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.

Jeffry Walton
Campus Director
Dear Vatterott Students,

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

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

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

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

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

Sincerely,

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

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

Graduates

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

Employers

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

Our Philosophy

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

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

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

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

History of Vatterott College

Vatterott Educational Centers, Inc. was founded in 1969, in response to a growing need for vocational training facilities in the St. Louis area. The school began in rented classroom space as Urban Technical Centers, Inc. at 804 Pine Street in downtown St. Louis with an enrollment of 12 students. In 1982 the school moved to 3854 Washington Avenue and remained at that location until its closure in 1999.

A northwest St. Louis county location was established in 1976 offering courses in Heating and Air Conditioning, Electricity, Nurse Assistant/Orderly, and Building Maintenance. This facility operated under the name of Northwest County Vocational Center. In 1978 an additional location was added in St. Louis County to accommodate the increase in students and in 1982 was accredited, as a branch, by the Accrediting Commission of the National Association of Trade and Technical Schools.

In 1996 the Vatterott College, Sunset Hills campus was opened as a branch of the St. Ann campus, now located in Berkeley, Missouri. The Sunset Hills campus offers Diploma, Associate of Occupational Studies, and Bachelor’s Degree programs in a variety of areas.

An increase in student population required the dedication of an addition building located at 12900 Maurer Industrial Drive in October 2002. By May 2008, Vatterott College began enrollment in the Information Systems Security diploma level distance education program. In 2009, Vatterott College began offering three additional distance education associate’s degree programs in Medical Assistant, Medical Billing and Coding and Business Management. These programs allow Vatterott College students the unique opportunity to complete all or a portion of their education online.

Accreditation, Authorization and Approvals

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

Certifications

Certified to Operate by the Coordinating Board for Higher Education, State of Missouri.

Campus Location

Vatterott College - Sunset Hills Campus
12900 Maurer Industrial Drive
Sunset Hills, Missouri 63127
(314) 843-4200

Administrative Offices
12900 Maurer Industrial Drive
Sunset Hills, Missouri 63127
(314) 843-4200

Campus Facilities

Vatterott College at Sunset Hills Campus – Branch of Main Campus, Vatterott College Berkeley, Missouri

The facilities on Maurer Industrial Drive are located in a convenient suburban setting adjacent to major thoroughfares and accessible from all parts of the metro area. The two educational buildings contain approximately 64,400 square feet in freestanding facilities with ample parking. Students will find at this campus setting classrooms which are designed to facilitate learning and which consist of lecture rooms and instructional laboratories. Small, informal classes encourage student/faculty interaction and students receive individual attention to help them reach their potential. The computer labs are equipped with various types of computers appropriate to the demands of different design professions. All labs are equipped with industry current equipment to support the program of study. The library houses books, periodicals, pamphlets, CD-ROM support materials, as well as access to the internet. Library-resource materials are available to students beyond normal school hours.

Maximum class size is 50 students. Enrollment Capacity: 800 students per session. Theory classes are limited in size to a 30:1 student/teacher ratio and labs are limited to a 20:1 ratio.

Statement of Ownership

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

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

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

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

a. Copy of a standard High School Diploma that lists the date of graduation; from an accredited high school or a high school recognized by the appropriate state department of education.

b. Copy of a high school transcript that lists the date of graduation; certificates of completion and special diplomas are not acceptable for Admission;

c. General Education Diploma (GED) Certificate; provided directly from the state or federal program issuing credential;

d. Letter confirming graduation from high school on school letterhead; faxed letters must come from the school fax number;

e. Letter from the GED testing center or State Department of Education confirming completion of a GED; faxed letters must come from State or GED testing centers fax number;

f. 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;

g. Proof of home school completion that demonstrates the student graduated and met the minimum State graduations requirements. If applicable;

h. Foreign transcripts (schools outside the U.S.) must be accompanied with a translated copy (if applicable) and submitted to the Registrar’s office for official review.

i. 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.

Admissions for Online Programs

Online Applicants must complete all general admission requirements (as listed above) and complete the Online Readiness Assessment (READi), the Online Program Computer Skills Checklist and the Wonderlic Scholastic Level Exam (SLEQ).

- The Online Readiness Assessment (READi) will measure whether students have the skills, competencies, and access to technology necessary to succeed in a distance education environment. The Online Readiness Assessment (READi) consists of Q&A assessing the applicants’ knowledge of the Internet as well as how to use Microsoft Office. The students will be graded on 2 sections; Technical Knowledge and Technical Competency.

  - Students must complete and pass the Online Readiness Assessment (READi) with a minimum score of 50 in the Technical Knowledge section and a minimum score of 60 in the Technical Competency section. If the applicant does not get the required minimum scores in BOTH sections on the initial test, the applicant must wait 30 days prior to attempting a retake.

- The Online Program Computer Skills Checklist will certify that students meet the minimum technology requirements necessary to succeed in a distance education environment.

- The Wonderlic Scholastic Level Exam (SLEQ) gauges the prospective student’s cognitive abilities and likelihood of succeeding academically.

  - Students seeking enrollment into the Business Management AOS online program must complete and pass the Wonderlic Scholastic Level Exam (SLEQ) with a minimum score of 21. If the applicant does not pass the exam with a minimum score of 21, the applicant may repeat the exam One (1) time immediately after failing the exam. If the applicant does not get a score of 21 on the initial test or the 1 repeat, the applicant must wait 30 days prior to attempting an additional retake.

- Students seeking enrollment into all other online programs must complete and pass the Wonderlic Scholastic Level Exam (SLEQ) with a minimum score of 16. If the applicant does not pass the exam with a minimum score of 16, the applicant may repeat the exam One (1) time immediately after failing the exam. If the applicant does not get a score of 16 on the initial test or the 1 repeat, the applicant must wait 30 days prior to attempting an additional retake.

Online Program Technology Requirements

To be considered for enrollment in the college’s online programs, a student must certify that they possess the following minimum technology requirements:

- Use a computer 5 years old or newer with 2GHz processor or better
- Minimum of 1 GB of RAM
- Minimum 100 GB Hard Drive
Holidays

contact the Institution or reference the Academic Calendar, Schedule, and Holidays section of this catalog.

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

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, whichever 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.

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

Non-Degree Non-Program Students

It is the policy of the Institution to permit Non-Degree Non-Program students to enroll on a term-by-term basis in up to two terms or a maximum of 37 quarter-credit hours without declaring intent to seek a diploma or degree. Students enrolled as Non-Degree Non-Program students are not required to possess a high school diploma or GED. Prospective students under the age of 18 must have written consent from a parent or legal guardian prior to enrollment.

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

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

Institutional Calendar

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

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 visit http://www.vatterott.edu/scholarships.asp. To obtain an application, please see the Campus Registrar or visit https://www.scholarshipapply.org/vatterott/

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

Veterans’ Education Benefits
Vatterott College is approved for the training of veterans and veteran’s spouse or children in accordance with the rules and regulations administered by the United States Department of Veterans Affairs (VA). Representatives of the VA, State Approving Agency, and the Office of 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
- 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 FSA grant or loan;
- Maintain satisfactory academic progress;
- Provide the Office of Financial Aid any required documentation in cases of verification and/or resolving conflicting information or comment codes;
- Notify the Office of Financial Aid of changes in enrollment status or of additional resources received; and
- Repay any FSA received as a result of inaccurate information (Any person who intentionally misrepresents facts on the application violates federal law and may be subject to a $20,000 fine and/or imprisonment).

Applying for Financial Aid
To apply for Federal Student Aid (FSA), a student must complete the Free Application for Federal Student Aid (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 the application online at www.fafsa.ed.gov. To fill out the FAFSA a student will need access to prior year tax information and possibly parental tax information if the student is under the age of 24 and unmarried with no dependents. If a student did not file taxes in the previous year, proof of earnings will be needed.

The FAFSA 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. Federal 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.

FAFS 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 Academic 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:

\[ \text{Refund} = \frac{\text{Total Tuition} \times \text{Weeks enroled}}{\text{Total weeks of enrollment}} \]

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

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

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

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

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

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

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

3. During the second 25% of the period of financial obligation, the COLLEGE shall refund at least 30% of tuition.

In case of withdrawal after this period, the COLLEGE may commit the STUDENT to the entire obligation.

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

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

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

2. A grade of incomplete with the designation “withdrawn” for the courses in the program in which the student is enrolled at the time of withdrawal. No refund will be given for any academic term the student has completed.

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% 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.

A student’s last day of attendance will be the last recorded day the student attended an on-ground class or for those students taking online classes, the last day the student attended class as defined under the Online Student Attendance Guidelines.

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.

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 in withdrawal must be presented for re-enrollment.
The Institution offers students a variety of success-oriented services as well as activities for the benefit of students and the community.

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

Hours of Operation

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

Inclement Weather and Campus Closure Policy

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

Housing

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

Orientation

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

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

Student Portal

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

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

Faculty

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

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

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

Academic Assistance

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

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

Retention Services

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

The Retention department is responsible for the following duties:

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

Student Services Available for Online Students

The below student services are available to students enrolled in online distance education courses. Students may access these services via the following mediums: student portal, Canvas course shell, webinar, phone, email, or the Vatterott College website and may also visit one of the Vatterott College locations near them.

- Online Library Services: EBSCOhost
- Career Services
  - Career Services Coordinators: assist students with part-time employment while they pursue their studies, as well as, training related employment upon completion of their education. They also help students with updating resumes, fine tuning of interviewing skills, and professional networking techniques.
  - Career Connects Website: The website will allow our students to search for jobs specific to educational studies as well as keep up to date on upcoming career fairs, workshops, and other career services related events in their area.
- Retention
  - Retention Officers: serve as the student’s support system throughout their time with Vatterott offering them guidance and direction in regards to course selection, academic tutoring and advising, satisfactory academic progress monitoring, monitor their attendance and provide them with continuous support throughout their Academic Careers.

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 school 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 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 afford 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 arrangements 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) from 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 in 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) Request to Inspect & Review Education Record(s) from 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 which the student is enrolled or seeks or intends to enroll; in cases where the Institution intends to forward the information upon request; in the event of a health or safety emergency involving the student; or to parties otherwise authorized to receive the information pursuant to FERPA.

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

Students with questions regarding their rights pursuant to FERPA, or desiring additional guidance concerning the appropriate manner in which to exercise such rights at their school, can contact Student Affairs via email at studentaffairs@vatterott.edu, or email their inquiry to consumerinfo@vatterott.edu.

**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.

Violations of the law will also be referred to the appropriate law enforcement authorities. Students or employees may also be referred to the services of the National Council on Alcoholism and Drug Dependence for counseling and rehabilitation on an individual referral basis. If such a referral is made, continued enrollment or employment will be subject to successful completion of any prescribed counseling or treatment program. Information on the Institution’s drug-free awareness program and drug and alcohol abuse prevention program may be obtained from the Office of Financial Aid.

**Student Conduct Policy**

All students are expected to respect the rights of others and are held responsible for conforming to the laws of the national, state and local government, and for conducting themselves in a manner consistent with the best interests of the Institution and of the student body.

The Institution reserves the right to dismiss a student for any of the following reasons: failure to maintain satisfactory academic progress, failure to pay institution fees and/or tuition by applicable deadlines, disruptive behavior, posing a danger to the health or welfare of students or other members of the Institution’s community, or failure to comply with the policies and procedures of the campus catalog.

Any unpaid balance for tuition, fees and supplies becomes due and payable immediately upon a student’s dismissal from the Institution. The Institution reserves the right to dismiss or suspend any student who is guilty of the above or whose conduct is detrimental to the classroom or living environment, well-being of fellow students or faculty, or appearance of institutional facilities.

**Rules, Regulations, and Expectations**

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

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

- 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, halter, 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 or living 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, and they are supervised.

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All safety rules and procedures are to be followed without exception.

No alcohol or drugs before, during, or after classes; violators are subject to suspension and termination.

No fighting, horseplay, profanity, or cheating.

No alcohol or drugs before, during, or after classes; violators are subject to suspension and termination.

No alcohol or drugs before, during, or after classes; violators are subject to suspension and termination.

No alcohol or drugs before, during, or after classes; violators are subject to suspension and termination.

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 be 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:

- Questions or concerns regarding the College’s compliance with Title IX may be directed to the following:
  1. Title IX Coordinator
     8580 Evans Avenue
     Berkeley, MO 63134
     (314) 264-1740
titleixcoordinator@vatterott.edu
  2. Campus Director (Title IX Officer)
     12900 Maurer Industrial Drive
     Sunset Hills, MO 63127
     (314) 843-4200
titleixcoordinator@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
  Phone: (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

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.
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 inform and obtain the reporting party’s consent prior to commencing an investigation 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.

VII. Victim Rights & Options

Regardless of whether an individual elects to pursue a criminal complaint, or whether the offense 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.

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 1-866-86610 (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.loveisrespect.org/ – Love is Respect – call (866) 331-9474 or text LOVES to 22522

http://www.victimsofcrime.org/our-programs/stalking-resource-center - Stalking Resource Center


Effect 09-2016

Vatterott College Sunset Hills
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 authoritie,
- changing academic, living, transportation, and working situations, or (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) protecting his or her safety.
- 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 formal 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 the 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 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 protect any personal information. The Panel consists of three (3) Vatterott Officers, to include the Provost, the Vice President of Accreditation, and the Title IX Coordinator, will preside over all hearing proceedings. 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 by 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 closing 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.

\(^1\) 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.”

**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 General Counsel and Chief Administrator within seven (7) business days of the Panel’s determination and clearly set forth grounds for the appeal. Appropriate grounds for appeal include procedural, legal, and/or substantial errors. The appeal committee, comprised of three (3) Vatterott Officers, to include the Provost, the Vice President of Accreditation, and the Title IX Coordinator, will review the appeal and the appeal committee’s decision is final.

**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, complaints, or requests 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.

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:
  a. The person is incapacitated due to the use or influence of alcohol and drugs;
  b. The person is asleep or unconscious;
  c. The person is under age; or
  d. 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.

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

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

- Prostitution 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 or was 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 activities, 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.

Student Disciplinary Appeal

A student who has been suspended or terminated from training as a result of a disciplinary decision at the campus-level may appeal the determination to the Student Disciplinary Review Committee (“Committee”). The Committee is comprised of Vatterott’s Division One or Division Two Regional Director, the Provost, the Administrator of Student 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 from Disciplinary Dismissal

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

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

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

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

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

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

The Director of Education will review the grievance or complaint, seek resolution and notify the student of the remedy within 10 days. If 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:


Missouri Department of Higher Education, 205 Jefferson Street, P.O. Box 1469, Jefferson City, MO. 65102-1469 Phone: (573) 751-2361 Fax: (573) 751-4635.

Iowa College Student Aid Commission, 430 E. Grand Ave. 3rd Floor, Des Moines, IA 50309, Toll-free Phone: (877) 272-4456, option 4 Online Student Complaint form: https://www.iowacollegeaid.gov/content/constituent-request-review

Nebraska Department of Education, 301 Centennial Mall South, P.O. Box 98987, Lincoln, NE 68509

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

Tennessee Higher Education Commission, Nashville, TN 37243-0830 Telephone: (615) 741-5293

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.
Assessment Testing

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

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

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

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

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

Transfer Credit Policy

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

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

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

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

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

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

Academic Information

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

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

Military Training and Experience

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

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

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

Internal Proficiency Credit (Test-Out)

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

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

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

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

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

External Proficiency Credit

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

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

Proficiency credit for certain courses may be granted to students who hold current specific industry-recognized professional certification. Such certifications may be reviewed by the Director of Education or designee for proficiency credit. Where available, the ACE College Credit Recommendation Service should be used to assess such certifications or training. Evaluations and supporting documentation should be retained in the student’s academic file.

Term

A term is defined as a consecutive 10 week period of continued instruction.

Attendance Policy

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

In the instance that a student is absent from all classes for two consecutive weeks (14 calendar days) within a term, on the 14th day following the student’s last date of attendance the institution will place the student on heightened monitoring for potential dismissal from the institution. In the instance that a student is absent from an individual class for two consecutive weeks (14 calendar days) within a term, on the 14th day following the student’s last date of attendance the institution will place the student on heightened monitoring for potential dismissal from the course. If a student returns prior to the completion of the administrative withdrawal process, which shall be completed no later than the 25th calendar day following the student’s last date of attendance, institutional staff will review and document the student’s return to class and authorize discontinuation of the pending administrative withdrawal.

Any initial enrollment student* who fails to attend clock hours or QCH classes in their initial term of enrollment may have their enrollment cancelled by the Institution. Students can appeal their enrollment cancellation in writing to the Director of Education.

Students who fail to record attendance for a course may be withdrawn or canceled from a course for failure to attend may experience a heightened monitoring for potential dismissal from the course. Logging into an online course without completing one or more of the above academic activities does not count as academic attendance. The first and last day of attendance (LDA) for a student enrolled in an online course will be the first or LDA in which the student participated in class, or otherwise engaged in an academically-related activity as listed above.

Instructors will post academic-attendance (daily) for students in CampusVue via the Faculty Portal (based on academically-related course activities as defined in Online Student Attendance Requirements and Participation & Substantive Interaction Policy) for the previous day.

Participation & Substantive Interaction Policy

**Establishing Participation & Substantive Interaction for Academic Attendance During Add/Drop Period**

During the add/drop period (weeks 1 & 2), students are required to establish class participation by logging into each course within 14 calendar days of the term start date and submitting a required assignment/test/quiz, posting an initial* post (substantively interacting) to the Discussion Forum, or conducting a substantive course content-specific dialogue with the instructor in the “Ask the Instructor” section of the Course Home Page.

Students who have logged into the course(s) within the add/drop period of the term start date but failed to participate academically to earn academic attendance will be administratively withdrawn from the course(s). Appeals to be reinstated are not permitted unless a systems error was made.

*The initial post is typically not the only required post to receive full credit. However, the initial post or submission of an academic assignment will prevent the course(s) from being administratively withdrawn at the conclusion of add/drop period. Please see Course Syllabus or Weekly Announcements within the course shell for more information.

Participation and Substantive Interaction Requirements throughout the Remainder of the Term

Beginning in Week 3 (after add/drop period) and throughout the remainder of the course, students’ participation and substantive interaction for academic attendance will be tracked using the tools within the learning management system (LMS) and my Realtime Coach™ (if applicable). Throughout the term, students must participate in such a way as to ensure successful completion of the course by the end of the term (i.e., regularly submit assignments and coursework to substantively interact with other students and the instructor). Course acceleration is not permitted. Submitting work prior to its due date (accelerating) and going inactive for 14 calendar days is still lack of academic interaction and participation in the course and a withdrawal will be initiated. Bulk assignment submissions after long periods of inactivity are ill-advised, because an administrative withdrawal may be initiated for lack of academic engagement in the course.

Students are expected to abide by the institution’s Attendance Policy, Online Student Attendance Requirements, and Participation and Substantive Interaction Policy, as outlined in each course syllabus. Students who do not turn in an assignment and/or substantively interact for a 14 consecutive calendar-day period will be administratively withdrawn for lack of participation/substantive interaction, resulting in a grade of “W” or “WF” recorded on the student’s academic transcript. Appeals to be reinstated are not permitted unless a systems error was made.

**Guidelines for Substantive Interaction**

The purpose of substantive interaction in discussion forums is to promote understanding/comprehension of the academic topic through a collaborative, collective and interactive conversation. Substantive interaction involves a sustained, interactive communication usually of three or more academic appropriate posts to a discussion topic in the course, consisting of one 75-100 word initial post to a question(s) in the course content and two posts to fellow students and/or the course instructor of equally substantive value. The discussion post or response is the student’s personal opinion or idea on the subject matter that is communicated in a meaningful way. A student’s initial post may include a very well thought out question that applies ideas relevant to the course content. It may compare and contrast the posts of others, perceptions of each student experience of facts may also vary based on the student’s perception. In some cases, the pros and cons of a decision may be explored that further expands on the discussion thread.

Students are encouraged to interact with fellow classmates and/or the instructor using the Discussion Forum as soon as possible during each week of the term. By substantively interacting, it opens up the lines of communication with fellow classmates and instructors to help foster and promote a deeper understanding of the topic and theme discussed in the course, which will contribute to student academic achievement.

3. Initiating contact with the instructor via email within the course shell to ask a question related to the course subject.
4. Completion/submission of a weekly assignment, test, or quiz.
5. Completion of practice lesson or test in my Realtime Coach™ (if applicable).

Online Student Attendance Guidelines

In accordance with the institution’s Attendance Policy and in support of student learning objectives and achievement in an online course, each student is expected to actively participate through student-to-faculty interaction and student-to-student interaction which contributes substantially to the student’s academic completion. These interactions coupled with the prescribed course learning objectives are designed to facilitate the student’s successful completion of each course in a manner that supports the attainment of his/her long-term academic goals.

Each student enrolled in an online course must complete one of the following academic activities in the course(s) of active enrollment to receive academic attendance for the day:

1. Participating in an online discussion [as defined by the institution’s Participation and Substantive Interaction Policy] related to the enrolled course.
2. Participation in an Instructor led live chat.
**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. The Institution’s 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 = 2 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

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**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.

### Quarter Credit Hour Programs

<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>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>W</td>
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<td>Withdrawn</td>
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<td>No</td>
<td>No</td>
<td>N/A</td>
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<tr>
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<td>Yes</td>
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<td>N/A</td>
</tr>
<tr>
<td>I</td>
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<td>Incomplete</td>
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<td>Yes</td>
<td>No</td>
<td>N/A</td>
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<tr>
<td>TO</td>
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<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>
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### Clock Hour Programs

<table>
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<tr>
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Application of Grades and Credits

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

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

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

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.

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

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

Grade Point Averages

A student’s grade point average (GPA) is computed by dividing the total number of quality points earned by the total number of credit/hour 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/hour 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/hour hours earned in the declared program of study to date.

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

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

Audit Grade

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

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

Withdrawal Grade

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

Failing Grade

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

Incomplete Grade

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

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

Satisfactory Academic Progress Policy

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

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

Application of Grades and Credits for SAP

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

Rate of Progress for Program Completion Requirements

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

Credits or clock hours attempted are defined as those credits or clock hours for which students are enrolled in the term and have incurred a financial obligation. As with the CGPA requirements, the rate of progress will be reviewed at the end of each term after grades have been posted to determine if the student is progressing satisfactorily. For clock hour programs, logged hours of attendance in a course will be considered earned unless otherwise noted by the instructor. Attempted hours are based on the expectation that a student is scheduled for 30 hours of class time each week, for 10 weeks (day students), or 25 hours of class time each week, for 10 weeks (night students).
Rate of Progress for Satisfactory Academic Progress is calculated by dividing earned hours by attempted hours. For clock hour students who withdraw during the middle of a term, the attempted hours for that term will be the logged hours of attendance 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

- Applied Electrical Technology Associate of Occupational Studies Degree - 162 QCH
- Auto Body & Alternative Fuel Vehicle Repair Technician Associate of Occupational Studies Degree - 158.25 QCH
- Automotive Technology Diploma - 104.25 QCH
- Building Maintenance Mechanic Diploma - 108 QCH
- Building Maintenance Technology Associate of Occupational Studies Degree - 162 QCH
- Carpentry Diploma - 66 QCH
- Computer Programming & Development Associate of Occupational Studies Degree - 154.5 QCH
- Computer Science and Information Systems Technology Bachelor of Science Degree - 346.5 QCH
- Computer Systems & Network Technology Associate of Occupational Studies Degree - 162 QCH
- Computer Technology Diploma - 108 QCH
- Diesel Mechanic Associate of Occupational Studies Degree - 137.25 QCH
- Electrical Mechanical Diploma - 108 QCH
- Heating, Air Conditioning, & Refrigeration Mechanic Diploma - 108 QCH
- Heating, Air Conditioning, & Refrigeration Technology Associate of Occupational Studies Degree - 162 QCH
- Information Systems and Security Specialist Associate of Occupational Studies Degree - 78 QCH
- Medical Assistant Occupational Specialist Diploma - 78 QCH
- Medical Assistant with Cardiovascular Technology Associate of Occupational Studies Degree - 138 QCH
- Medical Assistant with Office Management Associate of Occupational Studies Degree - 139.5 QCH
- Medical Assistant with Ophthalmic Technology Associate of Occupational Studies Degree - 141 QCH
- Medical Billing & Coding Associate of Occupational Studies Degree - 135 QCH
- Network Engineering and Computer Technology Bachelor of Science Degree - 346.5 QCH
- Paralegal Associate of Occupational Studies Degree - 145.5 QCH
- Pharmacy Technician Associate of Occupational Studies Degree - 162 QCH
- PowerSports Equipment and Small Engine Mechanic Diploma - 90 QCH

How Transfer Credits or Change of Program Affect SAP

Credit that has been transferred into the Institution by the student has no affect 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.

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.

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- Network Engineering and Computer Technology Bachelor of Science Degree - 346.5 QCH
- Paralegal Associate of Occupational Studies Degree - 145.5 QCH
- Pharmacy Technician Associate of Occupational Studies Degree - 162 QCH
- PowerSports Equipment and Small Engine Mechanic Diploma - 90 QCH

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 - Academic Probation status may be for more than one term, if the student isn’t able to meet minimum SAP requirements after one term of probation. Students are eligible for Federal Student Aid and Veterans Education Benefits during the period[s] of probation, as long as students are meeting the requirements outlined in their approved academic plan.
A student on probation will not be eligible for Federal Student Aid and Veterans Education Benefits for the subsequent payment period unless the student (1) meets SAP by the conclusion of the probationary period or (2) for students with an academic plan developed by the institution, the institution determines that the student met the requirements specified at the end of each term in the academic plan.

Students facing dismissal for failing to meet Satisfactory Academic Progress may appeal their dismissal in writing to the Director of Education, in accordance with the SAP Appeal for Reinstatement section of this catalog. The appeal should explain why the student failed to meet satisfactory progress and what has changed in his or her situation that will allow the student to meet 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 time if he or she follows an academic plan developed by the institution.

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

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

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

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

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

**SAP Appeal for Reinstatement**

SAP appeals must include:

1. Official SAP Appeal form prepared by the Director of Education;
2. A letter of appeal prepared and signed by the student stating the reason(s) for past academic issues and what has changed that will allow the student to achieve SAP standards;
3. Supporting documentation of extenuating circumstances (e.g. injury/illness, death of a relative, or other special circumstances), dated during term(s) of unsatisfactory progress;
4. An academic plan signed by the student and Director of Education detailing specific requirements for the student to meet SAP within the next term(s);
5. SAP calculation prepared by Director of Education used to develop the academic plan;
6. Completed Financial Aid/Academic 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 withdrew from the program are required to submit a SAP Appeal prior to re-enrollment. Students seeking re-enrollment requiring a SAP Appeal are not subject to the seven (7) day limitation for filing the appeal, but must submit the appeal prior to the start of the term.

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

**Appeal to Grade Challenge, Coursework and SAP Determination**

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

Re-entering students are eligible to appeal for re-enrollment 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 problems in the future. The decision of the Committee is final and may not be further appealed.

Students have the right to appeal their dismissal in writing. Students should appeal within 7 days of the end of the previous term. 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 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. Once the student completes all of the 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.

For externships or 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 essential 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) as long as the leaves do not exceed a total of 180 calendar days during any 12-month period and as long as there are documented, legitimate extenuating circumstances that require the student to interrupt their education.

Extravagant 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.

In order for the student to be granted an LOA, the student must submit a completed, signed and dated Leave of Absence Request Form along with supporting documentation in advance of the LOA start date to the Director of Education. The student must have completed the most recent term and received academic grades (A-F) for that term.

- Students in a credit-hour program must request the LOA before the start of the term.
- Students in a clock-hour program and those enrolled only in an externship may request the LOA at any time.
- An LOA cannot be granted after the start date of the term for which the student is requesting the LOA unless the student is enrolled in a clock-hour program.
- In rare cases, if unforeseen and extenuating circumstances prevented a student from requesting the LOA before the start of a term, the student should contact the Director of Education when possible for potential consideration.

The Institution reserves the right to grant a retroactive LOA due to unforeseen and extenuating circumstances where the student was unable to request the LOA timely. The student must provide the Institution with documentation of the unforeseen and extenuating circumstances along with all required LOA paperwork.

The school will determine the LDA of the student based on the documentation submitted with the request. On a case-by-case basis, students enrolled in a credit-hour program may be granted a retroactive LOA after commencement of the term, in accordance with the requirements outlined above, which may include expunging the student’s record of registration for the term.

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

Leave of Absence Due to Military Obligations

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

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

Returning from a Leave of Absence

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

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

Failure to Return from a Leave of Absence

A student who fails to return to a LOA on or before the scheduled return date indicated in the written request will be withdrawn from the Institution, and the Institution will invoke the cancellation/refund policy. As required by federal statute and regulations, the student’s last date of attendance (LDA) prior to the scheduled return date from the approved LOA will be used in order to determine the amount of funds the Institution earned and make any refunds that may be required under federal, state or institutional policy.

The determination date of withdrawal will be the date the student was required to return and did not.

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

Effects of Leave of Absence on SAP

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

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

Some students wish to change their program of study after they have completed certain coursework toward the completion of a program. Under certain conditions, Vatterott students may transfer between Diploma, Associate and Bachelor level programs within the Vatterott Educational Centers, Inc. (“Vatterott”) school system by completing a new Enrollment Agreement; and, receive full credit for successfully completed Vatterott system courses, provided such courses are either in the same program or 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 transferable to any other college, university, or educational institution, even where an articulation agreement is in place. Accordingly, students are strongly encouraged to contact any institution to which they may want to transfer credits earned at a Vatterott institution to confirm that such institution will accept their credits on transfer, consistent with any existing articulation agreement.

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

Vatterott College - Sunset Hills Campus

Diploma

Automotive Technology
Building Maintenance Mechanic
Carpentry
Computer Technology
Electrical Mechanic
Heating, Air Conditioning, and Refrigeration Mechanic
PowerSports Equipment and Small Engine Mechanic

Associate of Occupational Studies (AOS)

Applied Electrical Technology
Auto Body and Alternative Fuel Vehicle Repair Technician
Building Maintenance Technology
Computer Programming and Development
Computer Systems and Network Technology
Diesel Mechanic
Heating, Air Conditioning, and Refrigeration Technology
Medical Assistant with Cardiovascular Technology (Non-Invasive)
Medical Assistant with Office Management
Medical Assistant with Ophthalmic Technology
Medical Billing and Coding

Bachelor of Science (BS)

Computer Science and Information Systems Technology
Network Engineering and Computer Technology

Online Distance Education Programs - Diploma

Medical Assistant Occupational Specialist

Online Distance Education Programs - AOS

Computer Programming and Development
Information Systems Security Specialist
Medical Assistant with Office Management
Medical Assistant with Ophthalmic Technology
Paralegal
Pharmacy Technician

Vatterott College, Sunset Hills 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

The objective of this program is to prepare the student for employment as an entry level Automotive Technician with the necessary skills to obtain employment in the Automotive Repair field working at an independent garage or dealership facility. The program consists of 60 weeks, 65.5 Quarter Credit Hours of theory and associated labs along with 4 Quarter Credit Hours of General Education instruction. Instruction is designed for entry every 10 weeks.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT-101</td>
<td>Equipment, Safety &amp; Shop Practices</td>
<td>2.5</td>
</tr>
<tr>
<td>AT-102</td>
<td>Intro to Engines</td>
<td>5</td>
</tr>
<tr>
<td>AT-103</td>
<td>Intro to Transmissions &amp; Drivelines</td>
<td>5</td>
</tr>
<tr>
<td>AT-107</td>
<td>Intro to Brakes &amp; Suspension</td>
<td>5</td>
</tr>
<tr>
<td>AT-108</td>
<td>Intro to HVAC &amp; Electrical</td>
<td>5</td>
</tr>
<tr>
<td>AT-122</td>
<td>Engine Repair</td>
<td>5.5</td>
</tr>
<tr>
<td>AT-123</td>
<td>Manual Transmissions</td>
<td>5.5</td>
</tr>
<tr>
<td>AT-127</td>
<td>Steering &amp; Suspension</td>
<td>5</td>
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<td>AT-128</td>
<td>Heating &amp; Air Conditioning</td>
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<tr>
<td>AT-132</td>
<td>Engine Performance</td>
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<tr>
<td>AT-133</td>
<td>Automatic Transmissions</td>
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<td>AT-137</td>
<td>Brake Systems</td>
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<td>AT-138</td>
<td>Electrical Systems</td>
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<tr>
<td>GE-124</td>
<td>Technical Mathematics</td>
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</tr>
<tr>
<td>GE-126</td>
<td>Computer Concepts</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Total Number of Quarter Credit Hours</td>
<td>69.5</td>
</tr>
</tbody>
</table>

Building Maintenance Mechanic

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

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

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>BM-101B</td>
<td>Electricity Principles</td>
<td>12</td>
</tr>
<tr>
<td>BM-102B</td>
<td>Plumbing Fundamentals</td>
<td>12</td>
</tr>
<tr>
<td>BM-103B</td>
<td>Carpentry</td>
<td>12</td>
</tr>
<tr>
<td>BM-104B</td>
<td>Air Conditioning and Refrigeration</td>
<td>12</td>
</tr>
<tr>
<td>BM-105B</td>
<td>Electric Motors, Lighting and Control</td>
<td>12</td>
</tr>
<tr>
<td>BM-106B</td>
<td>Heating</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Total Number of Quarter Credit Hours</td>
<td>69.5</td>
</tr>
</tbody>
</table>

Carpentry

The objective of this program is to prepare the student for employment as an entry level Carpenter with the necessary skills and knowledge of the tools, equipment, materials, and techniques to work with blueprints and building materials to create various structures. Graduates of this program should qualify for employment with residential, commercial, and industrial construction companies, and independent contractors.

The program consists of 40 weeks, 52 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>
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<tbody>
<tr>
<td>CRP-100</td>
<td>Introduction to Carpentry</td>
<td>5</td>
</tr>
<tr>
<td>CRP-105</td>
<td>Carpentry Basics</td>
<td>5</td>
</tr>
<tr>
<td>CRP-110</td>
<td>Carpentry Framing</td>
<td>5</td>
</tr>
<tr>
<td>CRP-115</td>
<td>Carpentry Finishing</td>
<td>5.5</td>
</tr>
<tr>
<td>CRP-117</td>
<td>Cabinet Making and Installation</td>
<td>2.5</td>
</tr>
</tbody>
</table>
### Computer Technology
**Diploma**

This program is designed to meet the ever-increasing need for trained computer service personnel. A graduate of this program will be able to work in an entry-level position in the information technology industry.

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

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT-101B</td>
<td>Electronic Fundamentals</td>
<td>12</td>
</tr>
<tr>
<td>CT-102B</td>
<td>DOS/Hardware Fundamentals</td>
<td>12</td>
</tr>
<tr>
<td>CT-103B</td>
<td>Linux</td>
<td>12</td>
</tr>
<tr>
<td>CT-104B</td>
<td>Desktop Operating Systems</td>
<td>12</td>
</tr>
<tr>
<td>CT-105B</td>
<td>Peripherals and Data Communications</td>
<td>12</td>
</tr>
<tr>
<td>CT-106B</td>
<td>PC Troubleshooting and Configuration</td>
<td>12</td>
</tr>
</tbody>
</table>

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

### Electrical Mechanic
**Diploma**

The objective of this program is to provide the graduate with the theory and the working knowledge of electricity needed to enter the work force in an entry-level position.

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

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>EM-101B</td>
<td>Electrical Principles</td>
<td>12</td>
</tr>
<tr>
<td>EM-102B</td>
<td>Residential Wiring</td>
<td>12</td>
</tr>
<tr>
<td>EM-103B</td>
<td>Commercial Systems</td>
<td>12</td>
</tr>
<tr>
<td>EM-104B</td>
<td>Commercial Applications</td>
<td>12</td>
</tr>
<tr>
<td>EM-105B</td>
<td>Industrial AC Systems</td>
<td>12</td>
</tr>
<tr>
<td>EM-106B</td>
<td>Industrial DC Systems</td>
<td>12</td>
</tr>
</tbody>
</table>

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

### Heating, Air Conditioning & Refrigeration Mechanic
**Diploma**

The objective of this program is to prepare the graduate with the theory and working knowledge of heating, air conditioning and refrigeration in order to secure an entry-level position in the industry as a maintenance or service technician.

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

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>HV-101B</td>
<td>Electricity Fundamentals</td>
<td>12</td>
</tr>
<tr>
<td>HV-102B</td>
<td>Refrigeration Fundamentals</td>
<td>12</td>
</tr>
<tr>
<td>HV-103B</td>
<td>Air Conditioning</td>
<td>12</td>
</tr>
<tr>
<td>HV-104B</td>
<td>Heating</td>
<td>12</td>
</tr>
<tr>
<td>HV-106B</td>
<td>Boiler/Piping</td>
<td>12</td>
</tr>
<tr>
<td>HV-110B</td>
<td>Residential HVAC Systems</td>
<td>9</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**

### 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 to service, troubleshoot, 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, recreation vehicles dealers, 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>
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</thead>
<tbody>
<tr>
<td>PST-100</td>
<td>Learning Strategies</td>
<td>5</td>
</tr>
<tr>
<td>PST-105</td>
<td>Basic Engine Theory and Repair</td>
<td>5</td>
</tr>
<tr>
<td>PST-110</td>
<td>Introduction to Powersports Technology and Equipment</td>
<td>5</td>
</tr>
<tr>
<td>PST-115</td>
<td>Multi-Cylinder 2 &amp; 4 Cycle Engines</td>
<td>5</td>
</tr>
<tr>
<td>PST-120</td>
<td>Brake Systems</td>
<td>5</td>
</tr>
<tr>
<td>PST-125</td>
<td>Fuel Systems</td>
<td>5</td>
</tr>
<tr>
<td>PST-130</td>
<td>Transmissions</td>
<td>5</td>
</tr>
<tr>
<td>PST-135</td>
<td>All-Terrain Vehicles (ATV) and Motorcycles</td>
<td>5</td>
</tr>
<tr>
<td>PST-140</td>
<td>Watercraft Engine Systems</td>
<td>5</td>
</tr>
<tr>
<td>PST-145</td>
<td>Basic Welding and Fabrication</td>
<td>5</td>
</tr>
<tr>
<td>PST-150</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**

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**Total Number of Quarter Credit Hours Required for Graduation 54**
Applied Electrical Technology  Associate of Occupational Studies

The objective of this program is to provide the graduate with the theory and the working knowledge of electricity needed to enter the work force in an entry-level position. This program provides electrical training with a primary emphasis on industrial electrical technology and the application of this technology to the needs of today’s employers.

The program consists of 90 weeks, 94.5 Quarter Credit Hours of Building Maintenance Technology theory and associated lab work and 13.5 Quarter Credit Hours of General Education totaling 108 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-101B</td>
<td>Electricity Principles</td>
<td>12</td>
</tr>
<tr>
<td>EM-102B</td>
<td>Residential Wiring</td>
<td>12</td>
</tr>
<tr>
<td>EM-103B</td>
<td>Commercial Systems</td>
<td>12</td>
</tr>
<tr>
<td>EM-104B</td>
<td>Commercial Applications</td>
<td>12</td>
</tr>
<tr>
<td>EM-105B</td>
<td>Industrial AC Systems</td>
<td>12</td>
</tr>
<tr>
<td>EM-106B</td>
<td>Industrial DC Systems</td>
<td>12</td>
</tr>
<tr>
<td>EM-202B</td>
<td>Programmable Logic Controllers</td>
<td>7.5</td>
</tr>
<tr>
<td>EM-203B</td>
<td>Advanced Troubleshooting Techniques</td>
<td>7.5</td>
</tr>
<tr>
<td>EM-220</td>
<td>Blueprint Reading and Application</td>
<td>7.5</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>
<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 108**

Building Maintenance Technology  Associate of Occupational Studies, A.O.S.

The objective of this program is to prepare the graduate with the theory and the entry-level working knowledge of the maintenance and repair of a variety of mechanical systems commonly found in office buildings, hospitals, schools, utility companies and industrial plants.

In addition, the student will learn fundamental skills in drawing schematics and blueprints as well as proficiencies in environmental control systems.

The program consists of 90 weeks, 94.5 Quarter Credit Hours of Building Maintenance Technology theory and associated lab work and 13.5 Quarter Credit Hours of General Education totaling 108 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>BM-101B</td>
<td>Electricity Principles</td>
<td>12</td>
</tr>
<tr>
<td>BM-102B</td>
<td>Plumbing Fundamentals</td>
<td>12</td>
</tr>
<tr>
<td>BM-103B</td>
<td>Carpentry</td>
<td>12</td>
</tr>
<tr>
<td>BM-104B</td>
<td>Air Conditioning and Refrigeration Systems</td>
<td>12</td>
</tr>
<tr>
<td>BM-105B</td>
<td>Electric Motors, Lighting and Control Technology</td>
<td>12</td>
</tr>
<tr>
<td>BM-106B</td>
<td>Heating</td>
<td>12</td>
</tr>
<tr>
<td>BM-201B</td>
<td>Commercial Refrigeration</td>
<td>7.5</td>
</tr>
<tr>
<td>BM-202B</td>
<td>The Business/Challenges of the Skilled Trades</td>
<td>7.5</td>
</tr>
<tr>
<td>BM-203B</td>
<td>Industry Credentials and Certifications</td>
<td>7.5</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>
<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 108**

Auto Body and Alternative Fuel Vehicle Repair Technician  Associate of Occupational Studies, A.O.S.

The objective of this program is to prepare the student for entry-level employment in positions related to Auto Body Repair and/or Alternative Fuel Vehicle maintenance and repair. Students will gain the necessary skills to obtain employment in the automotive industry working at an independent garage, repair shop, manufacturer, installer, or dealership facility.

The program consists of 90 weeks, 88 Quarter Credit Hours of theory and associated labs along with 17.5 Quarter Credit Hours of General Education instruction. Instruction is designed for entry every 10 weeks.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT-101</td>
<td>Equipment, Safety &amp; Shop Practices</td>
<td>2.5</td>
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<tr>
<td>AT-102</td>
<td>Intro to Engines</td>
<td>5</td>
</tr>
<tr>
<td>AT-103</td>
<td>Intro to Transmissions &amp; Drivelines</td>
<td>5</td>
</tr>
<tr>
<td>AT-107</td>
<td>Intro to Brakes &amp; Suspension</td>
<td>5</td>
</tr>
<tr>
<td>AT-108</td>
<td>Intro to HVAC &amp; Electrical</td>
<td>5</td>
</tr>
<tr>
<td>AT-112</td>
<td>Engine Repair</td>
<td>5.5</td>
</tr>
<tr>
<td>AT-123</td>
<td>Manual Transmissions</td>
<td>5.5</td>
</tr>
<tr>
<td>AT-127</td>
<td>Steering &amp; Suspension</td>
<td>5</td>
</tr>
<tr>
<td>AT-128</td>
<td>Heating &amp; Air Conditioning</td>
<td>5.5</td>
</tr>
<tr>
<td>AT-132</td>
<td>Engine Performance</td>
<td>5.5</td>
</tr>
<tr>
<td>AT-133</td>
<td>Automatic Transmissions</td>
<td>5.5</td>
</tr>
<tr>
<td>AT-137</td>
<td>Brake Systems</td>
<td>5</td>
</tr>
<tr>
<td>AT-138</td>
<td>Electrical Systems</td>
<td>5.5</td>
</tr>
<tr>
<td>AT-205</td>
<td>Alternative Fuels I</td>
<td>5</td>
</tr>
<tr>
<td>AT-210</td>
<td>Alternative Fuel Vehicle Repair</td>
<td>5</td>
</tr>
<tr>
<td>AT-215</td>
<td>Auto Body Repair</td>
<td>2.5</td>
</tr>
<tr>
<td>AT-225</td>
<td>Advanced Collision Repair</td>
<td>2.5</td>
</tr>
<tr>
<td>AT-235</td>
<td>Auto Repair Practicum</td>
<td>5.5</td>
</tr>
<tr>
<td>AT-236</td>
<td>Auto Repair Capstone</td>
<td>2</td>
</tr>
<tr>
<td>GE-101</td>
<td>English Composition I</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-105</td>
<td>Introduction to Psychology</td>
<td>4.5</td>
</tr>
</tbody>
</table>
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>
<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>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**

Computer Systems and Network Technology  
**Associate of Occupational Studies, A.O.S.**

This program is designed to meet the ever-increasing need for trained computer service personnel. Graduates of this program will be prepared for entry-level employment in the information technology industry and will acquire knowledge of MS Exchange and Microsoft operating systems as well as TCP/IP router configurations. The program consists of 90 weeks, 94.5 Quarter Credit Hours of Computer Systems and Network Technology theory and associated lab work and 13.5 Quarter Credit Hours of General Education totaling 108 Quarter Credit Hours.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT-1018</td>
<td>Electronic Fundamentals</td>
<td>12</td>
</tr>
<tr>
<td>CT-1028</td>
<td>DOS/Hardware Fundamentals</td>
<td>12</td>
</tr>
<tr>
<td>CT-1038</td>
<td>Linux</td>
<td>12</td>
</tr>
<tr>
<td>CT-1048</td>
<td>Desktop Operating Systems</td>
<td>12</td>
</tr>
<tr>
<td>CT-1058</td>
<td>Peripherals and Data Communications</td>
<td>12</td>
</tr>
<tr>
<td>CT-1068</td>
<td>PC Troubleshooting and Configuration</td>
<td>12</td>
</tr>
<tr>
<td>CT-2028</td>
<td>Windows Networking</td>
<td>7.5</td>
</tr>
<tr>
<td>CT-2038</td>
<td>TCP/IP and Routing</td>
<td>7.5</td>
</tr>
</tbody>
</table>

**Total Number of Quarter Credit Hours Required for Graduation 108**

Diesel Mechanic  
**Associate of Occupational Studies, A.O.S.**

The objective of this program is to prepare students with the theory and working knowledge necessary for entry-level employment as a diesel mechanic, diesel technician, working on heavy trucks in a fleet or dealership or similar related employment within the trucking or transportation industry. This course consists of 70 weeks with 78 quarter credit hours of theory and lab and 13.5 quarter credit hours of General Education instruction in the areas described below. Each term is 10 weeks in length for a total of 91.5 quarter credit hours.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
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<tbody>
<tr>
<td>DM-100</td>
<td>Diesel Mechanic Basics</td>
<td>9</td>
</tr>
<tr>
<td>DM-101</td>
<td>Electrical and Electronic Systems for Medium to Heavy Duty Trucks</td>
<td>9</td>
</tr>
<tr>
<td>DM-200</td>
<td>Diesel Engines and Fuel Systems</td>
<td>13</td>
</tr>
<tr>
<td>DM-201</td>
<td>Drivelines &amp; Brakes for Medium to Heavy Trucks I</td>
<td>13</td>
</tr>
<tr>
<td>DM-202</td>
<td>Drivelines &amp; Brakes for Medium to Heavy Trucks II</td>
<td>13</td>
</tr>
<tr>
<td>DM-203</td>
<td>Steering and Suspension</td>
<td>13</td>
</tr>
<tr>
<td>EXT-100</td>
<td>Externship</td>
<td>8</td>
</tr>
<tr>
<td>GE-101</td>
<td>English Composition I</td>
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</tr>
<tr>
<td>GE-201</td>
<td>English Composition II</td>
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</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 91.5**

Heating, Air Conditioning & Refrigeration Technology  
**Associate of Occupational Studies, A.O.S.**

The objective of this course is to prepare the graduate with the theory and working knowledge of heating, air conditioning, refrigeration, high pressure steam, energy management, and commercial environmental systems, in order to secure an entry-level position in the industry as a maintenance or service technician. The program consists of 90 weeks, 94.5 Quarter Credit Hours of heating, air conditioning, and refrigeration theory and associated lab work and 13.5 Quarter Credit Hours of General Education totaling 108 Quarter Credit Hours. Instruction is designed for entry every 10 weeks.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>HV-1018</td>
<td>Electricity Fundamentals</td>
<td>12</td>
</tr>
<tr>
<td>HV-1028</td>
<td>Refrigeration Fundamentals</td>
<td>12</td>
</tr>
<tr>
<td>HV-1038</td>
<td>Air Conditioning</td>
<td>12</td>
</tr>
<tr>
<td>HV-1048</td>
<td>Heating</td>
<td>12</td>
</tr>
<tr>
<td>HV-1068</td>
<td>Boiler/Piping</td>
<td>12</td>
</tr>
<tr>
<td>HV-1108</td>
<td>Residential HVAC Systems</td>
<td>9</td>
</tr>
<tr>
<td>HV-2018</td>
<td>Commercial Refrigeration</td>
<td>7.5</td>
</tr>
<tr>
<td>HV-2028</td>
<td>The Business</td>
<td>7.5</td>
</tr>
<tr>
<td>HV-2038</td>
<td>Industry Credentials and Certifications</td>
<td>7.5</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>
<tr>
<td>GE-205</td>
<td>College Algebra</td>
<td>4.5</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 108**
Medical Assistant with Cardiovascular Technology (Non-invasive)  
Associate of Occupational Studies, A.O.S.

The objective of this program is to provide students with skills and knowledge necessary to assist doctors in conducting tests of the pulmonary and cardiovascular systems of patients for diagnostic purposes along with the core curriculum of medical assisting. Graduates will be able to pursue employment in various medical settings, including private medical offices and medical clinics. Their job duties may include patient coordination and administrative tasks, physician support, and assisting in the delivery of the diagnostic tests previously mentioned. Proof of Hepatitis B inoculation series initiation is required before starting the second phase.

Note: Past criminal history may affect one’s ability to obtain employment in this field. Students are encouraged to be immunized against and tested for infectious diseases, such as mumps, measles, rubella and tuberculosis prior to contact with patients and infectious objects or materials, in an effort to minimize the risk to patients and healthcare personnel. Additional information regarding policies on blood borne and infectious diseases is available upon request. Students enrolling in this program must also sign the Allied Health Externship/Employment Disclosure prior to enrollment regarding state regulations on criminal records, possible background checks, possible physical or drug screen, infectious diseases or physical condition. Students enrolling in this program must also sign the Allied Health General Health prior to enrollment stating that the student is in good health and in proper physical condition to participate in the program.

The program consists of 70 weeks, 73.5 Quarter Credit Hours of General Education instruction, Instruction is designed for every ten weeks.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME-105</td>
<td>Medical Terminology</td>
<td>3</td>
</tr>
<tr>
<td>ME-108</td>
<td>Introduction to Medical Billing and Coding</td>
<td>3</td>
</tr>
<tr>
<td>ME-115</td>
<td>Computer Applications for Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>ME-121</td>
<td>Anatomy and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>ME-125</td>
<td>Clinical Medical Assisting</td>
<td>6</td>
</tr>
<tr>
<td>ME-140</td>
<td>Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>ME-150</td>
<td>Medical Law and Ethics</td>
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</tr>
<tr>
<td>ME-155</td>
<td>Laboratory Procedures</td>
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<td>ME-175</td>
<td>Medical Office Procedures</td>
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</tr>
<tr>
<td>ME-180</td>
<td>Externship and Exam Preparation</td>
<td>4</td>
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<tr>
<td>ME-190</td>
<td>Medical Externship</td>
<td>8</td>
</tr>
<tr>
<td>ME-200</td>
<td>Cardiovascular Anatomy &amp; Physiology</td>
<td>4.5</td>
</tr>
<tr>
<td>ME-222</td>
<td>Patient Education and Safety</td>
<td>4.5</td>
</tr>
<tr>
<td>ME-230</td>
<td>Cardiac Medications</td>
<td>3</td>
</tr>
<tr>
<td>ME-231</td>
<td>Electrocardiogram Techniques and Recognition</td>
<td>5</td>
</tr>
<tr>
<td>ME-232</td>
<td>Stress Test and Cardiac Monitoring</td>
<td>6</td>
</tr>
<tr>
<td>ME-255</td>
<td>Cardiac Capstone</td>
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</tr>
<tr>
<td>GE-105</td>
<td>Introduction to Psychology</td>
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</tr>
<tr>
<td>AGE-136</td>
<td>Math for the Medical Environment</td>
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</tr>
<tr>
<td>GE-120</td>
<td>English Composition</td>
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</tr>
<tr>
<td>GE-123</td>
<td>Interpersonal Communications in Healthcare</td>
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</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 92

Medical Assistant with Office Management  
Associate of Occupational Studies, A.O.S.

The objective of this program is to provide and enhance the student’s medical knowledge and to provide the student with the skills necessary for entry level management positions in the medical assistant field in such arenas as private medical offices, medical clinics or hospitals. The general education coursework in this program equips graduates with advanced math and writing skills.

Proof of Hepatitis B inoculation series initiation is required before starting the second phase.

Note: Past criminal history may affect one’s ability to obtain employment in this field. Students are encouraged to be immunized against and tested for infectious diseases, such as mumps, measles, rubella and tuberculosis prior to contact with patients and infectious objects or materials, in an effort to minimize the risk to patients and healthcare personnel. Additional information regarding policies on blood borne and infectious diseases is available upon request. Students enrolling in this program must also sign the Allied Health Externship/Employment Disclosure prior to enrollment regarding state regulations on criminal records, possible background checks, possible physical or drug screen, infectious diseases or physical condition. Students enrolling in this program must also sign the Allied Health General Health prior to enrollment stating that the student is in good health and in proper physical condition to participate in the program.

The program consists of 70 weeks, 73.5 Quarter Credit Hours of theory and associated labs along with 19.5 Quarter Credit Hours of General Education instruction. Instruction is designed for entry every 10 weeks.

<table>
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<tr>
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<th>Course Title</th>
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<tr>
<td>ACC-102</td>
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<tr>
<td>BUS-215</td>
<td>Human Resource Management</td>
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<tr>
<td>BUS-240</td>
<td>Customer Service</td>
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</tr>
<tr>
<td>GE-105</td>
<td>Introduction to Psychology</td>
<td>4.5</td>
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<td>Math for the Medical Environment</td>
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<td>Medical Terminology</td>
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<td>Computer Applications for Healthcare</td>
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</table>

Students Must Select 1 of the Following Externship Options

<table>
<thead>
<tr>
<th>Course #</th>
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<tbody>
<tr>
<td>ME-190</td>
<td>Medical Externship</td>
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<tr>
<td>OR</td>
<td></td>
<td></td>
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<tr>
<td>MA-290</td>
<td>Medical Assisting Externship</td>
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<tr>
<td>MA-295</td>
<td>Medical Assisting Externship II</td>
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</table>

Total Number of Quarter Credit Hours Required for Graduation 93
Medical Assistant with Ophthalmic Technology
Associate of Occupational Studies, A.O.S.

The Medical Assistant with Ophthalmic Technology program prepares individuals to provide support services under the supervision of a licensed physician specializing in ophthalmology. The curriculum will provide the students with the knowledge and skills to work with ophthalmologists and their patients. The general education coursework provided in this program equips graduates with advanced math and writing skills.

Proof of Hepatitis B inoculation series initiation is required before starting the second phase. Note: Past criminal history may affect one’s ability to obtain employment in this field. Students are encouraged to be immunized against and tested for infectious diseases, such as mumps, measles, rubella and tuberculosis prior to contact with patients and infectious objects or materials, in an effort to minimize the risk to patients and healthcare personnel. Additional information regarding policies on blood borne and infectious diseases is available on request. Students enrolling in this program must sign the Allied Health Externship/Employment Disclosure prior to enrollment regarding state regulations on criminal records, possible background checks, possible physical or drug screen, infectious diseases or physical condition. Students enrolling in this program must also sign the Allied Health General Health prior to enrollment stating that the student is in good health and in proper physical condition to participate in the program.

The program consists of 70 weeks, 74.5 Quarter Credit Hours of theory and associated lab along with 19.5 Quarter Credit Hours of General Education instruction. Instruction is designed for entry every 10 weeks.

Graduates from the Medical Billing/Coding program will have a working knowledge of administrative duties such as ICD coding, hospital and insurance billing; a fundamental knowledge of medical terminology and healthcare delivery systems, an understanding of anatomy, physiology, and pathology/pharmacology, and a comprehensive knowledge of current procedural terminology. The program consists of 70 weeks, 76.5 Quarter Credit hours of medical theory (including five medical electives and two general electives), and 13.5 Quarter Credit Hours of General Education, totaling 90 Quarter Credit Hours. Instruction is designed for entry every 10 weeks.

### Medical Billing and Coding

**Associate of Occupational Studies, A.O.S.**

The objective of this program is designed to prepare the student for entry-level employment as a Medical Biller/Coder performing administrative duties including Medical Billing and Coding within the healthcare field.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>ME-105</td>
<td>Medical Terminology</td>
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<tr>
<td>ME-108</td>
<td>Introduction to Medical Billing and Coding</td>
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<tr>
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<td>Medical Externship</td>
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<tr>
<td>ME-201</td>
<td>Ocular Anatomy and Physiology</td>
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<td>ME-222</td>
<td>Patient Education and Safety</td>
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<tr>
<td>ME-240</td>
<td>Introduction to Ophthalmic Medical Assisting</td>
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<tr>
<td>ME-241</td>
<td>Ophthalmic Optics and Refractory</td>
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<tr>
<td>ME-242</td>
<td>Introduction to Diseases of the Eye</td>
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<td>ME-243</td>
<td>Basic Ophthalmic Pharmacology</td>
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<td>ME-256</td>
<td>Ophthalmic Capstone</td>
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<tr>
<td>GE-105</td>
<td>Introduction to Psychology</td>
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<tr>
<td>AGE-136</td>
<td>Math for the Medical Environment</td>
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<tr>
<td>GE-120</td>
<td>English Composition</td>
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<tr>
<td>GE-123</td>
<td>Interpersonal Communications in Healthcare</td>
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<tr>
<td>GE-151</td>
<td>Introduction to Sociology</td>
<td>4.5</td>
</tr>
</tbody>
</table>

**Total Number of Quarter Credit Hours Required for Graduation 94**

### Computer Science and Information Systems Technology

**Bachelor of Science, B.S.**

The objective of this program is to prepare the student for entry-level employment in the information systems field by using diverse educational and training approaches including lecture, hands-on lab experience, and general education. The student will learn to build applications in Oracle including creating forms, and charts; will be able to utilize the project management process to ensure timely completion of complex projects; will be able to provide security for network systems and Internet sites; and will be able to develop robust applications using the Java programming language. Upon successful completion the student will be prepared for entry-level employment as a systems analyst, project manager, computer programmer, a database administrator or network administrator, or other similar positions in a data processing/information systems environment.

The program consists of 170 weeks, 168 Quarter Credit Hours of theory and associated lab work and 45 Quarter Credit Hours of General Education totaling 213 Quarter Credit Hours. Instruction is designed for entry every 10 weeks.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CP-101B</td>
<td>Introduction to Computer Programming</td>
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</tr>
<tr>
<td>CP-102B</td>
<td>Microsoft Windows 2000 and Office XP</td>
<td>12.0</td>
</tr>
<tr>
<td>CP-103B</td>
<td>Visual C# .NET</td>
<td>12.0</td>
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**Total Number of Quarter Credit Hours Required for Graduation 94**

**Effective 09/2016 VATTEROTT COLLEGE SUNSET HILLS**
<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
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</thead>
<tbody>
<tr>
<td>CP-104B</td>
<td>Database Design and Management</td>
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</tr>
<tr>
<td>CP-105B</td>
<td>Designing and Implementing Web Solutions</td>
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</tr>
<tr>
<td>CP-106B</td>
<td>Local Area Network (LAN)</td>
<td>12.0</td>
</tr>
<tr>
<td>CP-201B</td>
<td>Systems Analysis</td>
<td>7.5</td>
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<tr>
<td>CP-202B</td>
<td>Java</td>
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<tr>
<td>CP-203B</td>
<td>Advanced VB</td>
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<tr>
<td>CP-401A</td>
<td>Dynamic Web Applications</td>
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<tr>
<td>CP-402</td>
<td>Information Security</td>
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<tr>
<td>CP-403</td>
<td>Oracle Programming</td>
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<td>CP-404</td>
<td>Advanced Relational Database with Oracle</td>
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</tr>
<tr>
<td>CP-405</td>
<td>Advanced System Analysis and Project Management</td>
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<tr>
<td>PM-406</td>
<td>Computer Science Capstone</td>
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<tr>
<td>GE-101</td>
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<td>English Composition II</td>
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<td>Introduction to Sociology</td>
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<tr>
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<tr>
<td>GE-303</td>
<td>American History I</td>
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</tr>
<tr>
<td>GE-305</td>
<td>American History II</td>
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<tr>
<td>GE-307</td>
<td>Environmental Science</td>
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<td>GE-311</td>
<td>Logic</td>
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<tr>
<td>GE-315</td>
<td>Speech and Communication</td>
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</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation 204

Network Engineering and Computer Technology
Bachelor of Science, B.S.

The objective of this program is to prepare the student with diverse education and training in network engineering and computer technology. Graduates will be prepared for entry-level employment as a local area or wide area network designer or network administrator. Graduates may seek positions that entail database technologies, data communications, operating system environments, and hardware platforms. The program consists of 170 weeks, 159 Quarter Credit Hours of theory and associated lab work and 45 Quarter Credit Hours of General Education totaling 204 Quarter Credit Hours. Instruction is designed for entry every 10 weeks.

<table>
<thead>
<tr>
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<th>Course Title</th>
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<tbody>
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<td>Electronic Fundamentals</td>
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<td>CT-102B</td>
<td>DOS/Hardware Fundamentals</td>
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</tr>
<tr>
<td>CT-103B</td>
<td>Linux</td>
<td>12.0</td>
</tr>
<tr>
<td>CT-104B</td>
<td>Desktop Operating Systems</td>
<td>12.0</td>
</tr>
<tr>
<td>CT-105B</td>
<td>Peripherals and Data Communications</td>
<td>12.0</td>
</tr>
<tr>
<td>CT-106B</td>
<td>PC Troubleshooting and Configuration</td>
<td>12.0</td>
</tr>
<tr>
<td>CT-202B</td>
<td>Windows Networking</td>
<td>7.5</td>
</tr>
<tr>
<td>CT-203B</td>
<td>TCP/IP and Routing</td>
<td>7.5</td>
</tr>
<tr>
<td>CT-206</td>
<td>Exchange Server</td>
<td>7.5</td>
</tr>
<tr>
<td>CT-400</td>
<td>Advanced Linux</td>
<td>10.5</td>
</tr>
<tr>
<td>CT-401</td>
<td>Database Concepts</td>
<td>10.5</td>
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<tr>
<td>CT-402</td>
<td>Cisco Routing and Switching</td>
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<tr>
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<td>Network Security</td>
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<td>CT-404</td>
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</tr>
<tr>
<td>GE-101</td>
<td>English Composition I</td>
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</tbody>
</table>
Online Distance Education Programs

Instruction in the online program involves asynchronous learning activities conducted over the Internet. All of the online program classes will be delivered and conducted in the eCollege online learning environment. Students interested in online education should have a high degree of self-discipline, be committed to a significant amount of coursework, and have knowledge of the Internet and how to use it as well as Microsoft Office. The institution reserves the right to deny acceptance to the online program due to a student’s lack of technological skill.

Medical Assistant with Office Management  
Associate of Occupational Studies, A.O.S.

The objective of this program is to provide and enhance the student’s medical knowledge and to provide the student with the skills necessary for entry level management positions in the medical assistant field in such arenas as private medical offices, medical clinics or hospitals. The general education coursework in this program equips graduates with advanced math and writing skills. Proof of Hepatitis B inoculation series initiation is required before starting the second phase.

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The program consists of 70 weeks, 73.5 Quarter Credit Hours of theory and associated labs along with 19.5 Quarter Credit Hours of General Education instruction. Instruction is designed for entry every 10 weeks.

Students May Select 1 of the Following Externship Options

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<tr>
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<th>Course Title</th>
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<tbody>
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<td>Introduction to Medical Billing and Coding</td>
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<td>ME-115</td>
<td>Computer Applications for Healthcare</td>
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</tr>
<tr>
<td>ME-155</td>
<td>Laboratory Procedures</td>
<td>6.0</td>
</tr>
<tr>
<td>ME-175</td>
<td>Medical Office Procedures</td>
<td>3.0</td>
</tr>
<tr>
<td>ME-180</td>
<td>Externship and Exam Preparation</td>
<td>4.0</td>
</tr>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation 52

Course Title          | Course Title                      |
----------------------|-----------------------------------|
ACC-102               | Introduction to Accounting        |
BUS-215               | Human Resource Management         |
BUS-240               | Customer Service                  |
GE-105                | Introduction to Psychology        |
AGE-136               | Math for the Medical Environment  |
GE-120                | English Composition               |
GE-123                | Interpersonal Communications in Healthcare |
GE-205                | College Algebra                   |
ME-105                | Medical Terminology               |
ME-108                | Introduction to Medical Billing and Coding |
ME-115                | Computer Applications for Healthcare |
ME-121                | Anatomy and Physiology            |
ME-125                | Clinical Medical Assisting        |
ME-140                | Pharmacology                     |
ME-150                | Medical Law and Ethics           |
ME-155                | Laboratory Procedures            |
ME-175                | Medical Office Procedures        |
ME-180                | Externship and Exam Preparation  |
ME-190                | Medical Externship               |
MA-290                | Medical Assisting Externship      |
MA-295                | Medical Assisting Externship II   |

Students Must Select 1 of the Following Externship Options

Total Number of Quarter Credit Hours Required for Graduation 93
The Medical Assistant with Ophthalmic Technology program prepares individuals to provide support services under the supervision of a licensed physician specializing in ophthalmology. The curriculum will provide the students with the knowledge and skills to work with ophthalmologists and their patients. The general education coursework provided in this program equips graduates with advanced math and writing skills.

Proof of Hepatitis B inoculation series initiation is required before starting the second phase.

Note: Past criminal history may affect one’s ability to obtain employment in this field. Students are encouraged to be immunized against and tested for infectious diseases, such as mumps, measles, rubella and tuberculosis prior to contact with patients and infectious objects or materials, in an effort to minimize the risk to patients and healthcare personnel. Additional information regarding policies on blood borne and infectious diseases is available upon request. Students enrolling in this program must sign the Allied Health Externship/Employment Disclosure prior to enrollment regarding state regulations on criminal records, possible background checks, possible physical or drug screen, infectious diseases or physical condition. Students enrolling in this program must also sign the Allied Health General Health prior to enrollment stating that the student is in good health and in proper physical condition to participate in the program.

The program consists of 70 weeks, 74.5 Quarter Credit Hours of theory and associated labs along with 19.5 Quarter Credit Hours of general education instruction. Instruction is designed for entry every 10 weeks.

**Course #** | **Course Title** | **QCH**
--- | --- | ---
CP-120 | Microsoft Office | 5
CP-121 | Programming Fundamentals | 5
CP-122 | Web Site Design Fundamentals | 5
CP-123 | Introduction Programming | 5
CP-124 | Introduction to Databases | 5
CP-125 | Introduction to Web Page Coding | 5
CP-126 | Software Testing | 5
CP-127 | SQL Programming | 5
CP-128 | Systems Analysis and Design | 5
CP-220 | Advanced Programming | 5
CP-221 | Software Application Security | 5
CP-222 | Technical Writing | 5
CP-223 | Advanced Excel and Data Sources | 5
CP-224 | Advanced Web Page Coding | 5
CP-225 | Introduction to Mobile App Development | 5
CP-226 | IT Project Management Basics | 5
CP-227 | Advanced SQL Programming and Custom Report Writing | 5
GE-115 | Microeconomic Principles | 4.5
GE-116 | Ethics | 4.5
GE-120 | English Composition | 4.5
GE-205 | College Algebra | 4.5

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

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.

**Course #** | **Course Title** | **QCH**
--- | --- | ---
IT-108 | Desktop I - Configuration and Support | 3.0
IT-109 | Desktop II - User Support | 3.0
IT-110 | Office Technology - Technical Support | 3.0
IT-111 | PC Hardware | 3.0

**Total Number of Quarter Credit Hours Required for Graduation 94**

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.
**Computer Programming**

**Web Server Security**

**Network I**

**Network II**

**English Composition**

**Incident Response**

**Introduction to Hacking**

**Application Security**

**Imaging and Deployment**

**Introduction to Defense**

**Computer Forensics**

**IT Security Fundamentals I**

**IT Security Fundamentals II**

**Legal Research**

**Legal Presentations**

**Employment Law**

**Civil and Criminal Trials**

**Family Law**

**Legal Keyboarding: Skills, Speed & Assessment**

**Legal Terminology**

**Computer Concepts**

**Microeconomic Principles**

**Technical Mathematics**

**Energy & Society**

**Certification preparation**

SSCP (Systems Security Certified Practitioner)

Security Policies

Wireless Security

Disaster Recovery Planning and Response

Database Security

Security Policies

IT-230 SSCP (Systems Security Certified Practitioner) Certification preparation

GE-104 Energy & Society

GE-115 Microeconomic Principles

GE-116 Ethics

GE-120 English Composition

GE-124 Technical Mathematics

GE-128 Computer Concepts

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

**108 credit hours.**

Instruction is designed for entry every 10 weeks.

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**Pharmacy Technician Associate of Occupational Studies A.O.S.**

The degree program is designed to prepare the student for entry-level employment as a Pharmacy Technician, performing pharmaceutical duties or any similar positions within the pharmacy field. The Pharmacy Technician A.O.S. degree graduate is skilled with theory and practical working knowledge of all Pharmaceutical procedures to perform the tasks associated with assisting a pharmacist. Students must complete a Criminal Background check prior to enrollment.

The program is 90 weeks in length, including 94.5 quarter credit hours of theory and lab instruction, 13.5 quarter credit hours of General Education instruction in the areas described for a total of 108 credit hours. Instruction is designed for entry every 10 weeks.

**Paralegal Associate of Occupational Studies, A.O.S.**

The graduates of the Paralegal program will know the basic principles of legal research and writing. Students will have knowledge in family, criminal, real estate, employment, contract and estate planning law. Students will be qualified to work under the supervision of an attorney in all areas of the legal system.

The program consists of 70 weeks, 73 Quarter Credit Hours of theory and associated labs along with 24 Quarter Credit Hours of General Education instruction. Instruction is designed for entry every 10 weeks.

**Course #** | **Course Title** | **QCH**
--- | --- | ---
GE-104 | Energy & Society | 4.5
GE-114 | Technical Mathematics | 3.0
GE-115 | Microeconomic Principles | 4.5
GE-116 | Ethics | 4.5
GE-120 | English Composition | 4.5
GE-121 | Computer Concepts | 3.0
LE-101 | Legal Terminology | 3.0
LE-102 | Introduction to the Legal System | 3.5
LE-107 | Legal Keyboarding: Skills, Speed & Assessment | 2.0
LE-109 | Family Law | 3.5
LE-111 | Civil and Criminal Trials | 4.0
LE-115 | Employment Law | 4.5
LE-125 | Legal Office Management | 4.5
LE-130 | Legal Presentations | 4.5
LE-135 | Legal Research | 4.5

**LE-200** | **Introduction to Trial Preparation and Litigation** | **4.5**

**LE-205** | **Contract and Tort Law** | **4.5**

**LE-210** | **Estate Planning and Probate** | **4.5**

**LE-212** | **Real Estate Law** | **4.5**

**LE-215** | **Advanced Legal Research and Writing** | **4.5**

**LE-220** | **Advanced Topics in the Law** | **4.5**

**LE-225** | **Corporate Law** | **4.5**

**LE-240** | **Paralegal Capstone** | **7.5**

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

**102.5**

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**Course #** | **Course Title** | **QCH**
--- | --- | ---
PA-110 | Medical Language I | 4.5
PA-111 | Medical Language II | 4.5
PA-112 | Keyboarding | 2.5
PA-113 | Pharmacology I | 4.5
PA-114 | Pharmacology II | 4.5
PA-115 | Introduction to Computer Concepts | 2.5
PA-116 | Introduction to HIPAA | 4.5
PA-117 | Law and Ethics for Pharmacy Technicians | 4.5
PA-118 | Insurance for Pharmacy Technicians | 2.5
PA-119 | Pharmaceutical Management I | 4.5
PA-120 | Pharmaceutical Management II | 4.5
PA-121 | Introduction to Pharmaceutical Software | 2.5
PA-122 | Pharmaceutical Career Planning I | 4.5
PA-123 | Pharmaceutical Career Planning II | 4.5
PA-124 | Career Success for Pharmacy Technicians | 2.5
PA-125 | Advanced Computers I - Microsoft Word | 4.5
PA-126 | Advanced Computers II - Microsoft Excel | 4.5
PA-127 | Advanced Computers III - Microsoft Access & PowerPoint | 2.5
PA-210 | Pharmaceutical Procedures I | 3.5
PA-211 | Pharmaceutical Procedures II | 3.5
PA-212 | Pharmacy Certification Review I | 4
PA-213 | Pharmacy Certification Review II | 3.5
PA-215 | Pharmacy Technician Capstone | 11.0
GE-101 | English Composition | 4.5
GE-105 | Introduction to Psychology | 4.5
GE-205 | College Algebra | 4.5

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

**108**

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**EFFECTIVE 09-2016**

**VATTEROTT COLLEGE SUNSET HILLS**
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.

ACC-102: Intro to Accounting 4.5 Quarter Credit Hours
Intro to Accounting provides an introduction to business accounting. Topics include accounting concepts and principles, financial statements, internal control design, and accounting for partnerships.

AGE-136 Math for the Medical Environment 3 Quarter Credit Hours
Math for the Medical Environment provides a basic introduction to college level mathematics, with a focus on techniques and applications relevant to students in fields related to medical science. Like any course in college mathematics, it begins with a review of whole numbers, fractions and decimals. It then introduces the basics of percent calculations, interest and averages. In introducing these topics, the text focuses on examples and exercises immediately relevant to medical settings. The course then applies these skills to solving applied problems of ratio and proportion, as well as unit conversions. The remainder of the text addresses explicitly medical topics such as the use of instruments for measurement, the use of graphs and charts, and dosage calculations. There is also a chapter on basic accounting and business for medical office management and a chapter on health science careers. The course aims to prepare 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.

AT-101: Equipment, Safety & Shop Practices 5 Quarter Credit Hours
This course introduces the student to shop safety, Automotive Service Excellence (ASE) certification, metric and English units of measurement, interpretation of a material safety data sheet (MSDS), proper use of shop manuals and software. Includes identification and use of fasteners, fittings, hand, power, cutting and precision measuring tools utilized in the automotive industry. Various employment opportunities in the automotive industry are discussed.

AT-102: Intro to Engines 5 Quarter Credit Hours
This course introduces the student to engine designs and operating principles. Engine parts, gaskets, seals, terminology and basic diagnosis and repair are covered. Use of appropriate specialty tools and equipment are discussed. Additional engine systems covered include ignition, fuel, exhaust, lubrication and air induction.

AT-103: Intro to Transmissions & Drivelines 5 Quarter Credit Hours
This course introduces the student to theory, terminology and operating principles of various rear-wheel drive transmissions and drive line components. Drive shafts, universal joints, constant velocity joints, and rear-wheel drive automatic and manual transmissions are covered with the use of appropriate specialty tools and equipment.

AT-107: Intro to Brakes & Suspension 5 Quarter Credit Hours
This course introduces the various suspension, steering and brake designs utilized on both front and rear-wheel drive vehicles. Covers the terminology and theory of operation of the various steering, suspension and brake designs. Alignment procedures for both front-wheel and four-wheel alignments are discussed. Prerequisite: AT 105

AT-108: Intro to HVAC & Electrical 5 Quarter Credit Hours
This course introduces the theory and operating principles of electrical, heating and air conditioning systems. Stressed topics include basic service and diagnosis of all three systems. The course also covers current industry and environmental standards specific to handling of automotive refrigerants.

AT-122: Engine Repair 5.5 Quarter Credit Hours
This class provides an in-depth study of four-stroke automotive engine designs. Diagnosis and repair of oil consumption and leakage, abnormal noises, loss of power, and mechanical component failure.

Lab experiences focus on various types of in-chassis repairs as well as identifying instances when engine replacement may be necessary. Prerequisite: AT-102

AT-123: Manual Transmissions 5.5 Quarter Credit Hours
This class includes the study of theory, design and operating principles of manual transmissions, manual transaxles, clutches, differentials, and drive axles. Lab experience including the troubleshooting, service, removal, disassembly, reconditioning, assembly and installation of these components as well as specialty tools and equipment are required. Prerequisite: AT-103

AT-127: Steering & Suspension 5 Quarter Credit Hours
This course covers identification, diagnosis and repair of various suspension and steering types, and alignment designs. Shop experiences will include utilizing specialized alignment, suspension, and steering tools, with an emphasis on computerized four-wheel alignment systems and tire balancing equipment. Prerequisite: AT-107

AT-128: Heating & Air Conditioning 5.5 Quarter Credit Hours
This course studies the design and operation of heating, cooling and air conditioning systems. Shop experiences will include troubleshooting, repair, and service of these systems with specialized tools and equipment. Prerequisite: AT-108

AT-133: Automatic Transmissions 5.5 Quarter Credit Hours
This course covers automatic transmission and transaxle theory and design. Emphasis is on operation principles, service, diagnosis, removal, overhaul and installation of automatic transmissions and transaxles with the use of shop manuals and required specialty tools and equipment. Prerequisite: AT-103

AT-137: Brake Systems 5 Quarter Credit Hours
In this course, students study the various automobile brake designs. Shop experience including replacement of linings on both disc and drum brakes, turning of drums and rotors, rebuilding of calipers, replacement of wheel and master cylinders, proper brake bleeding procedures. Diagnosis, service and repair of anti-lock brake systems (ABS) and traction control/vehicle stability systems will be performed. Precautions in the handling of brake dust will also be presented. Prerequisite: AT-107

AT-138: Electrical Systems 5.5 Quarter Credit Hours
This course focuses on automotive electrical systems, emphasizing operating principles, diagnosis, repair and/or replacement of batteries, starting and charging systems, electrical wiring harnesses, connectors, terminals, lighting and accessories. Shop experiences includes use of test equipment necessary to perform basic automotive electrical troubleshooting.

AT-205: Alternative Fuels I 5 Quarter Credit Hours
This course introduces the student to the hybrid/alternative vehicle and identifies carbon-based fuels and the difference between various energy sources used for fueling. The course will cover the different types of hybrid electric vehicles, advantages to hybrid designs, fuels injection and ignition systems and power steering and braking in hybrid vehicles. In addition, the course will cover engine systems, hybrid batteries and how to conduct those services all while discussing the role of hybrid and alternative fuel vehicles in today’s society.

AT-210: Alternative Fuel Vehicle Repair 5 Quarter Credit Hours
This course will describe and explain regenerative braking, the function and services for transmission and manual transaxle, and discuss the modifications made to automatic transmissions installed in hybrid electric vehicles. The course will discuss the ICE cooling system and explain the cooling and heating system of a hybrid vehicle. Safety procedures and routine service procedures will be discussed, as well as fuel cells and electricity. The student will learn the specifics of the following electric vehicles: Honda, Toyota/Lexus, Ford/Mercury and General Motors. Students will perform routine maintenance and repair work in a lab setting.
AT-215: Auto Body Repair  2.5 Quarter Credit Hours

In this course the focus will be on the fundamentals of auto body and collision repair. The course will summarize the collision repair industry, discuss repair technician career opportunities, provide an overview of the major areas in a body shop, describe procedures for repairing collision damaged vehicles and process of repair. In addition, safety will be covered in the areas of hand and power tools, avoiding shop accidents, and safety will all products. There will be an overview of shop materials, paint selection, welding, various types of repair and mixing scales.

AT-225: Advanced Collision Repair  2.5 Quarter Credit Hours

In this course the focus will be on advance collision repair, performing repair estimates, and understanding insurance issues related to repair work. Students will gain advanced knowledge in repair techniques and receive training on customer service, the importance of timely work, and how to manage difficult customers. This course will require students to perform research in the library on the collision and repair industry and present a presentation to their peers.

AT-235: Auto Repair Practicum  5.5 Quarter Credit Hours

This course will provide students hands-on experience working with customers in a mock-repair center environment. Students will operate the lab as a repair center for the public and student vehicles. Students will troubleshoot, repair, provide mock-estimates, and perform other repair center duties. Students will be evaluated on their repair skills as well as their customer interactions.

AT-236: Auto Repair Capstone  2 Quarter Credit Hours

This course will assist students as they prepare to enter the workforce. Students will complete their skills and training portfolio, develop their resume in conjunction with career services, do mock interviews, perform job research, and present their portfolio to their peers and a faculty panel.

BM-101B: Electricity Principles  12 Quarter Credit Hours

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

BM-102B: Plumbing Fundamentals  12 Quarter Credit Hours

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

BM-103B: Carpentry  12 Quarter Credit Hours

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

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

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

INTRODUCTION TO AIR CONDITIONING & REFRIGERATION CYCLE
Recovering, Recycling, and Reclaiming
Refrigeration Components
Safeguarding Temperature versus Pressure
Metering Components
Soldering and Brazing
Dehydration-Evaporation-Charging

BM-105B: Electric Motors, Lighting and Control Technology  12 Quarter Credit Hours

Students will study the National Electrical Code requirements and installation procedures for commercial building lighting, heating and air conditioning, power distribution, hazardous location circuits and other commercial three-phase circuits. Motors and controls will also be introduced. Students will study human behavior as it relates to career responsibility, accountability, professionalism and performance in the business environment.

BM-106B: Heating  12 Quarter Credit Hours

Students will be able to troubleshoot combustion and electrical problems in fossil fuel equipment, and will understand the theories and principles of condensing furnaces. Students will explore today’s business realities relating to effective communications designed to provide quality services to business customers and clients.

BM-201B: Commercial Refrigeration  7.5 Quarter Credit Hours

Students will be exposed to various commercial refrigeration systems and equipment representing different pressures and temperatures found with low and medium temperature applications. Students will learn more complex wiring diagrams and accessories found with commercial refrigeration food handling equipment. Students will also be introduced to commercial building systems and controls.

BM-202B: The Business / Challenges of the Skilled Trades Industry  7.5 Quarter Credit Hours

Students will study the fundamentals of controlled building systems and equipment. In addition, the students will study the basic elements of managing and owning a business in the skilled trades industry.

BM-203B: Industry Credentials and Certifications  7.5 Quarter Credit Hours

This course is designed to prepare the students to qualify for certification testing that could enhance their career opportunities through industry recognized credentials of achievement. Certification testing includes those offered through the Air Conditioning and Refrigeration Institute (ARI) series of Industry Competency Exams (ICE) tests as qualifiers for certification tests offered under the North American Technical Excellence (NATE) standards. Relevance of Credentials and Certifications
ICE Review and Training with Certification Tests
Trac Pipe Training and Certification Test
NATE Review and Training with Certification Tests
LP Gas Training and Certification Test
4.5 Quarter Credit Hours

This course focuses on human resource management skills used by business managers in day-to-day operations. While focusing on the different aspects of human resource management and practices, problem solving and critical thinking skills are applied.

BUS-240: Customer Service  
4.5 Quarter Credit Hours

This course presents the foundations required for developing skills and knowledge to work effectively with internal and external customers.

CP-101B: Introduction to Computer Programming  
12 Quarter Credit Hours

Students are introduced to basic concepts of computing, computer hardware and software. This course introduces the procedures and tools used by computer programmers to design, develop, test, debug and document programs using the QBasic language. Students will explore their creativity in solving issues and problems common to their personal and professional life experiences.

Variables  
Introductory Microcomputer Concepts

Computer Hardware & Software  
Constants/Flow Charts

Selection  
Structured Programming

Iteration  
Read Data Statements

Arrays  
Subroutines

CP-102B: Microsoft Windows 2000 and Office XP  
12 Quarter Credit Hours

In this course, the students will learn to effectively use Windows 2000 operating systems and a command line environment to manage computer resources. Using Microsoft Office XP, the student becomes proficient in Microsoft Word, Excel, and Access. The student is introduced to web site design and HTML through the use of Microsoft Front Page. Students will participate in team dynamics exercises in a self-directed work environment designed to convey the importance of teamwork in highly effective organizations.

Introduction to Windows 2000  
Windows 2000 Command Line

File Management  
Beginning and Advanced Word Techniques

Beginning and Advanced Excel Techniques

Web Site design using Front Page  
Introduction to HTML

Beginning and Advanced Access Techniques

CP-103B: Visual C# .NET  
12 Quarter Credit Hours

This course introduces students to the concepts of programming using the C# .NET language. C# provides tools that make it easy to create graphical user interfaces similar to the tools that Visual Basic programmers have employed for years. C# also provides the ability to powerfully process data much like C++. Students will explore today’s business realities relating to effective communications designed to provide quality services to business customers and clients.

Computing and Programming  
Data Types and Expressions

Methods and Behaviors  
Arrays and Collections

Making Decisions & Repeating Instructions

Introduction to Windows Programming  
Programming Based on Events

Advanced Object-Oriented Programming

Handling Exceptions and Stored Data

CP-104B: Database Design and Management  
12 Quarter Credit Hours

This course introduces students to enterprise Database Management Systems, using relational database systems. Students design, develop, and implement database solutions using the application life cycle. Proper database design techniques are emphasized. Students will study basic language principles through written communication with techniques of gathering, organizing, and processing information in a written context.

Database models  
Relational Database Model

Structured Query Language (SQL)  
Database design

Fundamentals of SQL Server  
Database maintenance

Table Creation  
Sorting and Filtering

Conceptual, Logic, and Physical Models

Normalization

CP-105B: Designing and Implementing Web Solutions  
12 Quarter Credit Hours

The focus of this class is to give students a foundation of knowledge of web site development and implementation. The course will teach students how to assess the needs of a business web site, develop conceptual and logical models, design and create the user interface, test, and publish the site. The class will teach HTML, JavaScript, and Flash. Students will study human behavior as it relates to career responsibility, accountability, professionalism and performance in the business environment.

Analyzing Business Requirements  
Macromedia Flash MX

Designing the User Interface  
JavaScript

Conceptual and Logic Design  
The Design Process

Typography, Graphics, and Multimedia  
Testing the Solution

Managing a Web Site

CP-106B: Local Area Network (LAN)  
12 Quarter Credit Hours

Students learn the fundamentals of network technology, focusing on networking hardware, topology, and schema. Students will learn to setup Microsoft Windows 2000 networks, manage the users, and install and maintain the system. Students will focus on effective communication styles and techniques designed to enhance leadership, organizational, and problem-solving skills.

Basics of Local Area Networks  
Types of Network Cabling

Different Topologies  
File Server Installation

Workstation Installation  
Windows Setup on the Network

Data Recovery  
Network Printing

User Setup/Windows 2000

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 introduces 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.

CP-123: Introduction to Programming  
5 Quarter Credit Hours

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 also gain the ability to design, create, test and debug a fully functioning program using the new Visual Basic .NET language. Topics covered include: Algorithm Development; Variables; Arithmetic Expressions; Forms and Controls; Conditions and Looping; Variables and Scope; Arrays; Object Oriented Programming.

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.

CP-126: Software Testing  
5 Quarter Credit Hours

This course shows how to design 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 dataflow paths test. Different levels of testing such as functional, component and system/regression tests are discussed.
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.

**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.

**CP-401A: Dynamic Web Applications**  
12 Quarter Credit Hours

This course will familiarize students with ways to create dynamic (Active Server Pages, or ASP) Web applications using server side technologies. This course will focus upon the techniques of using ASP.net to process form data from the client, the techniques of sending out emails from a web page and using ASP.net to read and write information to server files. Also, this course will demonstrate how ASP.net can be used to interact with other computer applications on the server, build web applications that interact with a database, and the techniques and theory in developing Web services and mobile applications.

**CP-402: Information Security**  
12 Quarter Credit Hours

Students will become knowledgeable regarding various security technologies. Through extensive hands on projects and case studies, graduates of this class will be proficient in industry standard security technologies. This course prepares the student to take the CompTIA Security+ exam.

**CP-403: Oracle Programming**  
12 Quarter Credit Hours

Students will learn the fundamentals of Oracle and understand PL/SQL. This course prepares students to take the Oracle Certified Application Developer Exam (1Z0-001 and 1Z0-101).

- Introduction to Oracle
- Client Server Databases with Oracle
- Introduction to PL/SQL
- Creating and Modifying Database Objects
- Advanced PL/SQL Programming

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**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.

**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 and techniques 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-201B: Systems Analysis**  
7.5 Quarter Credit Hours

This class will teach the students how to analyze business requirements and define technical solution architectures that optimize business results. The students will learn how to define the project scope, security requirements, performance and maintainability requirements, define the technical architecture for a solution, develop conceptual and logical models, and develop the solution.

- System Analysis and Design
- Client-Server Technology
- Microsoft Solutions Framework

**CP-2028: Java**  
7.5 Quarter Credit Hours

This course is designed to enable the student to develop applications and applets using the Java programming language. The course introduces students to object-oriented programming concepts along with the Java syntax. Fundamentals of structured logic are reinforced along with object-oriented programming techniques.

- Using Methods in Java
- Using Classes in Java
- Using Objects in Java
- Inheritance
- Applet Creation

**CP-2038: Advanced VB (VB.NET)**  
7.5 Quarter Credit Hours

VB.NET is centered on creating desktop applications in the .NET development environment. Students gain an understanding of the .NET framework, and how VB.NET integrates with the framework. The course focuses on developing desktop solutions utilizing new .NET technologies and functionality.

- .NET Framework Windows
- CLR
- JIT Compiler
- ADO.NET

**CP-220: Advanced Programming**  
5 Quarter Credit Hours

This course builds on lessons learned in the Introduction to VB.Net Programming course. The course will focus on writing Windows application forms that interface with a database management system using the VB.NET language. Topics covered include: class development; inheritance and polymorphism; input validation; error handling; exception handling; relational databases; and SQL; accessing data with ADO.NET; ASP.NET introduction; arrays; collections and multi-threading.

**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.

**CP-222: Technical Writing**  
5 Quarter Credit Hours

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-223: Advanced Excel and Data Sources**  
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 learn to use the Oracle Application Developing Tools to generate forms, reports, and charts in a unified application. This course prepares the students to take the Oracle Certified Application Developer Exam (1Z0-120, 120-122, and 120-123).

Creating Oracle Data Block Forms
Creating Custom Forms
Advanced Form Builder Topics
Using Report Builder
Using Graphics Builder
Creating an Integrated Database Application

This course will provide students with a foundation in Object-Oriented design and development, as well as providing necessary project management skills for the IT professional. This course will prepare the student to take the IT Project+ Certification exam from CompTIA.

Models and UML Notation
Object Oriented Requirement Models
Risk Management
Object Oriented Design and Development
Scope, Time, Cost, and Quality Management
Planning, Executing, Controlling, and Closing a Project
Project Management Processes

This course will introduce students to the basics of carpentry. An overview of the following topics will be covered in this course: the history of the trade, building materials used in construction including lumber, sheet materials, engineered wood products, structural concrete, structural steel, descriptions of hand and power tools used by carpenters, techniques for reading and using construction drawings. This course will also cover floor framing basics and the procedures for laying out and constructing a wood floor.

This course will introduce students to wall systems, ceiling joist and roof framing, basic stair layout and building envelope systems. An overview of the following topics will be covered in this course: procedure for laying out and framing walls; types of roofs and instructions for out rafters on different roof types; types of stairs; stair building code requirements; stair measurement, calculation and fabrication. This course will also explain the types of windows, skylights and exterior doors along with providing instructions for the installation of each.

Upon completion of this course, students will gain an understanding of commercial drawings, roofing applications, thermal and moisture protection, cold-formed steel framing and drywall installation.

This course introduces students to the finishing materials and installation processes of carpentry. An overview of the following topics will be covered in this course: various types of exterior finish materials and installation procedures; materials, tools and methods for drywall finishing; door installation and hardware; along with different types of trim and proper methods for selecting, cutting and fastening trim to provide a finished appearance.

This course introduces students to the fundamental concepts of cabinet making and installation. This course provides an introduction to the materials, tools, and methods used in cabinetmaking. Students will practice projects that help reinforce the various joining techniques, while also providing practice on stationary power tools. This course also provides detailed instructions for the selection and installation of base and wall cabinets and countertops.

This course describes the properties, characteristics, and uses of cement, aggregates, and other materials used in different types of concrete. This course also covers site preparation, set-up and lay out by using the proper rigging and excavating equipment and practices. Students will also learn about the selection and uses of different types of reinforcing materials as well as the requirements for cutting, bending, splicing, and tying reinforcing steel and the placement of steel footing, columns, walls, and slabs.

This course is designed to cover the applications and construction methods for vertical, horizontal and tilt-up formwork. This course also covers tools, equipment and procedures for safely handling, placing and finishing concrete. This will introduce students to the methods used to create architectural and decorative treatments.

This course covers the materials, procedures and techniques for installing advanced roof, wall and stair systems. This course also introduces students to construction equipment along with an overview of the general safety, operation and maintenance of each.

This course will introduce the concept of sustainability in the carpentry industry. Students will be given an overview of green building including the elements that impact structural systems, exterior finishes, interior systems, mechanical systems, and the implementation of renewable energy. Laboratory experiences will allow students to work with various components and systems that are essential to sustainable construction.

Students will understand the operation and development of basic analog and digital circuitry. Students will participate in team dynamics exercises in a self-directed work environment designed to convey the importance of teamwork in highly effective organizations.

DC Theory:
- Basic Power Supply Principles
- Concepts of Electricity
- Number Systems
- Series Circuits/Parallel Circuits
- IC Specifications

AC Theory:
- Electromagnetism
- Counters
- Registers
- Reactive Components
- Semiconductor Materials

Magnetism and Electromagnetism
Counters
Registers
Reactive Components
Semiconductor Materials

Memory Circuits
AC Quantities
Semiconductor Theory
P-N Junctions

Students will understand the operation of Linux and will become familiar with the installation and configuration of several Linux distributions. Students will study basic language principles through written communication with techniques of gathering, organizing and processing information in a written context.

Creating Users
History
Command Line Commands
Partitioning
Logging In and Out

GUI (Graphical User Interface)
Initialization Files
Passwords
Text Editing

Students will learn many aspects of the Microsoft desktop operating systems, and Microsoft Office software. Students will explore today’s business realities relating to effective communications designed to provide quality services to business customers and clients.

Installation and Upgrading
Profiles
Networking
Troubleshooting
Microsoft Office: Access, Word, Excel

Customizing the Desktop
Editing the Registry
Configuration
OS Architecture

CT-1058: Peripherals and Data Communications  12 Quarter Credit Hours
Students will learn to install and troubleshoot computer peripherals, utilize the internet, and be introduced to data communications technology. Students will focus on effective communication styles and techniques designed to enhance leadership, organizational, and problem-solving skills.

Laptop/Notebook Computers  Network Communications
Printers: Laser / Dot Matrix / Ink Jet  Internet
Scanners: OCR Software  Modern Standards
Communication Software  Communications Standards
CD-Writer  Zip Drives

CT-1068: PC Troubleshooting and Configuration  12 Quarter Credit Hours
Students will learn to build, configure and troubleshoot IBM compatible computers. Students will study human behavior as it relates to career responsibility, accountability, professionalism and performance in the business environment.

Configuration  Resolving Resource Conflicts
Floppy Drives  Troubleshooting Techniques
Hard Drives  Hard Drive Interfaces
SCSI Devices  Multimedia Devices
Software Installation and Troubleshooting  Keysboards
Bus Architecture  Client/Server Configuration
Diagnostic Tools  Motherboard Architecture
Motherboard Architecture  Microprocessor Architecture

CT-2028: Windows Networking  7.5 Quarter Credit Hours
Students will learn local area networking using the Microsoft Server operating systems.

Windows 2000  Troubleshooting
TCP/IP  MS Exchange Installation
User Setup  Domain Controllers
Peer-to-Peer Configuration  Network Security
Sub-netting  Client/Server Configuration
DHCP  Address Resolution

CT-2038: TCP/IP and Routing  7.5 Quarter Credit Hours
Students will learn the TCP/IP protocol stack and Cisco router configuration.

TCP/IP Stack  Routing Fundamentals
Application Layer Protocols  Routing Protocols
Network Layer Protocols  Router Configuration
IP Addressing  Routing TCP/IP
Sub-netting  Troubleshooting
DNS  Address Resolution

CT-206: Exchange Server  7.5 Quarter Credit Hours
Students will learn the basics of local area networking using Exchange Sever. Configure and manage public folders

Install Exchange Server  Configuring Mailboxes
Configure Exchange Server  Configuring Connectors
Work with Recipients  Configure Routing
Work with Groups  Monitoring and Reporting
Configuring Hubs and Transport Roles  Monitoring and Reporting
Work with Mailboxes  Monitoring and Reporting
Disaster Recovery  Monitoring and Reporting

CT-400: Advanced Linux  10.5 Quarter Credit Hours
Students will learn how to install, configure and manage Linux servers in a variety of configurations. Students who successfully complete this course will have sufficient knowledge to obtain a Linux + or LPIC level 1 certification.

Partitioning strategies  Installation and configuration
Display Managers (e.g., KDE, GNOME)  Basic shell scripts
Daemon and process management  Printing Services (lpd, CUPS, etc.)
Network Services (SSH, Samba, NFS, etc.)  Logging and Monitoring
Internet Services (Apache, DNS, FTP, etc.)  Software Management (RPM, deb, compile)

CT-401: Database Concepts  10.5 Quarter Credit Hours
Students will gain a broad overview of the database industry and learn basic design and management concepts.

Database technology  Transaction analysis
Data Modeling  Risk Management
Database Technology Life Cycles  Data Access
Transaction Analysis  Database Market Statistics
Intelligence-Building Processes  Project Management
Ethics for Database Professionals  Transaction analysis

CT-402: Cisco Routing and Switching  10.5 Quarter Credit Hours
Students will learn advanced routing and switching configurations in a Cisco environment. The curriculum covers all exam objectives for the Cisco CCNA certification.

VLAN configuration  VTP and trunking
OSI model & layered communication  IP addressing
Configure static and default routes  IP routing & routing protocols
Frame Relay  WAN services
Dial-on-demand routing (DDR)  Network Management
Configure CHAP/PAP on PPP links  Access lists

CT-403: Network Security  10.5 Quarter Credit Hours
Students will learn how to secure a variety of network configurations. Students will learn how networks are compromised and the appropriate countermeasures. The curriculum covers all exam objectives necessary to obtain the Security + certification or Security Certified Network Professional.

Authentication techniques  IP Spoofing
Social Engineering  IPSEC
Firewalls  Intrusion Detection
Incident Response  Security Baselines
Concepts of Cryptography  Security Policies

CT-404: Microsoft Server  10.5 Quarter Credit Hours
This course will teach students a variety of advanced server topics. The curriculum maps to the exam objectives for the current Microsoft server product.

Server Installation  Microsoft Windows Server
Migration techniques  Active Directory
Configure and manage distributed file system  Troubleshoot connection
Configure and troubleshoot storage use  Troubleshoot network connections
Implement and monitor security  Troubleshoot network connections
Configure drive signing  Monitor and optimize system performance

DM-100: Diesel Mechanic Basics  9 Quarter Credit Hours
This course provides students with an understanding of basic operating systems in vehicles, basic operations of a four cycle diesel internal combustion engine, horsepower, and compression. Students will also become familiar with SAE codes and federal transportation/safety regulations.

Technician Professionalism  Service Basics
DOT Regulations  SAECodes
Repair orders cause, complaint, correction  EPA Regulations
Safety Standards  Reading Schematics
Exterior inspections  Small gas engines
Troubleshooting and Capacitors  Grounds
Electrical diagnostic software  Grounds

DM-101: Electrical and Electronic Systems for Medium to Heavy Duty Trucks  9 Quarter Credit Hours
This course is designed to provide both hands on and theory based applications of electrical components, wiring systems, batteries, starting systems, charging systems, ignition systems, alternators, and diesel computer systems.

Molecular Theory  Thermostats & sensors
Series and Parallel Circuits  Diagnostics
Multimeters  ECM’S
Schematic and Pictorial Diagrams  Batteries
Relays  Starter
Voltage  Alternator
Safety  Test equipment
Starting/Charging Maintenance  Grounds
Troubleshooting Electric Circuits  Troubleshoot and Capacitors
Electrical diagnostic software  Basic electrical testing methods
Troubleshooting and Capacitors  Basic electrical testing methods

DM-202: Diesel Engines and Fuel Systems  13 Quarter Credit Hours
Students will understand the engine cycle and engine cooling concepts. Students will become familiar with engine parts, troubleshooting and engine maintenance as well as different types of fuel systems.

Engine Cooling  Tear down/rebuild
Intake  Water Pump
Computerized Diagnostics  Injectors
Preventive Maintenance  Fuel System
Compression  Lubrication systems
Thermostats  Cooling systems
Power  Exhaust systems
Data link communications  Service Repair Time
DM-201: Drivelines & Brakes for Medium to Heavy Duty Trucks I
13 Quarter Credit Hours

This course is designed to provide both hands on and theory based applications of gear systems including manual and auto shift transmissions. Students will be exposed to the design variations used by different manufacturers including hydraulic and air brake systems. Students will also gain an understanding of operating principles of a clutch, the functions of clutch components, troubleshooting clutch problems. Students will use the National Electrical Code (NEC), the textbook, and the plans. The student will use typical house plans to calculate the service, size conductors, calculate the overcurrent protection, and draw and wire the branch circuits. Students will gain the necessary knowledge to troubleshoot, diagnose, and repair gear and brake systems and subsystems.

Drive Shafts SAE Codes
Drive Lines Brakes
ECM Controls Drums
ABS Bearings
Maintenance Adjustments
Diagnostics Discs
Greasing Wheel Seals
Seals U Joint replacement

DM-202: Drivelines & Brakes for Medium to Heavy Duty Trucks II
13 Quarter Credit Hours

This course is designed to provide both hands on and theory based applications of gear systems including manual and auto shift transmissions. Students will be exposed to the design variations used by different manufacturers including hydraulic and air brake systems. Students will also gain an understanding of operating principles of a clutch, the functions of clutch components, troubleshooting clutch problems. Students will use the National Electrical Code (NEC), the textbook, and the plans. The student will use typical house plans to calculate the service, size conductors, calculate the overcurrent protection, and draw and wire the branch circuits. Students will gain the necessary knowledge to troubleshoot, diagnose, and repair gear and brake systems and subsystems.

DM-203: Steering and Suspension
13 Quarter Credit Hours

This course is designed to provide both hands on and theory based steering columns, manual steering gears, steering linkages, power steering pumps, power steering gears, frames, fifth wheels, suspension systems, air suspension systems, and wheel alignment. Students will become familiar with basic welding and cutting techniques.

Frames – Fifth wheel repairs Maintenance
Steering Steel
Welding fundamentals Alignment
Trailer maintenance Air suspension
Aluminum Tires
Shocks Wheels

EM-101B: Electrical Principles
12 Quarter Credit Hours

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

Electrical Safety & Fire Extinguishers Equipment Lockouts
Electrical Instrumentation and Measurements Electron Flow
Electrical Materials and Devices Transformers and Electromagnetism
Ohm’s Law and Usage Series and Parallel Circuits
Different Types of Electrical Circuits
Introduction to Electrical Motors
Circuit Requirements and Overcurrent Protection
Circuit Characteristics Electrical Conductors
Introduction to Residential Electrical Circuits

EM-102B: Residential Wiring
12 Quarter Credit Hours

This course is unique in that it includes a full set of actual house plans. The format is for the student to simultaneously use the National Electrical Code (NEC), the textbook, and the plans. The student will use typical house plans to calculate the service, size the overcurrent protection, and draw and wire the branch circuits. Students will explore their creativity in solving issues and problems common to their personal and professional life experiences.

Safety Plans and Specifications National Electrical Code (Introduction) Symbols and Notations
Conductors (Sizing, Temperature Limits, and Color Code) Outlets, Devices and Fixtures Remodeling
Calculations (Service, Overcurrent Protection and Branch Circuits) Box and Conduit Fill
Transformer Connections

EM-103B: Programmable Logic Controllers (PLC’s)
7.5 Quarter Credit Hours

Students will study PLC’s, Operation, configuration, and programming will be examined. Hands-on training will include system set-up, programming, and troubleshooting.

Introduction to PLC’s Programming Devices
Memory Organization
Inputs/Outputs (I/O) Latching/Unlatching Instructions
MCR Instructions Counter Instructions
Shift Registers and Sequencers Math Functions PLC Networking

EM-104B: Commercial Applications
12 Quarter Credit Hours

The student will study commercial electrical hardware items and how to install them. Electrical drawings and the symbols that are used on the drawings, commercial electrical systems, motor and transformer installation and control, lighting and circuit overcurrent protection will be studied. Students will explore today’s business realities relating to effective communications designed to provide quality services to business customers and clients.

Wiring Raceways Transformer Operation
Wire Sizing Power Factor
Wiring Methods NEC Requirements
Electrical Schematics

EM-105B: Industrial AC Systems
12 Quarter Credit Hours

Students will study various three-phase motor installations, electromagnetic motor controls, and control systems wiring that are used in modern industrial plants and machinery. Mechanical input control devices and industrial voltage transformer connections and systems are also studied. Students will focus on effective communication styles and techniques designed to enhance leadership, organizational, and problem-solving skills.

Across-the-line AC Starters Pilot Control Devices
Two Wire Motor Control Two Wire Motor Control
Special Types of AC Motors Math

EM-106B: Industrial DC Systems
12 Quarter Credit Hours

Students will study troubleshooting techniques for electrical controls. Multiple topics related to industrial DC systems will also be covered. Students will study human behavior as it relates to career responsibility, accountability, professionalism and performance in the business environment.

DC Motors PLC Installations
PLC Maintenance PLC Control Diagrams
DC Motor Control Methods Solid State Variable Frequency Control
Digital Logic Semi-Conductor Concepts
Ladder Control Logic Techniques Math
Solid State Sensors and Transducers Oscilloscope Techniques

EM-208B: Advanced Troubleshooting Techniques
7.5 Quarter Credit Hours

Students will utilize troubleshooting flow charts identifying problems causes/remedies in the systematic elimination of malfunctions of systems or processes. System designs, components, equipment and controls will be examined to study proper sequence of events and desired results.
This course is designed to introduce basic concepts and issues in microeconomics with an emphasis on analyzing and applying economic concepts to real-world problems. It enables students to apply economic theories to their daily lives. Topics to be studied in depth include 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 4.5 Quarter Credit Hours

This course is designed to meet the writing needs of a wide variety of students in the following ways: 1) prepares students who will continue in college to write acceptable college-level expository essays, 2) provides career students with a strong base for technical and business writing, 3) familiarizes all students with the writing skills that will be valuable in their everyday experience, 4) provides students with some awareness of the way language functions and affects their lives. To help reach these goals, the course will focus on the elements of clear writing, well-organized expository essays, the necessary critical thinking that must always precede expository writing, technical reading, and, when necessary, a review of the principles of grammar.

GE-121: Computer Concepts 3 Quarter Credit Hours

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

GE-123: Interpersonal Communications in Healthcare 3.0 Quarter Credit Hours

This course will introduce the students to different types of communication needed in the healthcare facilities. Topics to be covered include: written communication, body language, verbal and non-verbal communication; the role of culture in communication; human relations; clinical judgment; and the use of electronic media in the healthcare setting. The course will emphasize the importance of excellent customer service.

GE-124: Technical Mathematics 2 Quarter Credit Hours

This course provides an introduction to basic mathematical operations and functions as they apply to the workplace. The course starts with a review of numbers, their systems, forms, and operations. It then introduces basic algebraic concepts including solving systems of one and two variables, simplifying equations, and practical applications of basic technical formulas.

GE-128: Computer Concepts 2 Quarter Credit Hours

In the computer concepts course, students will 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-131: Introduction to Sociology 4.5 Quarter Credit Hours

This course has three main objectives to facilitate the study of sociology: understanding social forces, enhanced understanding of how social forces influence our everyday life and gaining greater insight into why individuals, groups and organizations behave as they do. This course will expose a broad
canvas of several substantive areas in sociology such as the family, crime, religion, education and social class. This course will further develop critical thinking ability and writing skills by fostering analytical thinking.

GE-201: English Composition II 4.5 Quarter Credit Hours
This English Composition II course builds on lessons learned in English Composition I. In addition to reviewing the writing process, students learn research techniques, citation techniques, documentation formats, and critical analysis of written topics. Students give special attention to the development of a mature style of writing and to the research, mechanics.

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.

GE-303: American History I 4.5 Quarter Credit Hours
This American history course covers a broad survey of American history from New World exploration and settlement through the Civil War (American history to 1877). This course will present a clear, relevant, and balanced history of the United States.

GE-305: American History II 4.5 Quarter Credit Hours
This American history course covers a broad survey of American history from 1865 through the New Millennium. Essay material explains the roles different ethnic groups have played in shaping the nation. This course will examine change and consistency in the American population.

GE-307: Environmental Science 4.5 Quarter Credit Hours
This environmental science course explores the relationship between man and the environment. Students examine the balance between natural resources and the needs of mankind. Also in this course, students explore the scientific, political, economic, and social implications of environmental science.

GE-311: Logic 4.5 Quarter Credit Hours
This course covers the fundamentals of logical thinking and logic theory. Course topics include logic and truth, inference, logical and conditional operators, truth tables, natural deduction, and inductive analysis.

GE-315: Speech and Communications 4.5 Quarter Credit Hours
This course covers and direct variations in communication, and the development of speaking and interpersonal communications skills. Students practice planning and presenting speeches using effective style, purpose, and composition through planning, organization and final delivery. This course is designed to improve a student’s ability to speak, listen, and communicate clearly and effectively.

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 demand analyses, and life cycle cost analyses to determine the energy efficiency of a building or system, identify green alternatives to conventional building practices and describe the pros and cons of 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.

HV-101B: Electricity Fundamentals 12 Quarter Credit Hours
Students will understand electricity theory as it applies to heating and air conditioning. They will explore their creativity in solving issues and problems common to their personal and professional life experiences.

HV-102B: Refrigeration Fundamentals 12 Quarter Credit Hours
Students will understand the refrigeration cycle and its basic components, in addition to principles of installing and troubleshooting basic problems. Students will participate in team dynamics exercises in a self-directed work environment designed to convey the importance of teamwork in highly effective organizations.

HV-104B: Heating 12 Quarter Credit Hours
Students will be able to troubleshoot combustion and electrical problems in fossil fuel equipment, and will understand the theories and principles of condensing furnaces. Students will study basic language principles through written communication with techniques of gathering, organizing and processing information in a written context.

HV-106B: Boiler/Piping 12 Quarter Credit Hours
Students will understand piping and boiler design, fabrication, and installation as it pertains to residential buildings. Students will also become familiar with the tools used for servicing and installing boilers and piping systems. Electric controls will be used to zone and balance the entire system. Students will focus on effective communication styles and techniques designed to enhance leadership, organizational, and problem-solving skills.

HV-110B: Residential HVAC Systems 9 Quarter Credit Hours
Students will understand both theory and application of residential HVAC systems and components allowing them to property diagnose, troubleshoot, and maintain according to specifications. Students will study human behavior as it relates to career responsibility, accountability, professionalism and performance in the business environment.

HV-201B: Commercial Refrigeration 7.5 Quarter Credit Hours
Students will be exposed to various commercial refrigeration systems and equipment representing different pressures and temperatures found with low and medium temperature applications. Students will learn more complex wiring diagrams and accessories found with commercial refrigeration food handling equipment. Students will also be introduced to commercial building systems and controls.

HV-106B: Boiler/Piping 12 Quarter Credit Hours
Students will understand piping and boiler design, fabrication, and installation as it pertains to residential buildings. Students will also become familiar with the tools used for servicing and installing boilers and piping systems. Electric controls will be used to zone and balance the entire system. Students will focus on effective communication styles and techniques designed to enhance leadership, organizational, and problem-solving skills.

Basic Residential HVAC Equipment Installation R-410A-The Transition to Environmentally Safe Refrigerants and Oils

HV-110B: Residential HVAC Systems 9 Quarter Credit Hours
Students will understand both theory and application of residential HVAC systems and components allowing them to property diagnose, troubleshoot, and maintain according to specifications. Students will study human behavior as it relates to career responsibility, accountability, professionalism and performance in the business environment.

HV-201B: Commercial Refrigeration 7.5 Quarter Credit Hours
Students will be exposed to various commercial refrigeration systems and equipment representing different pressures and temperatures found with low and medium temperature applications. Students will learn more complex wiring diagrams and accessories found with commercial refrigeration food handling equipment. Students will also be introduced to commercial building systems and controls.
This course is designed to prepare the students to qualify for certification testing that could enhance their career opportunities through industry recognized credentials of achievement. Certification testing includes those offered through the Air Conditioning and Refrigeration Institute (ARI) series of Industry Competency Exams (ICE) tests as qualifiers for certification tests offered under the North American Technical Excellence (NATE) standards.

**Relevance of Credentials and Certifications**

ICE Review and Training with Certification Tests
Trac Pipe Training and Certification Test
NATE Review and Training with Certification Tests
LP Gas Training and Certification Test

**IT-108: Desktop 1 - Configuration and Support** 3.0 Quarter Credit Hours

This course is Part I of II which prepares the student for the Microsoft Certified Desktop Support Technician (MCDST) certification examinations. The MCSD certification is a specialized IT certification that is aimed at personnel working in a Desktop Support/Computer Technician role.

The emphasis of this course (both lecture and lab) is on troubleshooting and resolving Windows-based problems in a support environment.

Prerequisite: IT-108

**IT-109: Desktop 2 - User Support** 3.0 Quarter Credit Hours

This course is Part II of II which prepares the student for the Microsoft Certified Desktop Support Technician (MCDST) certification examinations. The MCSD certification is a specialized IT certification that is aimed at personnel working in a Desktop Support/Computer Technician role.

The emphasis of this course (both lecture and lab) is on troubleshooting and resolving Windows-based problems in a support environment.

Prerequisite: IT-108

**IT-110: Office Technology: Technical Support** 3.0 Quarter Credit Hours

This course covers the key user functions within the Microsoft applications of Word®, Excel®, PowerPoint®, and Outlook® as well as moving information between and among these applications. It then goes on to instruct how to support end users in these applications and how to implement Microsoft Office® within an organizations deployment plans. The course also covers proper interfacing of Microsoft Office® with Microsoft Exchange®, and basic troubleshooting of configuration problems and issues.

Prerequisite: IT-108

**IT-111: PC Hardware** 3.0 Quarter Credit Hours

This class will explore the fundamentals of computer hardware and how computers are constructed as well as hardware troubleshooting. Students will be instructed on personal computer hardware installation and support, and will be able to troubleshoot desktop and laptop hardware.

**IT-112: Computer Programming - Visual Basic** 2.5 Quarter Credit Hours

This course will assist the student in automating tasks through Visual Basic for Applications (VBA) programming. The student will write code to enhance the off-the-shelf capabilities of Office and other products that support VBA to arrive at custom solutions. Further, the student will learn the fundamentals of programming and VBA from the ground up and will gain the skills necessary to automate repetitive tasks, build user interfaces, and increase performance. Some experience using the products in the Microsoft Office System is assumed and no previous programming experience is required.

**IT-120: Network I** 3.0 Quarter Credit Hours

This is the first of two courses which students will be introduced to the fundamental building blocks that form a modern network, such as Network Topologies, Network Media and Topologies and Network Devices, to provide students with the fundamental knowledge of networking components and their interaction. This is the first step in getting students prepared to pass CompTIA’s (the Computing Technology Industry Association’s) Network+ certification exam.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<td>LE-101</td>
<td>Legal Terminology</td>
<td>3.0</td>
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<tr>
<td>LE-102</td>
<td>Introduction to the Legal System</td>
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<tr>
<td>LE-107</td>
<td>Legal Keyboarding: Skills, Speed &amp; Assessment</td>
<td>2.0</td>
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<td>LE-109</td>
<td>Family Law</td>
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<td>IT-210</td>
<td>Disaster Recovery Planning and Response</td>
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<td>IT-211</td>
<td>Computer Forensics</td>
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<td>IT-212</td>
<td>Wireless Security</td>
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<td>IT-230</td>
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<td>LE-111</td>
<td>Civil and Criminal Trials</td>
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<td>LE-130</td>
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<td>LE-135</td>
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<tr>
<td>LE-200</td>
<td>Introduction to Trial Preparation and Litigation</td>
<td>4.5</td>
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<tr>
<td>LE-205</td>
<td>Contract and Tort Law</td>
<td>4.5</td>
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<tr>
<td>LE-210</td>
<td>Estate Planning and Probate</td>
<td>4.5</td>
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<tr>
<td>LE-212</td>
<td>Real Estate Law</td>
<td>4.5</td>
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<tr>
<td>LE-215</td>
<td>Advanced Legal Research and Writing</td>
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This course will provide students with the opportunity to understand law office operations and theories of management, timekeeping and billing, law office equipment, budgeting, preparation of forms and checklists, docket control, personnel issues and time management.

This course will provide students with the tools to create professional legal presentations. They will enhance their computer concepts and skills by creating multidimensional presentations using a variety of tools from including the Internet, PowerPoint and Publisher. Students will also develop skills in creating and analyzing spreadsheets and data bases.

This course will provide an overview of case analysis and methodology; research and interpretation of statutory and administrative regulations; research procedures in primary, secondary, and non-legal sources; interpreting, use, and proper preparation of legal citations; methods of tracing legal issues chronologically; practice in preparing case briefings.

This course will provide students with a practical application of litigation methods and procedures. This course covers interviewing and investigative techniques as well as pretrial motions and hearings. The will students learn to use proper methods of organization for effective trial presentation. Additionally, the course includes an introduction to drafting of documents essential to litigation and an explanation of post-trial hearing and procedures.

This course will provide students with a practical approach to the law of contracts and will cover the formation of a contract, breach of a contract and remedies for the breach of a contract. Students will also learn to draft various types of contracts and to understand the effects of certain applicable statutes. The course will also provide an overview of intentional torts, negligence, product liability, defamation, defenses to torts and damages. Additionally, students will learn to draft various documents associated with the practice of tort law.

This course will provide an introduction to estate and probate terminology, wills and trusts, probate law and procedures, required orders and notices, estate sales, estate taxes, joint tenancy, judicial determination of death, and disposition of judicial findings. Students will also become familiar with common documentation and forms for an estate planning practice.

This course provides the basic concepts of the law of real property including forms and instruments of ownership, real estate conveyance and financing instruments, foreclosures, easements, basic zoning concepts, and landlord and tenant issues. The student will have a working knowledge of title searches and a thorough understanding of closing procedures.

Study of appropriate format and styles in legal writing; preparation of various legal documents including but not limited to trial and appellate briefings, memorandams, legal opinions, and various procedural document. Students will develop skills such as legal application, analysis, and synthesis skills by identifying and classifying the best sources that apply to legal problems. Students will evaluate the relevane of sources for specific problems and critically evaluate the level of authority of various legal sources.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>LE-220</td>
<td>Advanced Topics in the Law</td>
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<tr>
<td>LE-225</td>
<td>Corporate Law</td>
<td>4.5</td>
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<tr>
<td>LE-240</td>
<td>Paralegal Capstone</td>
<td>7.5</td>
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<tr>
<td>MC-190</td>
<td>Intro to Health Information Technology</td>
<td>4.5</td>
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<tr>
<td>MC-191</td>
<td>Medical Office Administration</td>
<td>4.5</td>
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<tr>
<td>MC-200</td>
<td>Computers and Healthcare Delivery Systems</td>
<td>4.5</td>
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<tr>
<td>MC-218</td>
<td>Office Management in the Healthcare Setting</td>
<td>4.5</td>
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<tr>
<td>MC-222</td>
<td>Medical Terminology and Anatomy and Physiology</td>
<td>4.5</td>
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<tr>
<td>MA-290</td>
<td>Medical Assisting Externship</td>
<td>5</td>
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<tr>
<td>MA-295</td>
<td>Medical Assisting Externship II</td>
<td>3.0</td>
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<tr>
<td>MC-110</td>
<td>Intro to ICD CM Coding &amp; CPT Coding</td>
<td>4.5</td>
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<tr>
<td>MC-114</td>
<td>Intro to Current Procedural Terminology</td>
<td>4.5</td>
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<tr>
<td>MC-117</td>
<td>Auditing</td>
<td>4.5</td>
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<tr>
<td>MC-130</td>
<td>Insurance and Coding Exam Review</td>
<td>4.5</td>
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<tr>
<td>MC-175</td>
<td>Law &amp; Ethics</td>
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This course is designed to offer advanced topics in the legal field. Special subject matter will be announced in advance to students interested in this course. Topics will include: Juvenile Law, Elder Law, Workers Compensation, Immigration Law, Consumer Protection, and Land and Abstract Law.

This course will provide students an overview of the formation, operation, and dissolution of the corporate entity as well as Stockholders rights and remedies as corporate owners will be examined. Corporate documents and corporate formalities will be discussed.

This course will provide students with the opportunity to demonstrate the competency and knowledge they have developed throughout the program. The student must develop a capstone project proposal, to be approved by the instructor. The proposed project may be a case study, research paper, portfolio of work with written explanation, etc. Prerequisites: All LE-100 & LE-200 courses, GE-114 & GE-121

This course covers concepts and information required for the medical assistant to identify and practice administrative and clinical medical assistant duties in the medical office.

Students will use the knowledge and skills learned in the program and complete a minimum of 90 hours of externship at an approved site. Prerequisites: ME 125 and ME 155

This course provides the student with a basic understanding of coding and classification systems in order to assign valid diagnostic and procedural codes.

This course provides the student with a basic understanding of the general principles of CPT and HCPCS coding systems.

This course will help familiarize students in the field of Evaluation & Management for billing & coding. Course covers concepts & theories including: an introduction to E/M coding and breakdown with practice and application of those concepts. Physicians bill evaluation and management (E/M) codes every day and is an essential part of a practice’s revenue cycle.

This course will aid in preparing for the CPC Certification and highlights important content necessary to pass the CPC exam. Content areas include anatomy and terminology, reimbursement issues, and an overview of CPT, ICD-9-CM, and HCPCS coding. This course will simulate the examination experience to give added confidence when taking the CPC exam.

This course provides a foundation for handling common legal & ethical challenges in everyday practice. Legal concepts and theories in this course include: international & quasi-international torts, professional liability insurance, and documentation of allied health professional. Ethical components of the course include those that a professional may face on the job. The course will also cover common areas of liability and litigation in different healthcare settings.

This course is designed as an introduction to health information technology – both as a work-based task-oriented function and as part of a larger profession of health information management. Theories and concepts covered in this course include: environment of health information, structure and processing of health information, maintenance and analysis of health information, and legal and supervisory issues.

This lecture-based course covers the skills and knowledge required to perform administrative tasks in a medical office setting. Topics will include how to receive patients, schedule appointments, handle medical records, and process insurance claims.

This course provides the student with a historical development of healthcare delivery systems, including concepts and theory related to financing, regulatory agencies and organizations related to the providing of healthcare. Students are also introduced to software such as Medisoft for patient file creation, file maintenance, and insurance billing.

This course is designed to provide students with all the necessary tools to effectively communicate with patients and other health care professionals. Course covers theories and concepts including: building a framework for communication, challenges of communication and overcoming those obstacles, gathering information about the patient, educating patients, written communication, communicating in the workplace, and communicating to get the job you want.

This lecture-based course is an overview of effective business practices to offer a medical practice setting that will result in quality patient care. The course will include instruction on current and emerging developments in medical office management, including billing and coding, documentation, ethical and legal issues, and technological advances. It will also provide an overview of effective management practices.

This course provides the student with a basic understanding of medical terminology and its relationship to disease processes, diagnostic procedures, laboratory tests, abbreviations, drug, and treatment modalities. This course provides the student with a basic understanding of the structures and functions of the human body.

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MC-290: Advanced Current Procedural Terminology & ICD Coding  4.5 Quarter Credit Hours
This course builds upon the introductory module by providing information on the classifications of evaluation and management services and documentation. The course also addresses higher level methodology related to reimbursement.

MC-295: Medical Billing and Coding Capstone  4.5 Quarter Credit Hours
This course includes preparation for on-the-job experience by completing an online externship. Throughout the class, the student will build a portfolio which is a professional demonstration of the coding material they have been able to master. The portfolio is a powerful document to showcase

ME-105 – Medical Terminology  3.0 Quarter Credit Hours
This course provides the student with an understanding of medical terminology, using textbooks, videos, and computer applications to understand the use of roots, prefixes, and suffixes. This course will also emphasize medical vocabulary as it applies to anatomy, physiology, and pathology of the human body.

ME-108 – Introduction to Medical Billing and Coding  3.0 Quarter Credit Hours
This course will instruct the student in the process of basic medical coding utilizing ICD-9, ICD-10, CPT and HCPCS. Students will be instructed on how accurate coding leads to optimal reimbursement. The student will be able to code diagnostic procedures from case studies and reports.

ME-115 – Computer Applications for Healthcare  3.0 Quarter Credit Hours
This course provides the student with an overview of the historical development of healthcare delivery systems, including concepts and theory related to point-of-care data entry and regulatory agencies and organizations related to the provision of healthcare. Students are introduced to Microsoft Office, using Microsoft Word, Microsoft Excel, Microsoft Access, and Microsoft Power Point. Students are also introduced to Medisoft software and Microsoft office concepts for use in the physician’s office environment.

ME-121 – Anatomy and Physiology  4.0 Quarter Credit Hours
This course is designed to introduce the student to the structures and functions of the various systems of the body and how these systems maintain homeostasis. It will cover introductory terms, chemistry (brief), cells and tissues; and explain the systems from the integumentary to the reproductive. It will also introduce the student to the human body structures related to the cardiovascular and lymphatic system, digestive system, the eyes and ears, the musculoskeletal system, the nervous system, urinary system, the endocrine system and common physiological terms as well as associated pathological conditions. Also covered will be the importance of a good diet and nutrition, and how a poor diet and nutrition can affect the health of the body.

ME-125 – Clinical Medical Assisting  6.0 Quarter Credit Hours
This course will train the student in basic clinical duties. Topics will include administration of injections, pre-physical exam preparation, instruments, minor surgery preparation, specialty procedure preparation, vital signs, and measurements. In addition, this course will include the importance of microbiology theory and infection control techniques within a clinic or lab. Prerequisite ME 105

ME-140 – Pharmacology  3.0 Quarter Credit Hours
This course will introduce the student to the clinical aspect of the administration, writing prescriptions and dispensing of drugs, as prescribed by the doctor, and the legal and ethical standards regarding these drugs. This course will include the explanation and demonstration of conversion between metric and household systems of measure; medication orders; medication labels, and calculations; of insulin and pediatric dosages. Prerequisite ME 105

ME-150 – Medical Law and Ethics  3.0 Quarter Credit Hours
This course provides a foundation for handling common legal & ethical challenges in everyday practice. Legal concepts and theories in this course include international & quasi-international laws, professional liability insurance, and required documentation. Ethical components of the course include issues that a health care professional may face on the job. The course will also cover common areas of liability and litigation in different healthcare settings.

ME-155 – Laboratory Procedures  6.0 Quarter Credit Hours
This course covers skills and knowledge required for medical assistants to identify and practice clinical and/or lab duties in a medical office. Topics include, but are not limited to: phlebotomy, clinical laboratory testing procedures; and electrocardiography. In addition, this course will cover the importance of microbiology theory and infection control techniques within a clinic or lab setting. Prerequisite ME 105

ME-175 – Medical Office Procedures  3.0 Quarter Credit Hours
This course covers the skills and knowledge required to perform administrative tasks in a medical office. Topics include, but are not limited to, receiving patients, scheduling appointments, patient triage, handling medical records, processing insurance claims, and an introduction to medical office management. Prerequisite ME 105

ME-180 – Externship and Exam Preparation  4.0 Quarter Credit Hours
This course will prepare the student for their externship experience. It will also culminate all of the learning that has been presented in the program to prepare students to understand employment opportunities and credentialing available to them, job responsibilities, and preparation to sit for one or more exams such as the RMA or the CMA. Prerequisite ME 125 and ME 155

ME-190 – Medical Externship  8.0 Quarter Credit Hours
Students will use the knowledge and skills learned in the program and complete a minimum of 240 hours of externship at an approved site. Prerequisite ME 125 and ME 155

ME-200: Cardiovascular Anatomy & Physiology  4.5 Quarter Credit Hours
This course is designed to take the student beyond basic Anatomy & Physiology into a more detailed aspect of the functions of the cardiovascular system of the body. Emphasis will be on how the heart and blood system functions with the other organs in the body. Prerequisite: ME 121

ME-201: Ocular Anatomy & Physiology  4.5 Quarter Credit Hours
This course is designed to take the student beyond basic Anatomy & Physiology into a more detailed aspect of the functions of the eye and how it interacts with other body systems. Prerequisite: ME 121

ME-215: Medical Office Management  4.5 Quarter Credit Hours
This course is an overview of both effective patient care and sound business practices in a medical setting. This course will include instruction on emerging developments in billing and coding, documentation, ethical and legal issues, and technological advances. Other topics that will be covered include the medical record, fraud and compliance, responsibilities of the manager, and medical marketing. Prerequisite: ME 175

ME-220: Electronic Medical Records  3.0 Quarter Credit Hours
This course will build upon ME 115 Computer Applications for Healthcare and familiarize students with the Medisoft patient file creation and file maintenance software. Prerequisite: ME 115

ME-222: Patient Education and Safety  4.5 Quarter Credit Hours
This course covers the skills and knowledge required by the medical assistant to provide patient education and follow safety measures in the medical office environment.

ME-225: HIPAA/OSHA/Clinic Regulations  2.0 Quarter Credit Hours
This course will cover all HIPAA/OSHA local and state requirements for Health Care Facility Management. Prerequisite: ME 175

ME-230: Cardiac Medications  3.0 Quarter Credit Hours
Students will be introduced to the medications that are specifically used in caring for the cardiovascular system. Prerequisite: ME 140

ME-231: Electrocardiogram Techniques and Recognition  5.0 Quarter Credit Hours
This course will provide instruction to the student in the process of administering an electrocardiogram and how to interpret the results.
### ME-232: Stress Test and Cardiac Monitoring 6.0 Quarter Credit Hours
Students will learn how to administer a stress test under the supervision of a licensed practitioner. The student will receive instruction in ECG recording over a prolonged period during which the patient can move around as well as how to record and monitor their progress. The student will learn how to use both the Holter monitor and the event recorder.

### ME-240: Introduction to Ophthalmic Medical Assisting 4.5 Quarter Credit Hours
This course is designed to instruct students in the specific strategies for performing medical assisting duties in regards to an ophthalmic clinic and to ophthalmic patients.

### ME-241: Ophthalmic Optics and Refractory 4.5 Quarter Credit Hours
This course will expose students to the machines specific to an ophthalmic clinic or office and how to use and maintain that machinery.

### ME-242: Introduction to Diseases of the Eye 4.5 Quarter Credit Hours
This course is designed to instruct students on the diseases that are specific to the eye and the course of treatment for those diseases.

### ME-243: Basic Ophthalmic Pharmacology 3.0 Quarter Credit Hours
Students will be introduced to the specific medications that are used for the care of the ophthalmic system.

Prerequisite: ME-140

### ME-250: Comprehensive Insurance Billing 4.5 Quarter Credit Hours
This course will train the student in the various types of insurance billing and reimbursement processes. Students will learn the rules and regulations of specific insurance types. Students will learn all clerical functions of a medical biller. Students will also learn and practice electronic billing and the use of the CMS-1500 form and UB-04 form for billing purposes.

Prerequisite: ME 108

### ME-255: Cardiac Capstone 3.5 Quarter Credit Hours
Students will demonstrate the knowledge and skills learned over the course of this program. They will take field trips to clinic locations to shadow and experience real world applications of the skills that they have learned in the program. They will be required to pass a comprehensive exam which covers the knowledge and skills in the program.

Prerequisite: ME 231 and ME 232

### ME-256: Ophthalmic Capstone 3.0 Quarter Credit Hours
Students will demonstrate the knowledge and skills learned over the course of this program. They will take field trips to clinic locations to shadow and experience real world applications of the skills that they have learned in the program. There will be required to pass a comprehensive exam which covers the knowledge and skills in the program.

Prerequisite: ME-201 and ME-241

### PA-110: Medical Language I 4.5 Quarter Credit Hours
This course will introduce the student to medical terminology, anatomy and physiology. The student will learn medical terms and meaning, along with body parts, systems and functions. The student will also learn the medications used to treat disorders and drug terminology. Topics covered include:
- Introduction to Terminology
- Terminology of the Body Systems

### PA-111: Medical Language II 4.5 Quarter Credit Hours
This course will strengthen the students’ knowledge of medical terminology, anatomy and physiology. The student will learn medical terms and meaning, along with body parts, systems and functions. The student will also learn the medications used to treat disorders and drug terminology. Topics covered in this course include:
- Terminology of Special Populations
- Mathematics Review

### PA-112: Keyboarding 2.5 Quarter Credit Hours
This course will instruct the student in the basics of keyboarding for performance in the pharmacy field. This course will help students develop fundamental skills by mastering the alphabetic keyboard, top-row numbers, symbols, and the numeric keypad.

### PA-113: Pharmacology I 4.5 Quarter Credit Hours
This course will instruct the student in pharmacology including the brand and trade names, drug classes, uses, and effects of prescription drugs. This course includes a section on pharmaceutical math. This portion is designed to familiarize the student with the basic math functions including the metric system, basic algebra, and an introduction to dosage calculations.

### PA-114: Pharmacology II 4.5 Quarter Credit Hours
In this course students will gain an understanding of drugs by body system categories like Neurologic and Psychiatric drugs along with other drug categories like Anesthetic Drugs, Emergency Drugs, Intravenous Fluids, and Blood Products.

### PA-115: Introduction to Computer Concepts 2.5 Quarter Credit Hours
This course will introduce the student to computer usage and basic computer knowledge. This course will also cover current information on hardware, memory, multimedia, storage, and application software and show students how they can apply it to everyday life.

### PA-116: Introduction to HIPAA 4.5 Quarter Credit Hours
This course will introduce the student to the Health Insurance Portability and Accountability Act of 1996, also known as HIPAA. The student will learn about the Act and how it affects the student when working in the pharmacy field.

### PA-117: Law and Ethics for Pharmacy Technicians 4.5 Quarter Credit Hours
The student will learn pharmaceutical law and ethics as it applies to the areas of the pharmacy field. The student will learn about the regulations and legal issues pertaining to pharmacy technicians nationally.

### PA-118: Insurance for Pharmacy Technicians 2.5 Quarter Credit Hours
This course will introduce the student to medical insurance as it pertains to pharmacy technicians. The student will also learn procedures, information technology skills, and communications pertaining to prescription processing through insurance providers.

### PA-119: Pharmaceutical Management I 4.5 Quarter Credit Hours
This course will instruct the student in detail on the difference between Retail and Clinical pharmacies. The student will also learn the history behind pharmacy, alternative pharmacy, and classification of drugs. Classifications of body systems will also be introduced.

### PA-120: Pharmaceutical Management II 4.5 Quarter Credit Hours
This course will instruct the student in detail on the difference between Retail and Clinical pharmacies. The student will also learn the history behind pharmacy, alternative pharmacy, and classification of drugs. Basic Sciences will be introduced.

### PA-121: Introduction to Pharmaceutical Software 2.5 Quarter Credit Hours
This course will enhance the student’s computer abilities focusing on the pharmaceutical software. The student will learn data entry skills, including insurance processing and physician information.

### PA-122: Pharmaceutical Career Planning I 4.5 Quarter Credit Hours
This course will introduce the students to nontraditional pharmacy settings that are unique and advanced. The student will learn the role and responsibility of pharmacy technicians in advanced settings. Topics covered include:
- Long-Term Care
- Home Infusion Pharmacy
- Home Health Care
- Advanced Pharmacy Technician Roles
- Pharmacy Technology

### PA-123: Pharmaceutical Career Planning II 4.5 Quarter Credit Hours
This course will introduce the students to nontraditional pharmacy settings that are unique and advanced. The student will learn the role and responsibility of pharmacy technicians in advanced settings. Topics covered include:
- Pharmacy Types
- Pharmaceutical Industry
PA-124: Career Success for Pharmacy Technicians  2.5 Quarter Credit Hours

The students will learn teamwork, professionalism, grooming, as well as, choosing an area of interest within the pharmaceutical field. Career Development

PA-125: Advanced Computers I - Microsoft Word  4.5 Quarter Credit Hours

This course will enhance and build on the students’ previously learned basic computer usage and knowledge. The student will receive in-depth training using Microsoft Office Word applications. The student will be exposed to multiple projects in each application with some projects related specifically to the pharmacy field.

PA-126: Advanced Computers II - Microsoft Excel  4.5 Quarter Credit Hours

This course will enhance and build on the students’ previously learned basic computer usage and knowledge. The student will receive in-depth training using Microsoft Office Excel applications. The student will be exposed to multiple projects in each application with some projects related specifically to the pharmacy field.

PA-127: Advanced Computers III - Microsoft Access & PowerPoint  2.5 Quarter Credit Hours

This course will enhance and build on the students’ previously learned basic computer usage and knowledge. The student will receive in-depth training using Microsoft Office Access, and PowerPoint applications. The student will be exposed to multiple projects in each application with some projects related specifically to the pharmacy field.

PA-210: Pharmaceutical Procedures I  3.5 Quarter Credit Hours

This course will teach the student the proper procedures for calculating and mixing medications, syringe measurement, and insulin dosages. The student will learn the importance of medication safety when dispensing drugs and the rights of medication administration. Pharmaceutical Math Procedures

PA-211: Pharmaceutical Procedures II  3.5 Quarter Credit Hours

This course will teach the student the proper procedures for calculating and mixing medications, dosages based on body weight, IV admixture calculations and flow rates. The student will learn the importance of medication safety when dispensing drugs and the rights of medication administration. Topics covered include: Pharmaceutical Math Procedures Preparing IV Solutions Labeling Medications

PA-212: Pharmacy Certification Review I  4 Quarter Credit Hours

This course is designed to introduce the student to the PTCB examination and the structure of the exam. The student will learn test taking skills, review pharmacology, math calculations, and prescription processing. Continuing education will be discussed as well as registration for pharmacy technicians based on state board of pharmacy regulations. Pharmacy Technician Certification Exam Review

PA-213: Pharmacy Certification Review II  3.5 Quarter Credit Hours

This course is designed to introduce the student to the PTCB examination and the structure of the exam. The student will learn test taking skills, review pharmacology, math calculations, and prescription processing. Continuing education will be discussed as well as registration for pharmacy technicians based on state board of pharmacy regulations. Pharmacy Technician Certification Exam Review

PA-215: Pharmacy Technician Capstone  11 Quarter Credit Hours

This course includes preparation for certification examination and a comprehensive review of the Pharmacy Technician curriculum. The student must also develop a capstone project proposal, to be approved by the instructor. The proposed project may be a case study, research paper, portfolio of work with written explanation, etc. This course will also include online externship component that will simulate the pharmacy experience.

PM 406: Computer Science Capstone  12 Quarter Credit Hours

“Capstone” course is designed for assessing basic and advanced fundamental computer science concepts and for the student to learn to present scientific material, both in written form and orally. In this process a student will develop a project by gathering user requirements, writing a project proposal and a project design specification, and developing a prototype of their project. Students will also maintain a project portfolio, a project blog, and participate in design reviews. Each student will give a progress presentation at the end of the semester.

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 in this course 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, disassemble/reassemble braking 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.

PST-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 hands-on 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.

PST-135: Watercraft Engine Systems  5 Quarter Credit Hours

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  5 Quarter Credit Hours

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  5 Quarter Credit Hours

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.
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 troubleshoot techniques related to two and four cycle engines.

PST-105: Introduction to Powersports Technology and Equipment

5 Quarter Credit Hours

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

PST-115: Brake 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.

PST-120: Fuel Systems

5 Quarter Credit Hours

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 comprehension of the material learned in the program. The course will consist of classroom, library, and lab training and demonstrations.

PST-150: Powersports and Small Engine Capstone

5 Quarter Credit Hours
Classes are not held on the following holidays:

- New Year’s Day
- Martin Luther King’s Birthday
- President’s Day
- Good Friday
- Memorial Day
- Fourth of July
- Labor Day
- Columbus Day
- Veterans Day
- Thanksgiving
- Friday after Thanksgiving
- Christmas Eve
- Christmas Day
- New Year’s Eve

**Class Schedule**

**Morning Classes:** Monday through Thursday, 8:00 a.m. to 12:30 p.m.

**Afternoon Classes:** Monday through Thursday, 1:00 p.m. - 5:30 p.m.

**Evening Classes:** Monday through Thursday, 6:00 p.m. to 10:30 p.m.

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

### Ground Campus

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### Online Campus

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Appendix A: Administrative Staff & Faculty

Administrative Staff

Sarah Sutherland, Executive Director
Jeffry Walton, Campus Director
Marvin VanHook, Director of Admissions
Don Flores, Director of Education
Amy Orf, Enrollment Coordinator
Bridgette Sparks, Enrollment Coordinator
Laura Goebel, Director of Financial Aid.
Brenetta Underwood, Career Services Coordinator
Connie Bonnard, Career Services Coordinator
Alex Moffitt, Registrar
Kemp Muniz, Retention Officer
Renee Brakemeyer, Campus Accountant
John Beltram, Librarian

Online Administrative Staff

Sarah Sutherland, Executive Director
Marvin VanHook, Director of Admissions
Don Flores, Director of Education
Kemp Muniz, Retention Specialist
Brittany Barton-Morgan, Enrollment Coordinator
Kortnie Herren, Enrollment Coordinator
Laura Goebel, Director of Financial Aid
Alex Moffitt, Registrar
Brenetta Underwood, Career Services Coordinator
Connie Bonnard, Career Services Coordinator
Renee Brakemeyer, Campus Accountant

Faculty

Rich Bartman - Building Maintenance Program Director
Rich holds an associate degree in Industrial Management from Southern Illinois University-Edwardsville's adult continuing education program. Rich has over 30 years of experience in private industry that has included all phases of building maintenance and construction duties including electrical, HVAC, plumbing, drywall, carpentry, concrete, masonry and blueprint design. Additionally, Rich has owned businesses that focused on property ownership, management, remodeling and renovation. His experience has also included bid preparation and analysis as well as project management.

Angela Bland - Medical Instructor Online
Angie holds a Master's of Science in Training and Development from the University of St. Francis in Joliet, IL and a bachelor's degree in medical imaging from Clarkson College in Omaha, Nebraska. She has been working in adult education for 10 years and has taught many courses online as well as on ground. She also has work experience as a registered radiologic technologist and medical assisting in a private medical practice.

Jennifer Burzynski - Medical Instructor Online
Jennifer holds a bachelor’s degree in communications from Michigan State University and her MBA in Health Care Management from the University of Phoenix. She is currently a doctoral candidate in psychology at the University of the Rockies. Prior to coming to Vatterott, Jennifer has over seven years of classroom experience. She has over 12 years of experience in the health care industry in a variety of roles from front office skills, billing, customer service, supervision, and management.

Jacinta Cargas - General Education Instructor
Jacinta's career has been as an educator. She has been with Vatterott for over three years, teaching general education at the NorthPark, St. Charles, Sunset and Online campuses. In the past she has taught at the St. Louis Correctional Facility, at the juvenile center, and Fontbonne University. Teaching middle school for 10 years helped to round out her career, as well as serving as an outdoor educator. She comes from a background of educators. She believes education is one of the most important aspects of oneself, be it academic or otherwise.

Melanie Fahrner - Medical Instructor Online
Melanie holds a CPC certification from AAPC and a bachelor’s degree in healthcare management from Lindenwood University. Melanie has been in the medical billing and coding field since graduating from a local college in 2006. Prior to joining Vatterott, she has three years of classroom teaching experience in the medical billing and coding field.

John Gerstner - Computer Technology Instructor
John has earned a bachelor's degree in health information management technology from Saint Louis University. He has worked in the information technology field for over 15 years. John has held positions such as desktop support technician, systems administrator and enterprise backup administrator. He is experienced in installing and configuring computer systems and computer networking systems. He has over three years of classroom instruction experience at Vatterott College.
Michael "Gonz" Gonzalez-Rubio - Information Technology Program Director

Gonz holds both a master’s of education degree (instructional technology) and an MBA (project management) from American Intercontinental University. His bachelor’s degree in education was earned from Harris-Stowe State College with life certification in teaching from the state of Missouri with certification in math and science covering elementary, middle and high school.

He also holds an i-Net+, CIW Master Web Designer as well as a diploma in information systems security.

Prior to returning to education, Gonz spent 17 years in the computer industry where he worked as field systems engineer, product manager, senior strategy planner as well as a senior troubleshooter across a wide variety of business and technical issues.

Lawrence Knickman, MBA, ME - Electrical Lead Instructor

Larry earned a master’s degree in management from Fontbonne University, his master’s in business administration in finance from Southern Illinois University, Edwardsville, his bachelor of business administration from Fontbonne University, his associate degree in industrial electronics from St. Louis Community College and his journeyman wireman IBEW/NECA Joint Apprenticeship Committee. Larry has previously served as Senior Adjunct Instructor for Fontbonne University and has 30 years experience in the electrical industry.

Dr. Michelle Komm - Medical Instructor Online

Dr. Komm holds a bachelor’s degree in sport science from the University of Kansas and her doctorate in chiropractic from Cleveland Chiropractic College. For the past eight years, Dr. Komm has taught a variety of courses both on-ground and online. She has over nine years of experience within the fitness and allied health fields.

Leon Mannings – HVAC & Electrical Program Director

Leon’s education began with Southwest Illinois College earning an Associate of Applied Science Degree in Aviation Maintenance Engineering and Electronic Engineering. Leon is currently enrolled in Southern Illinois University–Carbondale Illinois’ School Of Engineering, working toward a Bachelor’s of Science in Industrial Technology. Leon began with Vatterott College as the Director of Trades and is currently serving as the Program Director for HVAC/R. He currently owns, operates his own company; ACR Mechanical Services. Leon holds the following license and certificates: EPA license; Federal Aviation -Airframe and Power Plant license; American Society of Power Engineers 1st Class Engineer; National Uniform Licensing of Power Engineers 3rd Class Engineer; NCCER license; NCCER instructor certification; St. Louis County contractor’s license; Turner Construction Management Certificate.

Terry Prater - HVAC Instructor

Terry is a graduate of the Vatterott College HVAC/R diploma program. Prior to teaching at Vatterott, he served two tours of duty with the United States Navy where his duties included repair and maintenance of heating systems as well as general aviation maintenance. He has experience in private industry that includes installation of systems within the construction of electrical power stations. Terry holds an Excellence in Teaching Certification for classroom management, lesson plan development and curriculum consistency.
Appendix B: Non-Accredited Courses

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

- Your Role in the Green Environment
- Better Green Business
- Electronic Evidence Discovery
- Basic Fire Alarm Installation
- Forklift Operation
- Introduction to Writing
- Basic College Math
- Mechanic’s Lien
- Mechanic’s Lien-Online
- Smart Phone Programming
- Smart Phone Programming-Online

Admissions Requirements (Unless otherwise noted)

Students enrolling in courses listed as part of Appendix B - Non-Accredited Courses must:

- Be 18 years old or have the written consent of a parent or guardian
- Meet course specific enrollment criteria, when applicable, as defined by the course description
- Basic Fire Alarm Installation Additional Admissions Requirements:
  - Prior education or work experience is required. Candidates should submit documentation of training or work experience to complete their enrollment. Experience can be in the form of unofficial transcripts, pay stubs, business card, or letter from an employer.

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

Course Offerings

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>C-100</td>
<td>Your Role in the Green Environment</td>
<td>This course will help learners develop an understanding of their impact on the environment. The course will provide information on what it means to “build green” and a broad overview of the ever-changing green environment initiatives. The course will also provide an overview of changes in the construction industry and the environment. Upon completion of this course, learners will receive a certificate of completion. The Course Length is 15 hours over 4 weeks.</td>
</tr>
<tr>
<td>C-101</td>
<td>Better Green Business</td>
<td>This course will help learners develop an understanding of their impact on the environment. The course will provide information on what it means to “build green” and a broad overview of the ever-changing green environment initiatives. The course will also provide an overview of changes in the construction industry and the environment. Upon completion of this course, learners will receive a certificate of completion. The Course Length is 15 hours over 4 weeks.</td>
</tr>
<tr>
<td>C-104</td>
<td>Electronic Evidence Discovery</td>
<td>This course will help learners develop an understanding of their impact on the environment. The course will provide information on what it means to “build green” and a broad overview of the ever-changing green environment initiatives. The course will also provide an overview of changes in the construction industry and the environment. Upon completion of this course, learners will receive a certificate of completion. The Course Length is 15 hours over 4 weeks.</td>
</tr>
<tr>
<td>EL-01</td>
<td>Basic Fire Alarm Installation</td>
<td>This course will instruct you on how to help your company prepare for environmental changes and become a more “green” operation. You will learn about proven techniques any business can use, based on IBM’s breakthrough Green Business programs, products, strategies, and Green Sigma™ methodologies. You will study examples that illustrate how to establish effective green strategies and transformation plans, link them to operations, apply them, and track the results. In addition, you will learn about powerful, new Smarter Planet technologies that deliver value by “instrumenting the planet”. The Course Length is 12 hours over 4 weeks.</td>
</tr>
<tr>
<td>FL-01</td>
<td>Forklift Operation</td>
<td>This course will instruct you on how to help your company prepare for environmental changes and become a more “green” operation. You will learn about proven techniques any business can use, based on IBM’s breakthrough Green Business programs, products, strategies, and Green Sigma™ methodologies. You will study examples that illustrate how to establish effective green strategies and transformation plans, link them to operations, apply them, and track the results. In addition, you will learn about powerful, new Smarter Planet technologies that deliver value by “instrumenting the planet”. The Course Length is 12 hours over 4 weeks.</td>
</tr>
<tr>
<td>ENG-099</td>
<td>Introduction to Writing</td>
<td>This course will instruct you on how to help your company prepare for environmental changes and become a more “green” operation. You will learn about proven techniques any business can use, based on IBM’s breakthrough Green Business programs, products, strategies, and Green Sigma™ methodologies. You will study examples that illustrate how to establish effective green strategies and transformation plans, link them to operations, apply them, and track the results. In addition, you will learn about powerful, new Smarter Planet technologies that deliver value by “instrumenting the planet”. The Course Length is 12 hours over 4 weeks.</td>
</tr>
<tr>
<td>MA-099</td>
<td>Basic College Mathematics</td>
<td>This course will instruct you on how to help your company prepare for environmental changes and become a more “green” operation. You will learn about proven techniques any business can use, based on IBM’s breakthrough Green Business programs, products, strategies, and Green Sigma™ methodologies. You will study examples that illustrate how to establish effective green strategies and transformation plans, link them to operations, apply them, and track the results. In addition, you will learn about powerful, new Smarter Planet technologies that deliver value by “instrumenting the planet”. The Course Length is 12 hours over 4 weeks.</td>
</tr>
<tr>
<td>ML-01</td>
<td>Mechanic’s Lien</td>
<td>This course will instruct you on how to help your company prepare for environmental changes and become a more “green” operation. You will learn about proven techniques any business can use, based on IBM’s breakthrough Green Business programs, products, strategies, and Green Sigma™ methodologies. You will study examples that illustrate how to establish effective green strategies and transformation plans, link them to operations, apply them, and track the results. In addition, you will learn about powerful, new Smarter Planet technologies that deliver value by “instrumenting the planet”. The Course Length is 12 hours over 4 weeks.</td>
</tr>
<tr>
<td>SDP-178</td>
<td>Smart Phone Programming</td>
<td>This course will instruct you on how to help your company prepare for environmental changes and become a more “green” operation. You will learn about proven techniques any business can use, based on IBM’s breakthrough Green Business programs, products, strategies, and Green Sigma™ methodologies. You will study examples that illustrate how to establish effective green strategies and transformation plans, link them to operations, apply them, and track the results. In addition, you will learn about powerful, new Smarter Planet technologies that deliver value by “instrumenting the planet”. The Course Length is 12 hours over 4 weeks.</td>
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</table>
EL-01: Basic Fire Alarm Installation  
Non-Accredited Course

Fire alarm systems require research, exchange of information and a decision making process involving property owners, building control officers and local authorities. Statutory and insurance requirements must also be considered. This course will provide participants with an overview of fire alarm planning and hands-on lab experience installing fire alarm equipment in a practical lab environment. This course is 32 hours over 2 weeks. (Prior electrical work experience is required. Candidates should submit documentation of electrical training or work experience to complete their enrollment. Experience can be in the form of unofficial transcripts, pay stubs, business card, or letter from an employer.)

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.

FL-01: Forklift Operation  
Non-Accredited Course

In today's commercial world, the fork lift truck is the lifting and moving tool of choice. The ability to move items quickly and safely is critical to the success of most businesses in operation today. This program will give the student the knowledge and skills to operate a fork lift in a safe and efficient manner and transport heavy materials in and across building areas. Upon the completion of this course, the student will receive a certificate of operation that will allow them to operate a fork lift for most businesses in the continental United States.

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.

ML-01: Mechanic’s Lien  
Non-Accredited Course

This course provides an overview of Statutory Liens against Real Estate in Missouri also known as Mechanic’s Liens. It is designed to provide a basic understanding of the principles and the processes required for filing a Mechanic’s Lien for contractors and subcontractors. This course covers the basic framework with which to assert such rights.

ML-01: Mechanic’s Lien-Online  
Non-Accredited Course

This course provides an overview of Statutory Liens against Real Estate in Missouri also known as Mechanic’s Liens. It is designed to provide a basic understanding of the principles and the processes required for filing a Mechanic’s Lien for contractors and subcontractors. This course covers the basic framework with which to assert such rights.

SDP-178: Smart Phone Programming  
Non-Accredited Course

This course introduces students to application development for smart phone operating systems. Students will learn how to begin building robust iPhone and iPad applications using the iPhone SDK and Android enabled devices with the Android SDK. Upon successful completion of this course, students will understand how to develop applications for both iPhone and Android smartphones; recognize software development kits; and debug applications in various SDKs. The course length is 45 hours, completed over 5 weeks, and incorporates both lab and lecture.

SDP-178: Smart Phone Programming-Online  
Non-Accredited Course

This course introduces students to application development for smart phone operating systems. Students will learn how to begin building robust iPhone and iPad applications using the iPhone SDK and Android enabled devices with the Android SDK. Upon successful completion of this course, students will understand how to develop applications for both iPhone and Android smartphones; recognize software development kits; and debug applications in various SDKs. The course length is 45 hours, completed over 5 weeks, and incorporates both lab and lecture.

### Tuition & Fees

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<td>Certificate of Completion</td>
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<td>$85</td>
<td>$335</td>
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<td>Your Role in the Green Environment-Online</td>
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<td>$250</td>
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<td>Certificate of Completion</td>
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<tr>
<td>Better Green Business-Online</td>
<td>Certificate of Completion</td>
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<td>$250</td>
<td>$85</td>
<td>$335</td>
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<td>Electronic Evidence Discovery</td>
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<td>$820</td>
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<td>Electronic Evidence Discovery-Online</td>
<td>Certificate of Completion</td>
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<td>Basic Fire Alarm Installation</td>
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<td>Smart Phone Programming-Online</td>
<td>Certificate of Completion</td>
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* The amounts in the above fee chart for books and supplies are estimates and are subject to change.
## Appendix C: Tuition & Fees

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<th>Program</th>
<th>Degree</th>
<th>Weeks</th>
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<th>Books &amp; Supplies²</th>
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<td>Automotive Technology</td>
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<td>Building Maintenance Mechanic</td>
<td>Diploma</td>
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<td>Carpenter</td>
<td>Diploma</td>
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<td>Electrical Mechanic</td>
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<tr>
<td>Heating, Air Conditioning, and Refrigeration Mechanic</td>
<td>Diploma</td>
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<td>$1,500</td>
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<td>Auto Body and Alternative Fuel Vehicle Repair Technician</td>
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<td>$27,430</td>
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<td>Building Maintenance Technology</td>
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<td>Computer Programming and Development*</td>
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<td>Computer Programming and Development-Online*</td>
<td>AOS</td>
<td>70</td>
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<td>Computer Systems and Network Technology</td>
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<td>Diesel Mechanic</td>
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<td>$23,790</td>
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<td>Heating, Air Conditioning and Refrigeration Technology</td>
<td>AOS</td>
<td>90</td>
<td>$36,612</td>
<td>$100</td>
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<td>$5,400</td>
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<tr>
<td>Information Systems and Security Specialist-Online</td>
<td>AOS</td>
<td>80</td>
<td>$31,200</td>
<td>$100</td>
<td>$2,000</td>
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</tr>
<tr>
<td>Medical Assistant with Cardiovascular Technology (Non-Invasive)</td>
<td>AOS</td>
<td>70</td>
<td>$28,336</td>
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<td>$4,500</td>
<td>$34,686</td>
</tr>
<tr>
<td>Medical Assistant with Office Management</td>
<td>AOS</td>
<td>70</td>
<td>$29,050</td>
<td>$100</td>
<td>$1,750</td>
<td>$4,720</td>
<td>$35,620</td>
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<tr>
<td>Medical Assistant with Office Management-Online</td>
<td>AOS</td>
<td>70</td>
<td>$29,050</td>
<td>$100</td>
<td>$1,750</td>
<td>$4,000</td>
<td>$34,900</td>
</tr>
<tr>
<td>Medical Assistant with Ophthalmic Technology</td>
<td>AOS</td>
<td>70</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Assistant with Ophthalmic Technology-Online</td>
<td>AOS</td>
<td>70</td>
<td></td>
<td></td>
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<tr>
<td>Medical Billing and Coding</td>
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<td>Computer Science and Information Systems Technology</td>
<td>BS</td>
<td>170</td>
<td>$68,876</td>
<td>$100</td>
<td>$4,150</td>
<td>$4,617.68</td>
<td>$77,684.68</td>
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<tr>
<td>Network Engineering and Computer Technology</td>
<td>BS</td>
<td>170</td>
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<td>$100</td>
<td>$4,150</td>
<td>$5,182.32</td>
<td>$77,868.32</td>
</tr>
</tbody>
</table>

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

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

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

After the last day of the add/drop period for each term, as defined in COLLEGE’s 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 COLLEGE prior to the completion of their program. Refunds will be based on the current tuition charge incurred by students at the time of withdrawal, not the amount students actually have paid. Tuition and fees attributable to any future periods of enrollment that have not yet been charged will not be assessed. Any books, equipment, or uniforms that have been issued are nonrefundable. If a student withdraws from COLLEGE, he or she should complete and submit a withdrawal form to the Registrar. It is understood that any terms extended to STUDENT are for convenience in paying tuition and fees and are not in any way to be considered as payment(s) for periods of time. Refunds will be made per academic year only as follows:

1. No refund will be made for a completed academic term.
2. The withdrawal date is the date STUDENT notifies COLLEGE that he or she is withdrawing or if COLLEGE initiated, the date COLLEGE determines STUDENT is withdrawn.
3. A tuition refund of ninety percent (90%) of the unearned tuition and lab/technology fee will be given to STUDENT if he or she withdraws or is withdrawn during an academic term. Unearned tuition and fees will be calculated by dividing the tuition and lab/technology fee charged for the academic term by the number of days in the academic term and multiplying the resultant by the number of days remaining in the academic term on the withdrawal date.

Refunds will be made within 30 days of the date that the COLLEGE determines STUDENT is withdrawn.

Activity Duty in a Military Service

A student who is a member, or the spouse of a member if the member has a dependent child, of the Iowa national guard or reserve forces of the United States, and who withdraws from COLLEGE as a result of the student being ordered to state military service or federal service or duty, may elect one of the following options for each program in which the student is enrolled:

1. A full refund of any tuition and refundable fees for the academic term in which the student is enrolled at the time of withdrawal. No refund will be given for any academic term the student has completed.
2. A grade of incomplete with the designation “withdrawn-military” for the courses in the program in which the student is enrolled at the time of withdrawal and the right to re-enroll in those courses, or substantially equivalent courses if those courses are no longer available, not later than the first anniversary of the date the student is discharged from active military duty without payment of additional tuition and fees other than any previously unpaid balance of the original tuition, fees and charges for books for the courses.
3. The assignment of an appropriate final grade or credit for the courses in which the student is enrolled at the time of withdrawal, but only if the instructor or instructors of the courses determine that the student has: Satisfactorily completed at least 90 percent of the required coursework; and demonstrated sufficient mastery of the course material to receive credit for the course.
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.
Policy: Title IX
Revised: November 2016

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**:

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](http://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.loveisrespect.org/ – Love is Respect – call (866) 331-9474 or text LOVEIS to 22522

VI. Privacy and Confidentiality

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

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

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

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

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

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

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

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 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, 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.

\(^1\) 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.”
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:
  - 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 Intercourse** – any sexual intercourse (anal, oral, or vaginal) however slight, with any object or body party, by a man or woman upon a man or a woman, without consent.

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

**Sexual Contact Includes:**

- **11.4.1.** Intentional contact with the breasts, buttocks, groin, or 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.
The following information is to replace the current corresponding section of the Institutional Refund Policy in the Financial Information section of the catalog.

Institutional Refund Policy

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Leave of Absence or Withdrawal Due to Military Obligations

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

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

Returning from a Leave of Absence

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

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

**Policy: Title IX**
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: 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.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

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.

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.
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 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 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 – Sunset Hills
Student Information & Services Non-Discrimination Addendum
ADMISSIONS INFORMATION

Admissions Policy

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

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

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

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

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

Vatterott College – Sunset Hills
Admissions Information Addendum
The below information is to replace the current corresponding information in the Appendix C section of the catalog.

### Appendix C - Tuition & Fees

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree</th>
<th>Weeks</th>
<th>Tuition</th>
<th>Registration Fee</th>
<th>Lab/Tech Fee</th>
<th>Books &amp; Supplies</th>
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<td>$4,150</td>
<td>$5,182.32</td>
<td>$77,868.32</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.

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.

Vatterott College – Sunset Hills
Appendix C 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.
Addendum – Admission Information  
Effective: 03-2017

The below information is to remove the current corresponding information in the Admission Information section of the catalog.

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.