working with rotating machinery and falling objects. The course also covers community health and safety and environmental issues.

**WD-115: Wind Turbine Mechanical Systems I**  
This course is designed to cover the identification and analysis of the components, gearboxes and other mechanical systems that make up subsystems of modern wind turbines. Students will be able to identify types and specifications of different types of fasteners, the effects of the torque on the fasteners and how lubricants are used in the components of a wind turbine. The course explains conversion and transfer of energy from the wind through the power and train of a wind turbine.

**WD-120: Wind Turbine Mechanical Systems II**  
This course is designed to cover the in-depth study of the components of the input electrical power delivery systems for wind generation. Students will be able to explain the theory and operation of wind generators and explain the link between generators and converters. The course also covers wind farm high voltage underground and overhead power collection systems along with how such systems are connected to the power grid via the sub-station.

**WD-125: Wind Turbine Controls**  
This course will present turbine types, their development, and their current status. The course evaluates the operating experiences, track record and number of turbines in operation for the major players in the wind energy industry. The course provides an understanding of wind turbine aerodynamics and the various considerations that are involved when selecting foils for use in blade design, blade construction, assembly and repair techniques as well as performance, operation and maintenance characteristics.

**WD-129: Wind Turbine Installation and Maintenance**  
This course is designed to cover the practice of installation, operation, maintenance, troubleshooting and repair of wind turbine mechanical systems and turbine blades. The student will work with electric/electronic/mechanical equipment using switches, fuses, breakers, interlocks, isolating valves and proper grounding techniques. Troubleshooting and repair of failed mechanical and electrical equipment will be explained and demonstrated.

Prerequisites: WD-100 and WD-105

**WD-130: Applied Maintenance Lab**  
The Applied Lab will provide opportunities for students to practice the skills that they have learned throughout the program. Students will take field trips to view real working Wind Turbines in operation and will simulate experiences from the trips.

Prerequisites: WD-100 and WD-105
Academic Calendar

<table>
<thead>
<tr>
<th>Term Start Date</th>
<th>Term End Date</th>
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<tr>
<td>1/11/2016</td>
<td>3/20/2016</td>
</tr>
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<td>2/22/2016</td>
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<td>11/13/2017</td>
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Class Schedule

**Morning Classes:** Monday through Thursday, 8:00 a.m. to 12:30 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>Columbus Day</th>
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</thead>
<tbody>
<tr>
<td>Martin Luther King's Birthday</td>
<td>Veterans Day</td>
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<tr>
<td>President's Day</td>
<td>Thanksgiving</td>
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<tr>
<td>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>
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Appendix A: Administrative Staff & Faculty

Administrative Staff

Mike Harris, Campus Director
John Clayton, Director of Education
Dianna Preston, Director Financial Aid
Stephanie Frankiewicz, Campus Accountant
Angie Thompson, Career Services Coordinator
Callie Dorsett, Registrar/Retention Officer
Tyrone Brown, Senior Enrollment Coordinator
Jessica Frey Owens, Enrollment Coordinator
Kimberly Bailey, Receptionist

Jacob Armstrong (General Education Instructor)
AS, Liberal Sciences, Butler Community College
BS, Psychology, University of Phoenix
MS, Psychology, University of Phoenix

Jeremy Dieter (Powersports Instructor)
United States Army - Training Certifications

Scot Kendrick (Automotive Technology Instructor)
Liberal Vocational Technology Center

Dane Lea (Electrical Instructor/Program Director)
AGS, Friends University
Master Electrician

Tamara Lewis (General Education Instructor)
AS, General Studies, Cowley County Community College
BS, Computer Science, Wichita State University
MS, Computer Science, Wichita State University

Terence Maguire (Wind Energy)
St. Mary's College
GE Wind Turbine Course
IBEW 5 year Electrical Apprenticeship

Jeff Martinez (HVAC Instructor)
Garden City Community College
Kansas State University

Ronald McChristy (Powersports Instructor/Program Director)
AA, Johnson County Community College
BA, Business Administration, Baker University
MBA, Business Administration, Baker University

Jamey Messerly (Automotive Technology Instructor)
Wichita Area Technical College, Automotive

Christopher Parrott (Automotive Technology Instructor/Program Director)
Automotive Technology, American Automotive Institute
BA, Psychology, Wichita State University
MA, Social Work, Newman University
ASE Master Automotive Technician

Dara Schon (Medical Instructor)
AAS, Pratt Community College
BS, Nursing, Wichita State University

Joy Thompson (Medical Instructor/Program Director)
AAS, Pratt Community College
BS, Nursing, Wichita State University

Deborah Ward (Medical Instructor)
BS, Radiology, St. Mary of the Plains College

Joyce Wilson, DRT(R)(M) (Medical Instructor)
RT, St. Francis Hospital

Carl Woods (Electrical Instructor)
Electronics - Maple Woods Community College

Rob Wyss (HVAC Instructor/Assistant Program Director)
Diploma, HVAC and EM, Vatterott College
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<tr>
<th>Program</th>
<th>Degree</th>
<th>Weeks</th>
<th>Tuition</th>
<th>Reg. Fee</th>
<th>Lab/ Tech Fee¹</th>
<th>Books &amp; Supplies²</th>
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<td>Automotive Technology</td>
<td>Diploma</td>
<td>60</td>
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<td>$100</td>
<td>$1,390</td>
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<td>Diploma</td>
<td>60</td>
<td>$17,496</td>
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<td>Heating, Ventilation, Air Conditioning &amp; Refrigeration</td>
<td>Diploma</td>
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<td>$17,496</td>
<td>$100</td>
<td>$1,500</td>
<td>$2,000</td>
<td>$21,096</td>
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<tr>
<td>Medical Assisting</td>
<td>Diploma</td>
<td>60</td>
<td>$24,840</td>
<td>$100</td>
<td>$1,500</td>
<td>$1,700</td>
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<td>Powersports Equipment and Small Engine Mechanic</td>
<td>Diploma</td>
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<td>$1,000</td>
<td>$3,000</td>
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<td>Wind Energy Technician</td>
<td>Diploma</td>
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<td>$14,784</td>
<td>$100</td>
<td>$1,000</td>
<td>$3,000</td>
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<td>Computer Programming and Development</td>
<td>AOS</td>
<td>70</td>
<td>$31,930</td>
<td>$100</td>
<td>$2,060</td>
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<td>$100</td>
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<td>$2,700</td>
<td>$30,880</td>
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</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.

² 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 of such supplies in effect at the time they are received by the student.
The below information is to replace the current corresponding section of information in the Admissions Information of the catalog.

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:

- 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 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;
- Proof of home school completion that demonstrates the student graduated and met 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.
- 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.

Vatterott College – Wichita
Admissions Information Addendum
Policy: Title IX

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 Title IX Officers, all whom serve as the Campus Directors for each respective campus. All Title IX Officers are authorized to receive reports of sexual harassment and sex-based discrimination, and report the same 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: titlexcoordinator@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 or a Title IX Officer. The Coordinator and Officers 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 and Officers 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 or a 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, 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 or a Title IX Officer who shall then inform local, state and/or federal law enforcement officials of such incident as required by law.

V. Options for Reporting and Availability of Support

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

- Emergency Call 911
- Local Police Department
- Clinic/Hospital
- Community-based sexual assault crisis center.

For information on available resources to victims of sexual assault, please visit the following:

- [http://www.rainn.org](http://www.rainn.org) – Rape, Abuse, and Incest National Network (800) 656-4673
- [http://www.justice.gov/ovw/sexual-assault](http://www.justice.gov/ovw/sexual-assault) – Department of Justice Sexual Assault
- [http://www.loveisrespect.org/](http://www.loveisrespect.org/) – Love is Respect – call (866) 331-9474 or text LOVEIS to 22522
- [http://www.theadhline.org](http://www.theadhline.org) - National Domestic Violence Hotline - 800-799-7233

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.

For contact information for these off-campus resources please visit Not Alone: Together Against Sexual Assault at [www.notalone.gov/resources](http://www.notalone.gov/resources).

**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.
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. Time is a critical factor for evidence collection and preservation. 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.

Any individual who reports to the College that he or she has been a victim of domestic violence, dating violence, sexual assault, or stalking, whether the offense occurred on or off campus, shall be provided with a copy of this Policy, as well as documentation detailing:

- 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, 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 unwelcome behavior
- Communicate with the offender either orally or in writing providing him or her of the following:
  o A factual description of the incident(s) including date, time, place, and specific action.
If you would like to proceed informally but with the assistance of a third party, you may contact your Title IX Officer 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 Title IX Officer or Title IX Coordinator 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. This process may lead to a formal hearing at which evidence will be considered and witnesses heard. 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. At times, it may be necessary to implement remedial measures before completing an investigation to ensure that further unlawful conduct does not continue. These measures may include reassignment or restructuring of the victim’s academic or work schedule per that party’s request. 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. It should be noted that while Vatterott strictly prohibits the disclosure of private information obtained through an investigation, circumstances may arise the College may 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. When the investigation is complete, Vatterott will inform the complainant and the alleged perpetrator of the results of the investigation and the process for appealing any such determination, as applicable, in writing.

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.

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.

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.

**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,

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\(^1\) 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.”
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 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.

**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.

**Appeals.** Either party may appeal the Panel’s decision. All appeals must be submitted in writing to the Vatterott 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 ten (10) business days of receipt.

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. **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.

XI. **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 Human Resources Department, 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.

XII. **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 program 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.
Addendum - Student Information & Services
Effective: 01-11-2017

The following information below 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 (Kansas, Missouri, Oklahoma)
U.S. Department of Education
1010 Walnut Street, Suite 320
Kansas City, Missouri 64106
816-268-0550

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 – Wichita
Student Information & Services Non-Discrimination Addendum
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.
Admissions Information

Admission for the Computer Programming and Development Program

Applicants enrolling in the Computer Programming and Development program must complete all general admission requirements (as listed in the Admissions Policy) along with completing and passing the Scholastic Level Exam (SLE) with a minimum score of 18. If the applicant does not pass the exam with a minimum score of 18, the applicant may repeat the exam one (1) time immediately after failing the exam. If the applicant does not achieve a minimum score of 18 on the initial test or the 1 repeat, the applicant must wait 30 days prior to attempting an additional retake.
Program Offerings

The objective of this Associate of Applied Science degree is designed to prepare the graduate for employment as an entry-level Medical Assistant. While the major objective of this degree is occupational/technical in nature, some baccalaureate degree granting institutions have developed upper division programs to recognize this degree for transfer of some credits. It is the student’s responsibility to talk to the Registrar at the sending school and the receiving school to confirm articulation and proper transfer of credit. Students graduating from this program will have the necessary skills to obtain employment in the medical field working in both the office and clinical areas.

Hepatitis B 2nd series completed before start of 4th Phase (Student responsibility)
Tuberculosis Test completed before start of 4th Phase (Student responsibility)

The program is 90 weeks in length for a total of 108 quarter credit hours. This works out to 80.2 quarter credit hours of theory and associated lab, 22.5 quarter credit hours of General Education Instruction and 5.3 quarter credit hours of externship. Instruction is designed for entry every 10 weeks.

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<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
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<tr>
<td>ME-110</td>
<td>Medical Language</td>
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<td>Medical Computers</td>
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<td>ME-114</td>
<td>Medical Office Basics</td>
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<td>ME-122</td>
<td>General Patient Care</td>
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<tr>
<td>ME-124</td>
<td>Medical Office Lab/Special Procedures</td>
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<tr>
<td>ME-126</td>
<td>Job Search/Certifications/Externship</td>
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<td>ME-210</td>
<td>Medical Environment</td>
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<td>ME-212</td>
<td>Medical Insurance, Accounting and Law</td>
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<td>ME-214</td>
<td>Advanced Medical Assisting</td>
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<tr>
<td>GE-101</td>
<td>English Composition I</td>
<td>4.5</td>
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<tr>
<td>GE-105</td>
<td>Introduction to Psychology</td>
<td>4.5</td>
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<tr>
<td>GE-107</td>
<td>College Math</td>
<td>4.5</td>
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<tr>
<td>GE-109</td>
<td>Interpersonal Communications</td>
<td>4.5</td>
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<tr>
<td>GE-202</td>
<td>English Composition II</td>
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Total Number of Quarter Credit Hours Required for Graduation 108

Course Descriptions

**GE-101: English Composition I** 4.5 Quarter Credit Hours

In this English Composition I course, the student will develop written communication skills. The course materials place an emphasis on the principles of effective communication, which includes understanding the writing process and analysis of readings, as can be applied personally and professionally.

Vatterott College – Wichita
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**

The objective of this course is designed to prepare the graduate for employment as an entry-level Medical Assistant. Students graduating from this program will have the necessary skills to obtain employment in the medical field working in both the office and clinical areas.

- Hepatitis B 2nd series completed before start of 4th Phase (Student responsibility)
- Tuberculosis Test completed before start of 4th Phase (Student responsibility)

The program is 60 weeks in length for a total of 72 QCH. 58.5 QCH of theory and associated lab, 13.5 QCH of General Education Instruction in the areas described below. Instruction is designed for entry every 10 weeks.

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**Course Descriptions**

**GE-101: English Composition I**  4.5 Quarter Credit Hours

In this English Composition I course, the student will develop written communication skills. The course materials place an emphasis on the principles of effective communication, which includes understanding the writing process and analysis of readings, as can be applied personally and professionally.
Program Offerings

**Computer Programming and Development**  
**Associate of Occupational Studies, A.O.S.**

The objective of this program is to prepare the student for employment as an entry level Computer Programmer, Software Developer and Web Developer with the knowledge and skills needed to create, modify and test the code, forms and script for computer applications and web pages to run.

The program consists of 70 weeks and 85 Quarter Credit Hours of theory and associated labs and 18 Quarter Credit Hours of general education instruction. Instruction is designed for entry every 10 weeks.

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<tr>
<td>CP-121</td>
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<tr>
<td>CP-122</td>
<td>Web Site Design Fundamentals</td>
<td>5</td>
</tr>
<tr>
<td>CP-123</td>
<td>Introduction Programming</td>
<td>5</td>
</tr>
<tr>
<td>CP-124</td>
<td>Introduction to Databases</td>
<td>5</td>
</tr>
<tr>
<td>CP-125</td>
<td>Introduction to Web Page Coding</td>
<td>5</td>
</tr>
<tr>
<td>CP-126</td>
<td>Software Testing</td>
<td>5</td>
</tr>
<tr>
<td>CP-127</td>
<td>SQL Programming</td>
<td>5</td>
</tr>
<tr>
<td>CP-128</td>
<td>Systems Analysis and Design</td>
<td>5</td>
</tr>
<tr>
<td>CP-220</td>
<td>Advanced Programming</td>
<td>5</td>
</tr>
<tr>
<td>CP-221</td>
<td>Software Application Security</td>
<td>5</td>
</tr>
<tr>
<td>CP-222</td>
<td>Technical Writing</td>
<td>5</td>
</tr>
<tr>
<td>CP-223</td>
<td>Advanced Excel and Data Sources</td>
<td>5</td>
</tr>
<tr>
<td>CP-224</td>
<td>Advanced Web Page Coding</td>
<td>5</td>
</tr>
<tr>
<td>CP-225</td>
<td>Introduction to Mobile App Development</td>
<td>5</td>
</tr>
<tr>
<td>CP-226</td>
<td>IT Project Management Basics</td>
<td>5</td>
</tr>
<tr>
<td>CP-227</td>
<td>Advanced SQL Programming and Custom Report Writing</td>
<td>5</td>
</tr>
<tr>
<td>GE-115</td>
<td>Microeconomic Principles</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-116</td>
<td>Ethics</td>
<td>4.5</td>
</tr>
<tr>
<td><strong>GE-101</strong></td>
<td>English Composition I</td>
<td><strong>4.5</strong></td>
</tr>
<tr>
<td>GE-205</td>
<td>College Algebra</td>
<td>4.5</td>
</tr>
</tbody>
</table>

**Total Number of Quarter Credit Hours Required for Graduation: 103**

**Course Descriptions**

**GE-101: English Composition I**  
4.5 Quarter Credit Hours

In this English Composition I course, the student will develop written communication skills. The course materials place an emphasis on the principles of effective communication, which includes understanding the writing process and analysis of readings, as can be applied personally and professionally.
Program Offerings

Medical Assistant

The objective of this Associate of Applied Science degree is designed to prepare the graduate for employment as an entry-level Medical Assistant. While the major objective of this degree is occupational/technical in nature, some baccalaureate degree granting institutions have developed upper division programs to recognize this degree for transfer of some credits. It is the student's responsibility to talk to the Registrar at the sending school and the receiving school to confirm articulation and proper transfer of credit. Students graduating from this program will have the necessary skills to obtain employment in the medical field working in both the office and clinical areas.

Hepatitis B 2nd series completed before start of 4th Phase (Student responsibility)
Tuberculosis Test completed before start of 4th Phase (Student responsibility)

The program is 90 weeks in length for a total of 108 quarter credit hours. This works out to 80.2 quarter credit hours of theory and associated lab, 22.5 quarter credit hours of General Education Instruction and 5.3 quarter credit hours of externship. Instruction is designed for entry every 10 weeks.

Course Descriptions

AGE-215: Technical Math  4.5 Quarter Credit Hours

This course provides an introduction to basic mathematical operations and functions as they apply to the technical 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's emphasis is 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.
The information below is to replace the current corresponding information in the Program Offerings and Course Description section of the catalog.

**Program Offerings**

**Computer Programming and Development  Associate of Occupational Studies, A.O.S.**

The objective of this program is to prepare the student for employment as an entry level Computer Programmer, Software Developer and Web Developer with the knowledge and skills needed to create, modify and test the code, forms and script for computer applications and web pages to run.

The program consists of 70 weeks and 85 Quarter Credit Hours of theory and associated labs and 18 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>CP-120</td>
<td>Microsoft Office</td>
<td>5</td>
</tr>
<tr>
<td>CP-121</td>
<td>Programming Fundamentals</td>
<td>5</td>
</tr>
<tr>
<td>CP-122</td>
<td>Web Site Design Fundamentals</td>
<td>5</td>
</tr>
<tr>
<td>CP-123</td>
<td>Introduction Programming</td>
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<td>CP-124</td>
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<td>CP-227</td>
<td>Advanced SQL Programming and Custom Report Writing</td>
<td>5</td>
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<tr>
<td>AGE-210</td>
<td>Business Communications</td>
<td>4.5</td>
</tr>
<tr>
<td>AGE-215</td>
<td>Technical Math</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-101</td>
<td>English Composition I</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-201</td>
<td>English Composition II</td>
<td>4.5</td>
</tr>
</tbody>
</table>

**Total Number of Quarter Credit Hours Required for Graduation 103**

**Course Descriptions**

**AGE-210 Business Communications  4.5 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.

Vatterott College – Wichita
Program Offerings and Course Description Addendum
AGE-215: Technical Math 4.5 Quarter Credit Hours
This course provides an introduction to basic mathematical operations and functions as they apply to the technical 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’s emphasis is 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-201: English Composition II 4.5 Quarter Credit Hours
In the English Composition II course student will review the writing process, learn research techniques, citation techniques, documentation formats, and critical analysis of written topics.
Addendum – Appendix B
Effective: 5/2017

The below information has replaced the current, corresponding information in the Appendix A section of the catalog.

APPENDIX B - TUITION & FEES

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree</th>
<th>Weeks</th>
<th>Tuition</th>
<th>Reg. Fee</th>
<th>Lab/ Tech Fee</th>
<th>Books &amp; Supplies</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Automotive Technology</td>
<td>Diploma</td>
<td>60</td>
<td>$16,680</td>
<td>$100</td>
<td>$1,390</td>
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<td>Electrical Mechanic</td>
<td>Diploma</td>
<td>60</td>
<td>$17,496</td>
<td>$100</td>
<td>$1,500</td>
<td>$2,800</td>
<td>$21,896</td>
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<tr>
<td>Heating, Ventilation, Air Conditioning &amp; Refrigeration</td>
<td>Diploma</td>
<td>60</td>
<td>$17,496</td>
<td>$100</td>
<td>$1,500</td>
<td>$1,800</td>
<td>$20,896</td>
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<tr>
<td>Powersports Equipment and Small Engine Mechanic</td>
<td>Diploma</td>
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<td>$13,200</td>
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<td>Wind Energy Technician</td>
<td>Diploma</td>
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<td>$12,000</td>
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<td>$1,000</td>
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<tr>
<td>Computer Programming and Development</td>
<td>AOS</td>
<td>70</td>
<td>$31,930</td>
<td>$100</td>
<td>$2,060</td>
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<tr>
<td>Medical Assistant</td>
<td>A.A.S.</td>
<td>90</td>
<td>$25,920</td>
<td>$100</td>
<td>$2,160</td>
<td>$3,350</td>
<td>$31,530</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
The below information has replaced the current, corresponding information in the About Vatterott College section of the catalog.

**History of Vatterott College**

Vatterott College expanded into Wichita, Kansas as a result of a teach-out agreement with the Kansas Board of Regents in 1999.

The Wichita Campus received its original ACCSCT accreditation in May, 1999. The school was located at 3030 N. Hillside, Wichita, Kansas. In December, 1999, the school received approval to change location, and moved the Campus to 6130 E. Central, Suite 202, Wichita, Kansas. The school underwent a change of location in October 2002 enlarging its facility, and moved once again in October 2007 to its current location at 8853 E. 37th Street North, Wichita, Kansas. The facility consists of 33,500 square feet of space providing for updated classrooms, lab equipment and resource materials to aid in the hands-on-learning process. The school maintains a separate library/resource center and bookstore. In addition, the Campus boasts beautifully landscaped surroundings to accommodate a variety of student activities, as well as meet the future growth of the facility.

Vatterott College – Wichita Campus is a branch of Vatterott College – Berkeley, a main branch, and is owned by Vatterott Educational Centers, Inc., which also owns and operates twenty-two (22) other locations throughout the Midwest.