Published: August 31 2016
Copyright: August, 2016

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.

Brian Carroll
Campus President
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.
# TABLE OF CONTENTS

About Vatterott College ........................................................................................................6
Admissions Information ........................................................................................................8
Financial Information ............................................................................................................11
Student Information & Services .........................................................................................16
Academic Information ..........................................................................................................27
Program Offerings ..............................................................................................................35
Course Descriptions ...........................................................................................................41
Academic Calendar, Schedule, and Holidays ......................................................................52
Appendix A: Administrative Staff & Faculty ......................................................................53
Appendix B: Non-Accredited Courses ................................................................................55
Appendix C: Tuition & Fees ...............................................................................................56
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 technical skills 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

In April 1991, Draughon Business College (with facilities in Springfield, Joplin and Independence) ceased operations. With the approval of the Missouri Coordinating Board of Education, the former Draughon Business College campuses reopened on May 28, 1991 to complete the teach out of the former Draughon Business College students. In August 1991, The Trade and Technical Accrediting Commission of the Career College Association granted branch campus status to the three new facilities. The Independence Branch Campus was located at 210 S. Main Street.

In August 1991 the first classes were enrolled and started under Vatterott College.

The programs at that time were Computer Office Assistant, Medical Office Assistant, Legal Office Assistant, and Accounting with Data Processing. Vatterott College has added many diploma programs since then: Heating, Air Conditioning, and Refrigeration (1992); Drafting (1993); Electrical Mechanic (1994); Computer Programming (1996); Computer Electronics (1998); Pharmacy Assistant (2002); Plumbing (2005); Massage Therapy (2007); and Information Systems Security (2009).

Associate of Occupational Studies degrees were offered in the following areas: Heating, Air Conditioning, and Refrigeration and Electrical Technology (1994); Drafting, Computer Programming, and Administrative Office Specialist (1996); Computer Electronics (1998); Medical Assistant (2001); Pharmacy Technician (2003); Industrial Control Technology and Plumbing (2006); Combination Welding Technology (2008); and Medical Billing and Coding and Business Management (2009).

In November 1999, facilities were moved to the 8955 E. 38th Terrace in Kansas City and in November 2012 the facilities have moved to the current location at 4131 N Corrington Ave, Kansas City, MO 64117.

Since the move to the current location, the following diploma programs have been added to the program offerings: Wind Energy Technician (2011); Automotive Technology, Cosmetology, Dental Assistant, and Personal Fitness Trainer (2013). An Associate of Occupational Studies degree in Diesel Mechanics was also added in 2013.

Certifications

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

Campus Location

Vatterott College - Kansas City Campus
4131 N. Corrington Avenue
Kansas City, Missouri 64117
(816) 861-1000

Administrative Offices
4131 N. Corrington Avenue
Kansas City, Missouri 64117
(816) 861-1000

Campus Facilities

Vatterott College at Kansas City Campus – Branch of Main Campus, Vatterott College Berkeley, Missouri

The facility at 4131 N Corrington Ave, Kansas City, MO contains over 65,000 sq. feet of training space. The classrooms and labs are equipped with program specific equipment that provides for hands on training in real, work-related situations. Maximum class size is 30 students. Enrollment Capacity: 600 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 8880 Evans Avenue, Berkeley, Missouri. The corporate officer of Vatterott is Rene Crosswhite, President.
ADMISSIONS INFORMATION
Admissions Policy

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

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

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

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

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

Admission for the Cosmetology and Computer Programming and Development Program

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

Re-Entering Students

Students are eligible to re-enroll in the Institution two times. No student may re-enroll in any program or sister campus once their enrollment has been terminated three times. Enrollment terminations include drops and cancels. All re-enrolling students are required to meet the current admissions criteria and must submit a letter requesting re-enrollment in the school. The letter must be reviewed and approved by the Campus President of Education and eligibility must be validated by the Corporate Registrar. Students that were dismissed due to grades or failing to make Satisfactory Academic Progress are not eligible for re-enrollment. These students may appeal using the SAP Appeal. The registration fee will be waived for all students who re-enter less than a year after leaving the Institution. All re-entering students must complete a new Enrollment Agreement and are charged the rate of tuition in effect at the time of re-entry.

Non-Degree Non-Program Students

It is the policy of the Institution to permit Non-Degree Non-Program students to enroll on a term-by-term basis in up to two terms or a maximum of 27 quarter-credit hours without declaring intent to seek a diploma or degree. Students enrolled as Non-Degree Non-Program students are not required to possess a high school diploma or GED. Prospective students under the age of 18 must have written consent from a parent or legal guardian prior to enrollment. To be eligible for a diploma or degree, Non-Degree Non-Program students must declare their intent to obtain a diploma or degree in writing to the Registrar. To complete enrollment into a diploma or degree program, the student must complete the necessary enrollment and change of status paperwork. Transfer credit will be granted under the Institution’s Transfer Credit Policy as outlined in this catalog.

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

Institutional Calendar

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

Tuition & Fees Policy

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

Student Financial Planning

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

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

Federal Pell Grant

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

Federal Supplemental Educational Opportunity Grant

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

Private Loans

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

Institutional Scholarships

High School Graduate Scholarship

The High School Graduate Scholarship is a general scholarship in the amount of $1,000.00, which will be applied to the scholarship recipient’s student account upon enrollment at the Institution. Students must have graduated from an accredited high school in the previous twelve (12) months, prior to enrollment at the Institution. Applicants are required to complete an application. For additional information about the High School Graduate Scholarship or to obtain an application, please contact the Director of Education.

Presidential Achievement Scholarship

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

Scholarship Requirements - In order to qualify for the scholarship, students must meet all of the following criteria:

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

For additional information regarding the Presidential Achievement Scholarship or to obtain an application, please contact the Registrar.

Academic Revitalization Scholarship

The Academic Revitalization Scholarship is a general scholarship in the amount of $2,000.00, which will be applied to the scholarship recipient’s student account upon graduation from the Institution. Should this result in a credit balance, the funds would then be applied to any outstanding student loans in the student’s name to help reduce the student loan indebtedness.
The scholarship is available for any re-enrolling student who previously withdrew or dropped from an academic program at any Vatterott Educational Centers, Inc. (“Vatterott”) school. Re-enrolling students are limited to applying for and receiving this general scholarship one time.

Scholarship Requirements - In order to qualify for the scholarship, students must meet all of the following criteria:

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

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

**Scholarship of Achievement**

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

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

For additional information regarding the Scholarship of Achievement, please see the Campus Registrar or our website [http://www.vatterott.edu/scholarships.org](http://www.vatterott.edu/scholarships.org). To obtain an application, please see the Campus Registrar or visit [http://www.scholarshipapply.org/vatterott](http://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 President for details.

**Company Tuition Reimbursement**

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

**Federal Student Aid Eligibility**

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

- Complete and submit a Free Application for Federal Student Aid (FAFSA);
- Meet the Basis of Admissions for the Institution and be enrolled as a regular student in an eligible program of study on at least a half-time basis (except for Pell and FSEOG);
- Possess a high school diploma, a General Education Development (GED) certificate, or meet other standards established by the state and approved by the U.S. Department of Education;
- Have a valid Social Security Number and be a U.S. citizen or national, or an eligible non-citizen. Verification of eligible non-citizen status may be required;
- Be registered for the Selective Service, if required;
- Not have been convicted under Federal or State law of possession or sale of illegal drugs while receiving FSA;
- Not have borrowed in excess of the aggregate loan limits for the FSA programs including not being in default or owe a repayment of an 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 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 the FAFSA, other financial aid-related forms, and to answer any questions. Students may also complete this application online at [www.fafsa.ed.gov](http://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. Financial aid from federal programs is not guaranteed from one year to the next; therefore it is necessary for each student to reapply every year.

**FAFSA Application Selected for Verification**

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

**Cost of Attendance and Financial Need**

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

Loan Entrance & Exit Counseling

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

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

Satisfactory Academic Progress and Financial Aid

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

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

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

Institutional Refund Policy

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

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

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

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

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

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

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

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

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

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

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

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

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

3. The assignment of an appropriate final grade or credit for the courses in which the student is enrolled at the time of withdrawal, but only if the instructor or instructors of the courses determine that the student has satisfactorily completed at least 90 percent of the required coursework, and demonstrated sufficient mastery of the course material to receive credit for the course.
Funding Agency - Return of Funds Policies
Information regarding third party funding agency return of funds policies (e.g., Federal Student Aid, Veterans Administration, and WIA) may be obtained from the Institution’s Office of Financial Aid.

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

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

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

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

Last Day of Attendance
A student’s last day of attendance will be the last recorded day the student attended an on-ground class 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.
STUDENT INFORMATION & SERVICES
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) form which may be obtained from the Registrar.

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

Students may consent to their school disclosing personally identifiable information from the student’s education record to a third party. This consent must be made to the Registrar, in writing, signed and dated by the student, and must (1) specify the records to be disclosed, (2) state the purpose of the disclosure, (3) and identify the party to whom the disclosure is to be made. This release requirement is applicable to disclosures to parents or other family members who inquire about a student’s education record. The Family Educational Rights & Privacy Act (FERPA) Request to Inspect & Review Education Record(s) form 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 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 Coalition of Certification Centers and Drug Alcohol Abuse Prevention Program. 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 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 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, halters, and shirts with abusive or offensive language. Any students enrolled in a program that requires a uniform must wear the uniform to class every day.

Unacceptable behavior will not be tolerated. Unacceptable behavior is any action which hinders an instructor’s ability to teach or a student’s ability to learn or any action which would endanger other students or staff.

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

Safety

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

Campus Security

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

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

Non-Discrimination

In accordance with the provisions of the Americans With Disabilities Act of 1990, Title VI of the Civil Rights Act of 1964 (as amended), Title IX of the Educational Amendments of 1972, P.L. 93-112, and Section 504 of the Rehabilitation Act of 1973 and the regulations thereunder, it is the policy of the College that no person shall, because of age, sex, race, disability, or national origin be excluded from participation in, be denied the benefits of, or subjected to discrimination under any education program or activity of the College, including the employment of staff personnel.
The College’s nondiscrimination statement, cited above, prohibits discrimination and harassment against individuals based on characteristics protected under federal and state law. The College also prohibits retaliation based upon reporting of such violations. If you have questions or believe you have been subjected to discrimination, harassment, including sexual harassment, or retaliation, you may contact one of the individuals below: Questions or concerns regarding the College’s compliance with Title IX may be directed to the following:

- 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 President (Title IX Officer)
     4131 N. Corrington Avenue
     Kansas City, MO 64117
     (816) 861-1000

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

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

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

  Office for Civil Rights
  U.S. Department of Education
  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 systemic problems that arise. To assist the Title IX Coordinator, Vatterott has designated Title IX Officers, all whom serve as the Campus Presidents for each respective campus. All Title IX Officers are authorized to receive reports of sexual harassment and sex-based discrimination, and report the same to the Title IX coordinator.

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

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

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

IV. Reporting of Complaints Covered by this Policy

If you believe that you have been a victim of sexual harassment, sexual violence, dating or domestic violence, stalking or sex-based discrimination, or if you wish to report such an incident, you have several options and are strongly encouraged to report such incidents orally or in writing to Vatterott’s Title IX Coordinator or a Title IX Officer.
You may also choose to file your complaint electronically via Vatterott’ s Title IX Incident Report Form, available online at www.vatterott.edu/consumer_information.asp. Using the Title IX Incident Report form allows a victim, third-party, or bystander to submit a complaint/report of sexual harassment or sex-based discrimination directly to Vatterott’s Title IX Coordinator, and may choose to do so anonymously. However, without the contact information of the reporting party, Vatterott may not be able to fully investigate and respond to the complaint.

You may also report incidents of harassment, discrimination, or retaliation by calling Vatterott’s Ethics Hotline at 1-866-866-1014 (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

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

http://www.thehotline.org -
National Domestic Violence Hotline - 800-799-7223

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

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

**Formal Investigation & Determination**

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

Upon receipt of a report of alleged unlawful discrimination, harassment, or retaliation, Vatterott’s Title IX Coordinator will investigate without delay. All investigations shall be conducted by the Title IX Coordinator, who is trained in areas involving sex-based discrimination, sexual violence, and nonconsensual sexual intercourse. At times, it may be necessary to implement remedial measures before completing an investigation to ensure that further unlawful conduct does not continue. These measures may include reassignment or restructuring of the victim’s academic or work schedule per that party’s request. Failure to comply with the terms of these interim remedies or protections may constitute a separate violation of this Policy.

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

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

Upon concluding that there is reasonable cause1 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 Coordina-
tor, redacted to contain any personal information. The Panel is 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 investiga-
tions and hearings that protect the safety of alleged victims while pro-
moting 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 evi-
dence 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 thor-
ough investigation will be heard before the Panel. The Panel is comprised of three (3) Vatterott Officials, to include the Provost, the Vice President of Accreditation, and the Title IX Coordinator. Special accommodations may be made to ensure all Panel members are available.

2. Advisors. The complainant and the accused party may have an advisor of their choice present during the hearing pro-
ceedings. 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 acknowledged that they may not advocate on be-
half of either party and that all information disclosed dur-
ing 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 prohibit-
ed 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, all 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 report-
ing 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 dur-
ing 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 un-
less an appropriate appeal is filed.

Possible Sanctions. Possible sanctions for a person found guilty of behav-
ior 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 per-
sonee file;
- Mandatory attendance at a sexual harassment sensitivity pro-
gram;
- 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 harm, such counsel-
ing 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 in-
clude 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 con-
duct, the reporting party is encouraged to file a report with the appropriate law enforcement agency and may request the assis-
tance of a Vatterott representative in doing so. The pendency of a crim-
inal investigation does not relieve Vatterott of its responsibilities under Title IX. To the extent that doing so does not interfere with any ongoing crimi-
nal investigation, Vatterott will proceed with its own investigation and resolu-
tion 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 sus-
pension 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.

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.”
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 Presidents, 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:
  - 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 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/of/by breasts, buttocks, groin, genitalia, mouth or other orifice; or
- 11.4.3. Intercourse, however slight, meaning vaginal penetration by a penis, object, tongue or finger, anal penetration by a penis, object, tongue or finger, and oral copulation (mouth to genital contact or genital to mouth contact).

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

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

**Dating Violence** – violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on a consideration of the following factors:
The length of the relationship;
- The type of relationship; and
- The frequency of interaction between the persons involved in the relationship.

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

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

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

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

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

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

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

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

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

If you have any questions regarding this policy, please do not hesitate to contact the Title IX Coordinator via email at titleixordinator@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 President. The decision to provide permission is entirely at the Campus President’s discretion. A Campus President’s denial of permission is final and not appealable.

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

**Reinstatement from Disciplinary Dismissal**

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

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

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

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

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

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

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

The Institution’s Campus President will review the pertinent facts and evidence presented. Within 10 days of receipt of the student appeal, the Institution’s Campus President will formulate a resolution. Students who wish to contest the Campus President’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 President 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) 751-6635.

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 President.

Photographs

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

Institution Policies

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

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

Assessment Testing

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

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

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

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

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

Transfer Credit Policy

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

Transfer credits must be earned in courses that are similar in nature to the course offered by the Institution. Technical course credits from institutions other than Vatterott College 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 or English required courses towards their Degree Program and 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.

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 evaluation. 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.

Any student receiving 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.

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

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

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

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

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

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

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

If a student is experiencing a mitigating circumstance and requests that the school permit him or her to return to school subsequent to the 25th calendar day following the student’s last date of attendance, institutional staff will review and document the request and may grant an exception to hold the student up to the stated return date. Failure to return on the stated date will result in immediate withdrawal from the program.

A student in a Quarter Credit Hour program may be placed on attendance warning if absences exceed 30% of the total scheduled hours for a term/phase of enrollment. Students who withdraw or are removed from a course for failure to attend will receive a grade of W or WF; grades of WF count toward the time to completion (quantitative component) when evaluating a student’s satisfactory academic progress, but will not affect the student’s cumulative grade point average (qualitative component).

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 the course and issued a grade of W. Students who are withdrawn or canceled from a course for failure to attend may experience a reduction in their financial aid funding.

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
Grading Systems

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.

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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 student’s CGPA.

Grade Point Averages

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

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

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

Audit Grade

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

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

Withdrawal Grade

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

<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>
<td>0.00</td>
</tr>
<tr>
<td>W</td>
<td>N/A</td>
<td>Withdrawn</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>WF</td>
<td>N/A</td>
<td>Withdrawn/Failure</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>I</td>
<td>N/A</td>
<td>Incomplete</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>TC</td>
<td>N/A</td>
<td>Transfer</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>TO</td>
<td>N/A</td>
<td>Test-Out</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>AU</td>
<td>N/A</td>
<td>Audit</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Percentage</th>
<th>Description</th>
<th>Included in Clock Hours Earned</th>
<th>Included in Clock Hours Attempted</th>
<th>Included in CGPA</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100</td>
<td>Outstanding</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>4.00</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89</td>
<td>Above Average</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>3.00</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79</td>
<td>Average</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>2.00</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69</td>
<td>Below Average</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0 – 59</td>
<td>Failing</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>0.00</td>
</tr>
<tr>
<td>W</td>
<td>N/A</td>
<td>Withdrawn</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>WF</td>
<td>N/A</td>
<td>Withdrawn/Failure</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>I</td>
<td>N/A</td>
<td>Incomplete</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>TC</td>
<td>N/A</td>
<td>Transfer</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>TO</td>
<td>N/A</td>
<td>Test-Out</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>AU</td>
<td>N/A</td>
<td>Audit</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Failing Grade
A student who receives a failing grade (F) in a required course must repeat the course and receive a passing grade or receive transfer credit for the course in order to graduate. A course for which an “F” is awarded is included in the term GPA and CGPA. When the student repeats the course with a passing grade or receives transfer credit, the CGPA will be adjusted accordingly. The failure grade will remain on the transcript.

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

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

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

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

Application of Grades and Credits for SAP
For calculating rate of progress for students enrolled in credit hour programs, a grade of W (Withdrawn) will not be counted as hours attempted. For calculating rate of progress for students enrolled in credit 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).

<table>
<thead>
<tr>
<th>Certificate/Diploma Program - Quarter Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attempted Quarter Credits</td>
</tr>
<tr>
<td>---------------------------</td>
</tr>
<tr>
<td>0-15</td>
</tr>
<tr>
<td>16-30</td>
</tr>
<tr>
<td>31 credits - graduation or maximum allowable credits reached</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Associate Degree Program - Quarter Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attempted Quarter Credits</td>
</tr>
<tr>
<td>---------------------------</td>
</tr>
<tr>
<td>0-15</td>
</tr>
<tr>
<td>16-45</td>
</tr>
<tr>
<td>46 credits - graduation or maximum allowable credits reached</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
Automotive Technology Diploma - 104.25 QCH
Business Management Associate of Occupational Studies Degree – 135 QCH
Combination Welding Associate of Occupational Studies Degree - 162 QCH
Computer Programming & Development Associate of Occupational Studies Degree - 154.5 QCH
Computer Systems & Network Technology Associate of Occupational Studies Degree - 162 QCH
Cosmetology Day Diploma - 2250 Clock Hours
Cosmetology Night Diploma - 2250 Clock Hours
Dental Assistant Diploma - 84.75 QCH
Diesel Mechanic Associate of Occupational Studies Degree - 137.25 QCH
Heating, Air Conditioning, & Refrigeration Technology Associate of Occupational Studies Degree - 162 QCH
Industrial Control Technology Associate of Occupational Studies Degree - 162 QCH
Personal Fitness Trainer Diploma - 81 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 effect on the grade point average requirement for SAP. Transfer credit is considered when computing the rate of progress towards completion calculation in SAP and the maximum timeframe allowed for a program of study. For example, if student transfers from institution A to institution B, the student is able to transfer 30 credits earned at institution A into a program at institution B. The program requires 180 credits to graduate. Thus, the maximum time frame for this student’s new program at institution B will be one and half times (150%) x 180 = 270 credits. The 30 transfer hours will be added to the attempted and earned hours when the rate of progress and maximum time frame are being calculated.

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

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

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

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

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

Academic Warning/Probation

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

- **FA Warning** - Academic Warning is a status conferred automatically at the end of the first term after which a student has not met SAP, in accordance with the values specified in the CGPA and Rate of Progress for Program Completion Requirements sections of this catalog. The student will meet with academic staff and develop an academic plan to establish the requirements that 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 the subsequent payment period unless the student successfully completes the requirements outlined in their approved academic plan.

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

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

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

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

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

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

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

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

SAP Appeal for Reinstatement

SAP appeals must include:

1. Official SAP Appeal form prepared by the Director of Education;
2. A letter of appeal prepared and signed by the student stating the reason(s) for past academic issues and what has changed that will allow the student to achieve SAP standards;
3. Supporting documentation of extenuating circumstances (e.g. injury/illness, death of a relative, or other special circumstances), dated during term(s) of unsatisfactory progress;
4. An academic plan signed by the student and Director of Education detailing specific requirements for the student to meet SAP within the next term(s);
5. SAP calculation prepared by Director of Education used to develop the academic plan;
6. Completed Financial Aid/Academic 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 President 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 President, Director of Education, and Program Director). To request to continue enrollment in the subsequent term, the SAP Appeal must be submitted within 7 days of the end of the previous term receiving notification of his/her SAP status or requirement to file a SAP appeal.

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

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

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

**Reinstatement**

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

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

**Graduation Requirements**

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

**Completers**

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

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

Completers are not eligible to receive Federal Student Aid.

**Academic Honors**

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

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

**Externships or Other Formal Experiential Learning Activities**

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

Extemporaneous 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 documenta-
tion submitted with the request. On a case-by-case basis, students enrolled
in a credit-hour program may be granted a retroactive LOA after com-
cencement 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
d 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 edu-
cational program.

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

Failure to Return from a Leave of Absence

A student who fails to return from a LOA on or before the scheduled return
date indicated in the written request will be withdrawn from the Institution,
and the Institution will invoke the cancellation/refund policy. As required by
federal statute and regulations, the student’s last date of attendance (LDA)
prior to the scheduled return date from the approved LOA will be used in
order to determine the amount of funds the Institution earned and make
any refunds that may be required under federal, state or institutional policy.
The determination date of withdrawal will be the date the student was re-
quired 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 com-
pleted certain coursework towards the completion of a program. Under
certain conditions, Vatterott students may transfer between Diploma, Asso-
ciate and Bachelor level programs within the Vatterott Educational Centers,
Inc. (“Vatterott”) school system by completing a new Enrollment Agree-
ment; and, receive full credit for successfully completed Vatterott system
courses, provided such courses are either in the same program or com-
parable 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 Re-
quest for Program Transfer form must be processed by the Registrar and
Office of Financial Aid and submitted to the Campus President for final
approval.

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

Students Receiving Veterans Benefits

Students receiving Veterans education benefits must meet satisfactory aca-
demic 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 institu-
tion 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 agree-
cements can contact their Campus President or Director of Education, or
email their inquiry to consumerinfo@vatterott.edu.
PROGRAM OFFERINGS
Vatterott College, Kansas City Campus, only offers those specific programs of study listed above and expressly discussed in the Course Descriptions section of this catalog. Other Vatterott College campuses only offer those specific programs of study specified in their respective current catalogs. The Institution reserves the right to alter the scope and sequence of course offerings at any time.

### Automotive Technology

**Diploma**

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

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

**Total Number of Quarter Credit Hours: 69.5**

### Cosmetology

**Diploma**

Students who successfully complete this program will receive the education and training they need to prepare for the State Board Examination. Successful graduates who receive a professional cosmetology license will be able to perform any standard cosmetology service in a beauty salon. Students will learn the technical skills and theory of hair dressing, hair cutting, permanent weaving, hair coloring, manicuring, iron curling, and business. Students will also study hair structure and hair chemistry to better understand the chemicals used in cosmetology.

Day cosmetology students will attend six hours per day Monday through Friday over a period of 50 weeks for 1500 clock hours. Evening cosmetology students will attend 5 hours per day Monday through Thursday for 60 weeks for 1500 clock hours. Instruction is designed for entry every 10 weeks.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COS-101</td>
<td>Introduction to Cosmetology</td>
<td>300</td>
</tr>
<tr>
<td>COS-102</td>
<td>Intermediate Cosmetology</td>
<td>300</td>
</tr>
<tr>
<td>COS-103</td>
<td>Advanced Cosmetology</td>
<td>300</td>
</tr>
<tr>
<td>COS-104</td>
<td>Cosmetology and Business</td>
<td>300</td>
</tr>
<tr>
<td>COS-105</td>
<td>Cosmetology State Law</td>
<td>300</td>
</tr>
</tbody>
</table>

**Total Number of Clock Hours Required for Graduation: 1500**
### Dental Assistant Diploma

The objective of this program is designed to give students the skills needed to meet the employment needs of the modern dental office and will prepare them with theory and working knowledge of dental assisting. Graduates from this program will obtain the skills to acquire entry-level employment as a dental assistant. All graduates of the Dental Assistant program are eligible for registry with the American Medical Technologist (AMT) as a Registered Dental Assistant after passing the AMT examination.

Other Requirements: Begin Hepatitis B series before externship
Student must complete a Criminal Background check and Employee Disqualification List Check through the State of Missouri prior to enrollment
The program consists of 40 weeks, 56.5 Quarter Credit Hours of Pre-requisite courses. The student/faculty ratio will not exceed a 20:1 ratio that will include active learning strategies. The program consists of 40 weeks, 56.5-quarter credit hours. Instruction is designed for entry every 10 weeks. Students will be CPR certified prior to their externship. During the last week, students will be in the classroom for finals and RDA testing. Throughout the course students will take field trips and be exposed to a series of guest speakers. Students must satisfactorily complete 224 hours of externship as well as meet the requirements of graduation in order to receive a diploma.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>DA-130</td>
<td>Introduction to Dental Materials</td>
<td>1</td>
</tr>
<tr>
<td>DA-131</td>
<td>Dental Anatomy</td>
<td>2.5</td>
</tr>
<tr>
<td>DA-132</td>
<td>Introduction to Chairside &amp; Dental Assisting</td>
<td>2.5</td>
</tr>
<tr>
<td>DA-133</td>
<td>Dental Terminology</td>
<td>1</td>
</tr>
<tr>
<td>DA-134</td>
<td>Basic Microbiology and Pharmacology</td>
<td>2.5</td>
</tr>
<tr>
<td>DA-135</td>
<td>Anatomy and Physiology</td>
<td>2.5</td>
</tr>
<tr>
<td>DA-136</td>
<td>Introduction to Radiology</td>
<td>5.5</td>
</tr>
<tr>
<td>DA-137</td>
<td>Dental Specialties</td>
<td>2.5</td>
</tr>
<tr>
<td>DA-138</td>
<td>Preventive Dentistry</td>
<td>2.5</td>
</tr>
<tr>
<td>DA-139</td>
<td>Oral Pathology</td>
<td>1</td>
</tr>
<tr>
<td>DA-140</td>
<td>Pharmacology II</td>
<td>1</td>
</tr>
<tr>
<td>DA-141</td>
<td>Dental Emergencies</td>
<td>1</td>
</tr>
<tr>
<td>DA-142</td>
<td>Chairside Techniques</td>
<td>2.5</td>
</tr>
<tr>
<td>DA-143</td>
<td>Introduction to Computers &amp; Office Management</td>
<td>2.5</td>
</tr>
<tr>
<td>DA-145</td>
<td>General &amp; Specialty Procedures</td>
<td>5.5</td>
</tr>
<tr>
<td>DA-146</td>
<td>Dental Materials</td>
<td>4.5</td>
</tr>
<tr>
<td>DA-147</td>
<td>Radiology</td>
<td>5</td>
</tr>
<tr>
<td>DA-148</td>
<td>Dental Extremities</td>
<td>11</td>
</tr>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation: 56.5

### Personal Fitness Trainer Diploma

The objective of this program is to prepare the graduates for entry level employment in personal trainer positions in gyms, fitness centers, private studios, corporate wellness programs or to begin their own personal fitness training business. Students will be trained to perform a variety of exercise related assessments and tests, design safe and effective fitness programs, implement safe and effective weight loss/gain programs and be proficient in a variety of business related skills. The student/faculty ratio will not exceed a 20:1 ratio that will include theory and practical instruction. This program will include certification training in cardiopulmonary resuscitation (CPR), automated external defibrillators (AED) and preparation for taking the NASM-CPT certification exam offered by the National Academy of Sports Medicine Association as accredited by the National Commission for Certifying Agencies (NCCA) as a Certified Personal Trainer.

The program consists of 50 weeks, 54 Quarter Credit Hours of Personal Fitness Trainer theory, lab and associated practicum experience. 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>PFT-101</td>
<td>Anatomy and Physiology I</td>
<td>3.5</td>
</tr>
<tr>
<td>PFT-102</td>
<td>Anatomy and Physiology II</td>
<td>3.5</td>
</tr>
<tr>
<td>PFT-103</td>
<td>Anatomy and Physiology III</td>
<td>3.5</td>
</tr>
<tr>
<td>PFT-104</td>
<td>Personal Wellness</td>
<td>1.5</td>
</tr>
<tr>
<td>PFT-105</td>
<td>Fundamental Nutrition</td>
<td>1.5</td>
</tr>
<tr>
<td>PFT-106</td>
<td>Contemporary Nutrition</td>
<td>1.5</td>
</tr>
<tr>
<td>PFT-107</td>
<td>Exercise Psychology</td>
<td>5.5</td>
</tr>
<tr>
<td>PFT-108</td>
<td>Exercise Physiology</td>
<td>5</td>
</tr>
<tr>
<td>PFT-109</td>
<td>Kinesiology</td>
<td>5.5</td>
</tr>
<tr>
<td>PFT-110</td>
<td>Fitness Assessment &amp; Exercise Prescription I</td>
<td>5</td>
</tr>
<tr>
<td>PFT-111</td>
<td>Fitness Assessment &amp; Exercise Prescription II</td>
<td>5</td>
</tr>
<tr>
<td>PFT-112</td>
<td>Business Management</td>
<td>5</td>
</tr>
<tr>
<td>PFT-113</td>
<td>Personal Trainer Practicum</td>
<td>5</td>
</tr>
<tr>
<td>PFT-120</td>
<td>Trainer Practicum</td>
<td>1</td>
</tr>
<tr>
<td>PFT-121</td>
<td>Trainer Practicum</td>
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</tr>
<tr>
<td>PFT-122</td>
<td>Trainer Practicum</td>
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</tr>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation: 54

### 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>
</tr>
</thead>
<tbody>
<tr>
<td>PST-100</td>
<td>Basic Engine Theory and Repair</td>
<td>5</td>
</tr>
<tr>
<td>PST-105</td>
<td>Introduction to Powersports Technology and Equipment</td>
<td>5</td>
</tr>
<tr>
<td>PST-110</td>
<td>Multi-Cylinder 2 &amp; 4 Cycle Engines</td>
<td>5</td>
</tr>
<tr>
<td>PST-115</td>
<td>Brake Systems</td>
<td>5</td>
</tr>
<tr>
<td>PST-120</td>
<td>Fuel Systems</td>
<td>5</td>
</tr>
<tr>
<td>PST-125</td>
<td>Transmissions</td>
<td>5</td>
</tr>
<tr>
<td>PST-130</td>
<td>All-Terrain Vehicles (ATV) and Motorcycles</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation: 56.5
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 Applied Electrical 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>
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</tr>
</thead>
<tbody>
<tr>
<td>EM-113</td>
<td>Residential I</td>
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<tr>
<td>EM-114</td>
<td>Residential II</td>
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</tr>
<tr>
<td>EM-115</td>
<td>Commercial I</td>
<td>12</td>
</tr>
<tr>
<td>EM-116</td>
<td>Industrial I</td>
<td>12</td>
</tr>
<tr>
<td>EM-117</td>
<td>Commercial II</td>
<td>12</td>
</tr>
<tr>
<td>EM-118</td>
<td>Industrial II</td>
<td>12</td>
</tr>
<tr>
<td>EM-201</td>
<td>Allen-Bradley Programmable Logic Controllers</td>
<td>7.5</td>
</tr>
<tr>
<td>EM-202</td>
<td>GE/Fanuc Programmable Logic Controllers</td>
<td>7.5</td>
</tr>
<tr>
<td>EM-203</td>
<td>Introduction to Pneumatics</td>
<td>7.5</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>
<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

Business Management  
**Associate of Occupational Studies**

The objective of this program is to prepare the student for entry level employment in the field of business management. Graduates of this program will have a working knowledge of fundamental business principles, financial accountability, business ethics, organizational behavior, business law, marketing, retail management, and customer service. The program consists of 70 weeks, 76.5 Quarter Credit hours of Business Management theory (including five business electives and 13.5 Quarter Credit Hours of General Education (including two general electives), totaling 90 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>ACC-102</td>
<td>Intro to Accounting</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS-110</td>
<td>Intro to Business</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS-200</td>
<td>Business Management</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS-210</td>
<td>Business Information Systems</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS-220</td>
<td>Organizational Behavior</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS-222</td>
<td>Business Law</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS-230</td>
<td>Retail Management</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS-240</td>
<td>Customer Service</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS-290</td>
<td>Business Ethics</td>
<td>4.5</td>
</tr>
<tr>
<td>MKT-102</td>
<td>Intro to Marketing</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation 108
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>
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</thead>
<tbody>
<tr>
<td>CP-120</td>
<td>Microsoft Office</td>
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<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>
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<tr>
<td>CP-223</td>
<td>Advanced Excel and Data Sources</td>
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<tr>
<td>CP-224</td>
<td>Advanced Web Page Coding</td>
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</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**

Diesel Mechanic  
**Associate of Occupational Studies**

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>
</tr>
</thead>
<tbody>
<tr>
<td>DM-105</td>
<td>Diesel Mechanic Basics I</td>
<td>4.5</td>
</tr>
<tr>
<td>DM-106</td>
<td>Diesel Mechanic Basics II</td>
<td>4.5</td>
</tr>
<tr>
<td>DM-107</td>
<td>Electrical and Electronic Systems for Medium to Heavy Duty Trucks I</td>
<td>4.5</td>
</tr>
<tr>
<td>DM-108</td>
<td>Electrical and Electronic Systems for Medium to Heavy Duty Trucks II</td>
<td>4.5</td>
</tr>
<tr>
<td>DM-205</td>
<td>Diesel Engines and Fuel Systems I</td>
<td>4.5</td>
</tr>
<tr>
<td>DM-206</td>
<td>Diesel Engines and Fuel Systems II</td>
<td>4.5</td>
</tr>
<tr>
<td>DM-208</td>
<td>Diesel Engines and Fuel Systems III</td>
<td>4</td>
</tr>
<tr>
<td>DM-209</td>
<td>Drivelines &amp; Brakes for Medium to Heavy Duty Trucks I</td>
<td>4.5</td>
</tr>
<tr>
<td>DM-210</td>
<td>Drivelines &amp; Brakes for Medium to Heavy Duty Trucks II</td>
<td>4.5</td>
</tr>
<tr>
<td>DM-211</td>
<td>Drivelines for Medium to Heavy Duty Trucks III</td>
<td>4.5</td>
</tr>
<tr>
<td>DM-212</td>
<td>Drivelines for Medium to Heavy Duty Trucks II</td>
<td>4.5</td>
</tr>
<tr>
<td>DM-213</td>
<td>Drivelines for Medium to Heavy Duty Trucks III</td>
<td>4</td>
</tr>
<tr>
<td>DM-214</td>
<td>Steering and Suspension I</td>
<td>4.5</td>
</tr>
<tr>
<td>DM-215</td>
<td>Steering and Suspension II</td>
<td>4.5</td>
</tr>
<tr>
<td>DM-216</td>
<td>Heating and Air Conditioning for Heavy Duty Trucks</td>
<td>4</td>
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<tr>
<td>DM-EXT-100</td>
<td>Externship</td>
<td>8</td>
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<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>
<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**

Computer Systems and Network Technology  
**Associate of Occupational Studies**

This program is designed to meet the ever-increasing need for trained Computer Service Personnel. A graduate from this program will be able to work at an entry-level position in the Computer Electronics field upgrading, configuring, or repairing PC’s or in network installation, maintenance and support roles. The objective of the additional phases required to receive an Associate Degree focuses on Advanced Computer Network Technologies. Emphasis is placed on Enterprise Networking foundations with exposure to multiple Network Operating Systems and multi-vendor LAN/WAN connectivity. The total program length is 90 weeks with 94.5 quarter credit hours of theory and lab instruction in the areas described below 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>CT-101</td>
<td>DOS/Windows</td>
<td>12</td>
</tr>
<tr>
<td>CT-102</td>
<td>Computer User Support</td>
<td>12</td>
</tr>
<tr>
<td>CT-103</td>
<td>Fundamentals of Software Support</td>
<td>12</td>
</tr>
</tbody>
</table>

**Total Number of Quarter Credit Hours Required for Graduation 103**
Heating, Air Conditioning and Refrigeration Technology  
Associate of Occupational Studies

This program is designed to prepare the graduate with theory and working knowledge to work in the field as an entry-level Air Conditioning, Heating and Refrigeration technician. The total program length is 90 weeks, with 94.5 quarter credit hours of theory and associated lab instruction in the areas of air conditioning, refrigeration and heating; including, an introduction to the advanced concepts of Heat Pumps, DDC Controls and Air Flow Dynamics; 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-113</td>
<td>Basic Electricity for HVAC/R</td>
<td>12</td>
</tr>
<tr>
<td>HV-114</td>
<td>Basic Refrigeration for HVAC/R</td>
<td>12</td>
</tr>
<tr>
<td>HV-115</td>
<td>Residential Air Conditioning</td>
<td>12</td>
</tr>
<tr>
<td>HV-116</td>
<td>Residential Heating</td>
<td>12</td>
</tr>
<tr>
<td>HV-118</td>
<td>Commercial Refrigeration</td>
<td>12</td>
</tr>
<tr>
<td>HV-119</td>
<td>Commercial Air Conditioning</td>
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<tr>
<td>HVC-201</td>
<td>Air Flow Principles</td>
<td>7.5</td>
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<tr>
<td>HVC-204</td>
<td>Pneumatic and DDC Control Systems</td>
<td>7.5</td>
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<td>HVC-205</td>
<td>Allen Bradley Automation</td>
<td>7.5</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>
<tr>
<td>GE-205</td>
<td>College Algebra</td>
<td>4.5</td>
</tr>
<tr>
<td>GR-104</td>
<td>Green Awareness</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation 108

Industrial Control Technology  
Associate of Occupational Studies

This program is designed to prepare the graduate with theory and working knowledge to work in the field as an entry-level Industrial Control technician. The total program length is 90 weeks, with 94.5 quarter credit hours of theory and associated lab instruction in the areas of air conditioning, refrigeration and heating; including an introduction to Programmable Logic Controllers and pneumatic systems; 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>
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</thead>
<tbody>
<tr>
<td>HV-113</td>
<td>Basic Electricity for HVAC/R</td>
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</tr>
<tr>
<td>HV-114</td>
<td>Basic Refrigeration for HVAC/R</td>
<td>12</td>
</tr>
<tr>
<td>HV-115</td>
<td>Residential Air Conditioning</td>
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</tr>
<tr>
<td>HV-116</td>
<td>Residential Heating</td>
<td>12</td>
</tr>
<tr>
<td>HV-118</td>
<td>Commercial Refrigeration</td>
<td>12</td>
</tr>
<tr>
<td>HV-119</td>
<td>Commercial Air Conditioning</td>
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<tr>
<td>EM-201</td>
<td>Allen-Bradley Programmable Logic Controllers</td>
<td>7.5</td>
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<tr>
<td>EM-202</td>
<td>GE/Fanuc Programmable Logic Controllers</td>
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<tr>
<td>EM-203</td>
<td>Introduction to Pneumatics</td>
<td>7.5</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>
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<tr>
<td>GE-205</td>
<td>College Algebra</td>
<td>4.5</td>
</tr>
<tr>
<td>GR-104</td>
<td>Green Awareness</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation 108

Pharmacy Technician  
Associate of Occupational Studies

The degree program is designed to prepare the student for entry-level employment as a Pharmacy Assistant, 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 front and back-pharmacy procedures to perform the tasks associated with assisting a pharmacist. Students must complete a criminal background check and Missouri Department of Health & Senior Services Employee Disqualification List check prior to enrollment. The program is 90 weeks in length, including 87 quarter credit hours of theory and lab instruction, 13.5 quarter credit hours of General Education instruction in the areas described below and 7.5 quarter credit hours of externship for a total of 108 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>PA-101</td>
<td>Medical Language</td>
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<tr>
<td>PA-102</td>
<td>Medical Office Basics</td>
<td>12</td>
</tr>
<tr>
<td>PA-103</td>
<td>Ethics and Billing</td>
<td>12</td>
</tr>
<tr>
<td>PA-104</td>
<td>Pharmaceutical Office Management</td>
<td>12</td>
</tr>
<tr>
<td>PA-105</td>
<td>Pharmaceutical Career Planning</td>
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</tr>
<tr>
<td>PA-106</td>
<td>Advanced Computers</td>
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</tr>
<tr>
<td>PA-201</td>
<td>Pharmaceutical Procedures</td>
<td>7.5</td>
</tr>
<tr>
<td>PA-202</td>
<td>General Patient Education</td>
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<td>PA-203</td>
<td>Externship</td>
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<td>GE-101</td>
<td>English Composition I</td>
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</tr>
<tr>
<td>GE-105</td>
<td>Introduction to Psychology</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
ACC-102: Intro to Accounting 4.5 Quarter Credit Hours
Intro to Accounting I provides an introduction to business accounting. Topics include accounting concepts and principles, financial statements, internal control design, and accounting for partnerships.

AT-100: Brake Fundamentals 2 Quarter Credit Hours
This course introduces the student to the procedures used for diagnosis and repair of both drum brakes and disc brake systems, both commonly used on cars. This course also covers the maintenance and tuning of the rotors and drums.

AT-105: Engine Repair I 3.5 Quarter Credit Hours
This course covers the basic principles of fuel delivery, management, exhaust and emission systems, and procedures for diagnosing and restoring engine performance using appropriate test equipment. The focus of this course is the basic rebuilding of an engine. Students also learn to use precision measuring tools to tear down and reassemble the engine.

AT-106: Suspension and Steering I 3 Quarter Credit Hours
This course introduces students to the procedures for the diagnosis and repair of steering and suspension systems. Students also learn the basic angles involved in the wheel alignment procedure and the proper adjustment and procedures in aligning a front end. This course also covers the basics of tire repair.

AT-110: Engine Repair II 3.5 Quarter Credit Hours
This course covers the final features of engine repair including the final assembly and adjustment of items that result in an in-tune vehicle running at the peak of efficiency. This course covers the final adjustment of the fuel system and timing calibrations in detail. Additionally, students learn to use common tools and equipment to set the abovementioned engine parameters. Prerequisite: AT 105

AT-112: Brake Systems 5 Quarter Credit Hours
The students learn the procedures for bleeding the brake system on a car as well as the complex process for bleeding the brake on a vehicle with anti-lock brakes. This course covers the resurfacing of the drum and the disc as well as the use of an on-car brake lathe. Students learn the above mentioned procedures by utilizing training aids in the classroom and shop as well as through work on vehicles.

AT-115: Suspension and Steering II 3 Quarter Credit Hours
In this class, the students learn about the use of a four wheel alignment and high speed balancers used for the car tire balancing procedures. This course covers the rack and pinion steering gear that is used in most new vehicles as well as the repair procedure for fixing leaks that are common to this system. Students also learn how to rebuild the rack and pinion unit. Prerequisite: AT 106

AT-118: Heating and Air Conditioning I 6 Quarter Credit Hours
This course analyzes the correct operation of the heating system and the air conditioning system in a car. Students learn how to perform minor and major repairs to both systems. This course also covers the proper way to handle the refrigerant as well as the proper way to recycle the refrigerant and charge the system.

AT-120: Electrical/Electronic Fundamentals 2 Quarter Credit Hours
This course teaches students to use electrical/electronic test equipment to diagnose and restore engine performance. Students are required to demonstrate the proper procedures and system principles related to engine performance. This course also covers the diagnosis and repair of ignition, emission control, and related electrical systems and the way that they monitor and operate the various systems in the car.

AT-125: Electrical/Electronic Systems I 4 Quarter Credit Hours
This course covers a more advanced diagnosing of the drive train with different electric tools, scopes and testers. This course also covers the use of scanners and probes to test the engine and its components. Prerequisite: AT 120

AT-130: Electrical/Electronic Systems II 4 Quarter Credit Hours
This course covers the use of scanners and probes to perform advanced testing on engine and drive train components. Students learn the proper use of many of the on the vehicle / drive type of diagnostic scanners. Prerequisites: AT 120 & AT 125

AT-135: Electrical/Electronic Systems III 3.5 Quarter Credit Hours
This course covers the use of hand held testing devices and DVOM meters for troubleshooting shorts and broken wires on a vehicle. This course also covers the correct manner in which to repair shorts and broken wires by determining the proper wire size and wire type needed. Prerequisites: AT 120, AT 125 & AT 130

AT-140: Trains and Axles I 5.5 Quarter Credit Hours
This course covers the basic differences in the two types of drive trains in detail. This course also outlines the service differences needed on each type of transmission. Students learn to disassemble and rebuild the drive axles used in the transaxle assembly.

AT-145: Transmissions Drive Trains and Axles II 4 Quarter Credit Hours
This course covers the operational differences in the two types (RWD & FWD) of drive trains. The course also covers the advantages and disadvantage of each type of transmission. The course includes instruction on the drive axles used in the transaxle assembly as well as the maintenance required on these axles that are used on most FWD vehicles. Prerequisite: AT 140

AT-148: Transmissions Drive Trains and Axles III 3.5 Quarter Credit Hours
This course covers the electronic controls that are used on transmissions. This course also covers proper repair procedures on each transmission type. Additionally, students learn to rebuild half shaft axle. Prerequisite: AT 140 & AT 145

AT-150: Engine Performance I 5 Quarter Credit Hours
This course covers the use of the old style tune vs. current electronic tune up. Students become familiar with a variety of car and truck engines and learn to perform tune ups.

AT-155: Engine Performance II 4 Quarter Credit Hours
This course covers the use of diagnostic scopes for inspecting the operation of a car engine and for inspecting the electronic controls of an engine. The course provides students with working knowledge of the OEM and the effects of these controls. Prerequisite: AT 150

AT-160: Engine Performance III 4 Quarter Credit Hours
This course builds on the students’ knowledge of the use of diagnostic scopes for inspecting the operation of a car engine and for inspecting the electronic controls of an engine. The course provides students with working knowledge of the modification of the operating parameters of the Electronic Control Modules and other controllers. Prerequisite: AT 150 & AT 155

BUS-107: Intro to E-Business 4.5 Quarter Credit Hours
This course provides an introduction to the opportunities, challenges and strategies for conducting successful E-Commerce ventures. Students will explore the impact of E-Commerce on business models, consumer behavior, and market segmentation for both Business-to-Business and Business-to-Consumer operations. The technical and infrastructure requirements for conducting business on the Internet, including security systems, payment systems and client/product support will be explored. Laws, regulations and ethical issues related to E-Commerce business practices will also be discussed.

BUS-110: Intro to Business 4.5 Quarter Credit Hours
This course provides students with an overview of business in an increasingly global society serving as an introduction to business terminology, concepts, environments, systems, strategies, and current issues. Topics include an overview of the business environment, business ethics, entrepreneurship and global business, management, marketing, production, information systems, and financial elements of business. The course provides a solid business foundation for more detailed and higher-level study in subsequent courses.
This course provides the student with an in-depth knowledge of Microsoft Word, Powerpoint, and Excel. Emphasis is placed on applications in a business environment and on reports used to support decision-making.

**BUS-125: Motivating Employees**  
4.5 Quarter Credit Hours

This course focuses on motivating employees to recognize business opportunities. Topics covered include changing markets, customer service, sales, sales management and employee performance.

**BUS-130: Multi-Media**  
4.5 Quarter Credit Hours

This course provides the student with the fundamentals of using multimedia in a business environment. Topics covered include video, online media services, TV, audio, and software systems to support their applications.

**BUS-200: Business Management**  
4.5 Quarter Credit Hours

This course introduces students to management philosophies in today's changing world. It includes coverage of globalization, ethics, diversity, customer service, and innovation from a managerial perspective.

**BUS-210 Business Information Systems**  
4.5 Quarter Credit Hours

The purpose of this course is to introduce the various information and communications technologies and to explain how information systems are used to solve problems and make better business decisions.

**BUS-215 Human Resource Management**  
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-220: Organizational Behavior**  
4.5 Quarter Credit Hours

This course examines organizational theory and application. A comprehensive review is made of individual, group, and organizational performance in relation to organizational structures in contemporary business settings.

**BUS-222: Business Law**  
4.5 Quarter Credit Hours

This business course introduces students to the multiple facets of business law including online commerce. The course emphasizes the basic concepts of how businesses are organized and operate within a legal environment.

**BUS-228: Small Business**  
4.5 Quarter Credit Hours

This course provides the basic principles of operating a small business. Topics include buying, pricing, promotions, location decisions, and planning.

**BUS-230: Retail Management**  
4.5 Quarter Credit Hours

This business course covers the principles and practices used in managing a retail business. Topics covered include site selection, layout, organization, staffing, positioning, customer service, promotional techniques, and all aspects of the critical buying function.

**BUS-234: Advanced Office Systems**  
4.5 Quarter Credit Hours

This course provides the student with an in-depth knowledge of Microsoft Access and how Access is used in managing data and report development. Emphasis is placed on medical office systems.

**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.

**BUS-290: Business Ethics**  
4.5 Quarter Credit Hours

This course examines the dynamic role of ethics in modern society. Throughout the course, students analyze ethical standards through philosophical beliefs and values in personal and professional settings.

**COS-101: Introduction to Cosmetology**  
300 clock hours

Theory lessons include orientation, properties of the hair and scalp, infection control, hairstyling, scalp care/shampooing, and conditioning, manicuring, pedicuring, nail structure and growth, and nail diseases and disorders. Included in the hands-on (practical) are basic and advanced hair color techniques, facials, facial wax, and make-up application.

**COS-102: Intermediate Cosmetology**  
300 clock hours

Theory lessons for this phase include principles of hair design, haircutting, chemical texture services, and general anatomy and physiology. Included in the hands-on (practical) are basic and advanced hair color techniques, facials, facial wax, and make-up application.

**COS-103: Advanced Cosmetology**  
300 clock hours

Theory lessons for this phase include hair coloring, basics of chemistry, skin structure, growth and nutrition, and skin diseases and disorders. Included in the hands-on (practical) are basic and advanced hair color techniques, facials, facial wax, and make-up application.

**COS-104: Cosmetology and Business**  
300 clock hours

Theory classes for this phase include the basics of electricity, braiding and braid extensions, wigs and hair additions, nail tips and wraps, monomer liquid and polymer powder nail enhancements, UV gels, and the basics of salon business. Included in the hands-on (practical) are writing resumes, performing mock interviews, designing salons, nail enhancements, and hair additions.

**COS-105: Cosmetology State Law**  
300 clock hours

Students will study the Missouri State law book, review all training and dedicate one day a week to “mock state board” testing. Students will have learned all technical skills and work confidently and efficiently on the clinic floor.

**COS-107N: Introduction to Cosmetology**  
250 clock hours

Theory lessons include orientation, properties of the hair and scalp, infection control, hairstyling, scalp care/shampooing, and conditioning, manicuring, pedicuring, nail structure and growth, and nail diseases and disorders. Included in the hands-on (practical) for this phase will be shampooing, hair setting, pin-curls, finger waves, thermal cutting, comb-outs and hairstyling techniques, manicuring, hand and arm massage, treatment of nails, and pedicuring. State law requires 160 clock hours of training before a student is eligible to work on patrons.

**COS-108N: Intermediate Cosmetology**  
250 clock hours

Theory lessons for this phase include principles of hair design, haircutting, chemical texture services, and general anatomy and physiology. Included in the hands-on (practical) are basic and advanced hair color techniques, facials, facial wax, and make-up application.

**COS-109N: Advanced Cosmetology**  
250 clock hours

Theory lessons for this phase include hair coloring, basics of chemistry, skin structure, growth and nutrition, and skin diseases and disorders. Included in the hands-on (practical) are basic and advanced hair color techniques, facials, facial wax, and make-up application.

**COS-104N: Cosmetology and Business**  
250 clock hours

Theory classes for this phase include the basics of electricity, braiding and braid extensions, wigs and hair additions, nail tips and wraps, monomer liquid and polymer powder nail enhancements, UV gels, and the basics of salon business. Included in the hands-on (practical) are writing resumes, performing mock interviews, designing salons, nail enhancements, and hair additions.

**COS-105N: Cosmetology State Law**  
250 clock hours

Students will study the state law book, review all training and dedicate every Tuesday to “mock state board” testing. Students will have mastered all technical skills and work confidently and efficiently on the clinic floor.

**COS-106N: Cosmetology Review**  
250 clock hours

Students in this phase will review the core subjects such as haircutting, hair color, and chemical texturizing.

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

**CP-122: Web Site Design Fundamentals** 5 Quarter Credit Hours

This course will introduce students to development tools and techniques used to publish Web pages. Students will learn to use basic hyper-text markup language, scripting and presentation 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 gain the ability to design, create, test and debug a fully functioning program. Topics covered include: Algorithm Development; Variables; Arithmetic Expressions; Forms and Controls; Conditions and Looping; Variables and Scope; Arrays; Object Oriented Programming. Prerequisite: CP-121

**CP-124: Introduction to Databases** 5 Quarter Credit Hours

This course will introduce students to development tools and techniques used to publish Web pages. Students will learn to use basic hyper-text markup language, scripting and presentation 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-125: Introduction to Web Page Coding** 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-126: Software Testing** 5 Quarter Credit Hours

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

**CP-127: SQL Programming** 5 Quarter Credit Hours

This course teaches students relational database fundamentals and SQL programming skills through hands on exercises which will reinforce learning and develop real competency. This course will cover the following topics: relational database architecture, database design techniques, and simple and complex query skills. Students will gain an understanding of SQL functions, join techniques, database objects and constraints, and will be able to write useful SELECT, INSERT, UPDATE and DELETE statements. Prerequisite: CP-121

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

This course builds on lessons learned in the Introduction to Programming course. The course will focus on writing applications that interface with a database management system. Topics covered include: class development; inheritance and polymorphism; input validation; exception handling; relational databases and SQL; accessing data; collections and multi-threading. Prerequisite: CP-121, CP-122, CP-123 and CP-125

**CP-221: Software Application Security** 5 Quarter Credit Hours

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

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

This course provides students with a comprehensive understanding of topics in HTML, XHTML and dynamic HTML (DHTML) which they will use to create Web pages and sites from simple to complex. Students will also enhance their skills by applying these concepts to create interactive features such as animated text, image and text rollovers, and transitions. Prerequisite: CP-122 and CP-125

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

Students in this course will learn to develop mobile apps on the iOS and Android platforms. Students will be guided through developing an actual working app on both platforms. They will learn about the entire mobile app development lifecycle, including issues associated with licensing and both public and enterprise distribution. Prerequisite: CP-127 and CP-224

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

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

**CP-227: Advanced SQL Programming and Custom Report Writing** 5 Quarter Credit Hours

This course will help students advance their skills in programming and problem solving with T-SQL. Students will learn how to build more advanced SQL queries, work with non-relational data and hierarchies, and do advanced reporting in SQL Server Reporting Services. It will also provide best practices for using Reporting Services. Prerequisite: CP-124 and CP-127

**CT-101B: Electronic Fundamentals** 12 Quarter Credit Hours

Students will understand the theory and operation 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
- AC Theory
- I/O Specifications
- Capsules and Components
- AC Theory:
- Magnetic and Electromagnetism
- Counters
- Registers
- Receptor Components
- Semiconductor Materials
- P-N Junctions
- Memory Circuits
- AC Quantities
- The Oscilloscope
- Semiconductor Theory
- Memory Circuits
- AC Quantities
- The Oscilloscope
- Semiconductor Theory
- P-N Junctions

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CT-102: Computer User Support 12 Quarter Credit Hours

Student will understand the hardware fundamentals of Personal Computers and the components involved. They will also be exposed to the Soft Skills and Customer Relation techniques required by technical personnel. This course introduces the student to the basic principles of language construction and applications through written communications.

Hardware Fundamentals
- Customer Relations for Technicians
- Motherboard Features/Form factors
- Power Supplies
- Storage Devices
- Device Configuration
- Notebooks
- Printing
- Listening Skills/Delineating Customer Concerns
- Overcoming Objections/Problem Solving Skill (IRQ's, DMA, Port Addresses)
- Talking Tech to Non-Technical Personnel

CT-103: Fundamentals of Software Support 12 Quarter Credit Hours

This course is designed to instruct students in the installation, configuration, operation and troubleshooting of various commercial Operating Systems and software applications. Students will participate in labs and hands on assignments emphasizing real world applications. This course is also designed to give students the communication skills necessary for establishing and maintaining healthy relationships with co-workers and customers.

- Windows Professional Desktop Operating Systems
- Installing Windows Desktop Attended/Unattended
- Configuring Windows File Permissions
- Windows Shares: Database Installation/Applications
- Troubleshooting OS/Application Compatibility
- Windows Authentication Application Security
- User OS Word Processor Installation/Application
- Spreadsheet Installation/Application
- Windows Authentication/User Profiles/User Data
- Group Policies Configuring TCP/IP
- Distributing Applications using Group Policy
- Backup and Restore Data and Operating System
- System Performance and Optimization

CT-104: PC Repair and Peripherals 12 Quarter Credit Hours

Student will learn to configure, troubleshoot and repair IBM compatible computers. They will also learn peripheral installation, upgrading and conflict resolution. This course is also designed to take students through different problem solving techniques used in business as well as personal environments.

- Operating System Installation/Configuration
- Troubleshooting IRQ Conflict Resolution
- Memory Installation and Upgrades
- Multimedia Devices Managing System Resources
- SCSI and USB Devices & Firewire
- Sound/Video/TV Cards Hard Drive/CDROM/DVD
- Auxiliary Storage Printers/Scanners/Capture Devices
- Modems and Network Cards PC Hardware Install and configure
- Basic Networking Install and configure laptop hardware
- Printer types and characteristics
- Hardware Operational procedures
- Operating Systems Compare/Choose/Configure
- Operating System Security Software Troubleshooting

CT-105: Advanced Operating System Configuration 12 Quarter Credit Hours

This course will introduce students to Microsoft Windows Server Operating System through lectures, demonstrations, discussions, and hands-on labs. Students will perform an attended and an unattended installation of Windows Server, and will learn about the various file systems supported by Windows. They will learn how to install and administer Active Directory services and how to manage Active Directory objects.

- Users will use Microsoft Management console to monitor system performance, to administer Internet Information Services, and to administer user accounts, group accounts, and group policies. They will learn how to administer print services. They will learn how to install and administer network protocols and services such as virtual private networking, Routing and Remote Access Services, DHCP, WINS, and DNS. Students will learn how to backup data, implement disaster protection, and recover from a disaster. This knowledge will help prepare the student to pass a Microsoft Certified Professional (MCP) Exam. This course is also designed to assist students in developing specific customer service skills in their field of training.

CT-106: Local Area Networks (LAN) 12 Quarter Credit Hours

This course targets network operating systems, topologies, protocols, and other topics relevant to local and wide area networks. Students will gain a basic understanding of how to design, install, maintain, upgrade, and troubleshoot peer-to-peer and client-server networks. This knowledge will serve as the basis for preparation to pass the CompTIA Network+ Exam. This course is designed to help students achieve greater personal and professional success through an increased knowledge of human behavior and employer expectations.

- Transmission Media Basic Routing using RIP & OSPF
- Ethernet Standard IP Addressing and Subnetting
- CSMA and Token Passing WINS
- Network Planning and Development Network Security/Administration
- Common Networking Protocols DHCP
- DNS TCP/IP
- Apple Macintosh Network Integration PX/SPX
- Unix/Linux Network Integration Wireless Networking

CT-201: Cisco Routing 7.5 Quarter Credit Hours

Student will learn the basics of routing through text studies and hands on labs based on Cisco, the largest manufacturer of networking equipment for the Internet.

- Access Lists Routed and Routing Protocols
- Routing Fundamentals PPP and ISDN Frame Relay
- Switching and VLANS Network Design Considerations
- RIP, IGRP, EIGRP, and OSPF Protocols CCNA Preparation
- Routing Loop Avoidance IPX/SPX Routing
- Distance Vector and Link State Routing Routing

CT-202: Linux Networking 7.5 Quarter Credit Hours

Students will understand the operation of Linux and the installation/configuration of Linux within an Enterprise Environment.

- History BASH Shell Scripting
- Partitioning/File Systems BIND Configuration
- User Administration NFS Services
- Command Line Functions Remote Administration
- Text Editing Microsoft Emulation
- Initialization/Configuration Linux Networking
- X-Windows Kernel Compiling
- TCP/IP Addressing/Configuration Hardware Compatibility
- Apache Web Server Configuration Distribution Variations
- Samba Configuration Package Management
- PERL Fundamentals Process Management
- Linux+ / LPI Preparation

CT-203: Network Security 7.5 Quarter Credit Hours

This course is designed to address network security issues in the enterprise. Students will learn the basics of fire walling and intrusion detection through intensive case studies and hands on lab involving real world attack scenarios.

- Firewalls – Traditional, Stateful, Proxy TCP/IP Vulnerabilities
- Intrusion Detection/Prevention Port Scanners, Firewall Scanners, Sniffers
- Detect and prevent IP spoofing, covert channels Securing Windows 2000
- Protecting against DOS attacks
- SSL / PGP / SMIME IPsec

DA-130: Introduction to Dental Materials 1 Quarter Credit Hours

This course provides students with introductory knowledge of basic materials used in dentistry, their composition, preparation and manipulation. Students will gain a basic understanding of properly mixing materials, their consistency and powder/liquid ratios. Students will practice on humans as well as typodonts.
DA-131: Dental Anatomy 2.5 Quarter Credit Hours
This course is designed to provide students with knowledge of basic head and neck anatomy. Material will be relevant to the present needs of the dental professional and to build dental vocabulary.

DA-132: Introduction to Chairside & Dental Assisting 2.5 Quarter Credit Hours
This course introduces the student to the career of dental assisting including ethics and jurisprudence and dental charting. This course is also designed to instruct students in the basic skills necessary to properly function as a chairside dental assistant. Students will gain a basic understanding of identification and utilization of dental equipment and instruments, infection control in the dental office, oral evacuation techniques, and instrument transfer, dental charting, and assisting for basic operative. Students will also be trained in CPR.

DA-133: Dental Terminology 1 Quarter Credit Hours
This course provides students with a basic understanding of dental terminology by familiarizing them with common roots, prefixes, suffixes.

DA-134: Basic Microbiology and Pharmacology 2.5 Quarter Credit Hours
This course provides students with a basic understanding and awareness of microorganisms and how microbiology relates to allied health care. Students will gain practical experience identifying various cell slides viewed through a microscope. Students will also learn basic mathematical skills including fractions, decimals, ratios, proportions and use of the metric system and metric conversions as they relate to pharmacology. The student will also learn about drug regulations, drug classes, schedules and categories, methods of drug administration and drug actions on the body. The medication order and medication administration essentials will be discussed.

DA-135: Anatomy and Physiology 2.5 Quarter Credit Hours
This course is designed to introduce the student to the structures and functions of the human body. Dental charting is also done in this course.

DA-136: Introduction to Radiology 5.5 Quarter Credit Hours
This course is designed to help students understand fundamental principles of dental radiography including the theory of x-ray production, controlling factors, radiation and infection control, radiographic dental films, and basic techniques of dental radiographic exposure. Prerequisite(s): DA 130-135

DA-137: Dental Specialties 2.5 Quarter Credit Hours
This course is designed to introduce students to the specialized areas of dentistry. It will explain why some of the areas of specialties are completed in the everyday general office practice, while others require the expertise of a dentist who has specialized in a specific area. Prerequisite(s): DA 130-135

DA-138: Preventive Dentistry 2.5 Quarter Credit Hours
This course is designed to develop proficiency in chairside assisting techniques in the specialty of preventive dentistry. Students will be able to recognize the different types of brushes and techniques on brushing and gain patient instructions after treatment as well as learning the stages of plaque/calculus. Prerequisite(s): DA 130-135

DA-139: Oral Pathology 1 Quarter Credit Hours
This course is designed to provide students with knowledge to recognize and understand disease processes with emphasis on disease and conditions of the oral tissue. Prerequisite(s): DA 130-135

DA-140: Pharmacology II 1 Quarter Credit Hours
This course is designed to give students an understanding of the different drug classifications and will assist students in understanding basic pharmacology and actions of medications. Students will study therapeutic medications used in healthcare and information relating to therapeutic medications a patient may be using. Students are also informed of different anesthetics and sterilization processes that are used in the allied health office. Prerequisite(s): DA 130-135

DA-141: Dental Emergencies 1 Quarter Credit Hours
This course is designed to assist students in being aware of and recognizing potential emergency situations that can arise in the dental office. Students will become familiar with their role in an emergency as a dental assistant and the role of other office personnel during any type of a dental emergency. CPR is taught in this course. Prerequisite(s): DA 130-135

DA-142: Chairside Techniques 2.5 Quarter Credit Hours
Students will gain a working knowledge of instrument identification, utilization of dental equipment and instruments, infection control in the dental office, oral evacuation techniques, instrument transfer, & dental charting. Prerequisite(s): DA 130-135

DA-143: Introduction to Computers & Office Management 2.5 Quarter Credit Hours
This course is designed to help students learn basic functions of the computer and gain an introductory understanding of Microsoft Word, Excel, Outlook, and PowerPoint. This course will also provide students with information to understand and perform procedures that pertain to working in a dental office. It prepares students for administrative tasks such as inputting patient information, scheduling appointments, and basic billing through simulated situations. Students will also become familiar with producing various reports and handling insurance claims. Prerequisite(s): DA 130-142

DA-145: General & Specialty Procedures 5.5 Quarter Credit Hours
This course is designed to provide students with a working knowledge of chairside assisting as it pertains to amalgam, composite, and crown preparation procedures. This course will also provide the student with chairside skills for specialty assisting procedures that are performed in a general dental office. Prerequisite(s): DA 130-142

DA-146: Dental Materials 4.5 Quarter Credit Hours
This course provides students with the knowledge of materials used in dentistry, their composition, preparation and manipulation. Emphasis in this course is placed on properly mixing materials, their consistency and powder/liquid ratios. Students will practice using/applying various materials on hypodentures and humans. Prerequisite(s): DA 130-142

DA-147: Radiology 5 Quarter Credit Hours
This course presents the fundamental principles of radiography including a review of the theory of x-ray production, controlling factors, radiation infection control, radiographic dental films, and basic techniques of dental radiographic exposure on humans. Students will also obtain practice on taking bitewings (BWX), full mouth series (FMX) and panoramic x-rays. Students will practice on DXXTR. Prerequisite(s): DA 130-142

DA-148: Dental Externship 11 Quarter Credit Hours
Week 1, the student will be in a classroom setting completing laboratory check-off procedures in preparation for externship. Weeks 2 through 9, the student will complete an 8-week (224-hour, four-day week, 7 hours per day) externship. Week 10, the student returns to a classroom setting for final review, preparation and final exam. Basic Skills Testing (Week 31) Externship (Week 32-39) Finals (Week 40) Prerequisite(s): DA 130-147

DM-105: Diesel Mechanic Basics I 4.5 Quarter Credit Hours
This course will begin with shop safety rules and procedures. Students will become familiar with hand tools, power tools, and fasteners along with how to properly use them. They will also be introduced to servicing heavy duty trucks and preventative maintenance programs for heavy duty trucks. Some of the topics that will be covered include:
- Importance of Safety Glasses
- DOT annual inspection
- Certifications
- Truck components
- Shop management
- Trailer maintenance

DM-106: Diesel Mechanic Basics II 4.5 Quarter Credit Hours
Students will gain necessary knowledge of tires and wheels, vehicle electricity, information seeking as it relates to vehicles, will become familiar with trucks and trailers. Topics include:
- Tire and wheel safety
- Battery maintenance & testing
- Tire removal, breakdown and remounting
- Charging and starting system
- Wire repair
- Writing repair orders
- SAE software
- Hooking & unhooking trailers

DM-107: Electrical and Electronic Systems for Medium to Heavy Duty Trucks I 4.5 Quarter Credit Hours
This course is designed to provide students electricity fundamentals and handling electricity safely. Students will also gain an understanding of electrical laws and theories and electrical components. Some of the topics that will be covered include:
- Ohm’s Law
- Electrical components
- Conventional and Electron theories
- Starting Systems
- Charging Systems/ Alternator operation
- Cranking systems
DM-108: Electrical and Electronic Systems for Medium to Heavy Duty Trucks II 4.5 Quarter Credit Hours

In this course students will gain an understanding of tractor lighting, trailer lighting, instrumentation and warning systems, cab accessories, computer controls, along with multiplexing and hybrid drives. Topics covered include:
- Writing & Wiring Schematics
- Electrical Circuits
- Sensors
- ECM
- Multiplexing edu’s
- Hybrid drive

DM-205: Diesel Engines and Fuel Systems I 4.5 Quarter Credit Hours

Upon completion of this course, students will understand basic diesel function; determine kilowatt, horsepower and torque, gear trains, housings and types of blocks. Types of pistons, rods, bearings and forces will also be covered in this course. The following topics will be covered:
- Clutch components
- Hydraulic components, operation and dynamics
- Hydraulic brake operation and maintenance
- Brake shoes & drums
- Air Brake valves and components
- Disassemble and reassemble power divider
- Drive axle disassembly and assembly
- Cubic inches and liters conversions
- Gear trains
- Drives and parasitic loads
- Engine timing
- Housings of the engine and their function
- Types of engine blocks
- Servicing and Maintenance

DM-206: Diesel Engines and Fuel Systems II 4.5 Quarter Credit Hours

Upon completion of this course, students will understand engine breathing, strokes and types of retarders of a diesel engine, cooling systems and the types, lubrication systems. Student will also learn importance of organization, keeping things in order, inspecting and working clean. Topics covered include:
- Engine cycles and strokes
- Types of retarders
- Types of turbochargers and their function
- Lubrication systems
- Types of cooling systems and their functions
- Removal and cleaning an engine from a truck

DM-207: Diesel Engines and Fuel Systems III 4.5 Quarter Credit Hours

Students will become familiar with engine parts, troubleshooting, and engine maintenance as well as different types of fuel systems. Students will get hands on experience working on engines under the supervision of instructors. Topics covered include:
- Fuel filtration, pumps, and types of systems
- Failure Analysis
- Computerized Diagnostics
- SAE Codes
- Emission stages, regeneration, troubleshooting
- Exhaust systems

DM-208: Drivelines & Brakes for Medium to Heavy Duty Trucks I 4.5 Quarter Credit Hours

This course is designed to provide both hands on and theory based application of brakes, drums, types, parking and service chambers, S cam and components and brake adjustment. Students will also gain an understanding of ABS/EBS systems and troubleshooting. The following topics will be covered:
- Brakes shoes & drums
- Slack adjusters
- Principles of ABS and parts
- Stability control
- Bendix wingman systems
- Troubleshooting software

DM-209: Drivelines & Brakes for Medium to Heavy Duty Trucks II 4 Quarter Credit Hours

This course is designed to provide both hands on and theory based application of brakes, drums, types, parking and service chambers, S cam and components and brake adjustment. Students will also gain an understanding of ABS/EBS systems and troubleshooting. The following topics will be covered:
- Air bags, seat airbags and suspension air bags removal
- Fifth wheel types and inspection
- Fifth wheel disassembly & reassembly
- Torcch, plasma cutter and MIG welder safety, set up and use

DM-210: Drivelines & Brakes for Medium to Heavy Duty Trucks III 4.5 Quarter Credit Hours

Upon completion of this course, students will gain an understanding of hydraulic brake fundamentals, components, operation, maintenance and diagnostics. Students will also learn about types of clutches, operation, adjustment and principles. Topics include:
- Hydraulic brake operation and maintenance
- Hydraulic components, operation and dynamics
- Clutch components
- Clutch types and operation
- Clutch Adjustment

DM-211: Drivelines for Medium to Heavy Duty Trucks I 4.5 Quarter Credit Hours

This course is designed to provide both hands-on and theory-based applications of propeller shafts and components and truck axles. Students will also gain an understanding of the effect tires have on the performance of a vehicle with truck tire composition. The following topics will be covered:
- Drive shaft assembly removal & replacement
- U Joint removal & replacement
- Tire fabrication, axle components, and understanding gear ratio.

DM-212: Drivelines for Medium to Heavy Duty Trucks II 4 Quarter Credit Hours

This course is designed to provide both hands on and theory based applications of clutches, gear systems including manual transmissions. Students will gain an understanding of the parts of a gearbox and transmission. The following topics will be covered:
- Transmission removal, disassembly & reassembly
- Clutch removal and reinstallation
- Power flow, gear ratios and patterns

DM-213: Drivelines for Medium to Heavy Duty Trucks III 4 Quarter Credit Hours

This course is designed to provide both hands on and theory based applications of torque converters and gear systems including automatic transmissions. The following topics will be covered:
- Hydraulics, power flow and shifting
- Automatic transmission disassembly & reassembly
- Diagnostics Certification SAE Codes

DM-214: Steering and Suspension I 4.5 Quarter Credit Hours

This course is designed to provide both hands on and theory based applications of the components of the steering and suspension system, diagnostics of a steering and suspension system and tire wear patterns. Topics include:
- Steering and suspension components
- Wheel alignment procedures
- Suspension diagnosis
- Springs, hangers, tie rods and ball joints removal

DM-215: Steering and Suspension II 4.5 Quarter Credit Hours

This course is designed to provide both hands on and theory based applications of suspension repair, fifth wheels and coupling systems, and setting up and using a torch, plasma cutter and MIG welder. The following topics will be covered:
- Air bag troubleshooting
- Automatic suspension repair
- In this course, students will gain an understanding of A/C fundamentals and A/C troubleshooting. The following topics will be covered:
- Finding the location of A/C components on the truck, charging and troubleshooting A/C systems, and preparation for ASE certification for recovery.

DM-216: Heating and Air Conditioning for Heavy Duty Trucks 4 Quarter Credit Hours

In this course, students will gain an understanding of A/C fundamentals and A/C troubleshooting. The following topics will be covered:
- Finding the location of A/C components on the truck, charging and troubleshooting A/C systems, and preparation for ASE certification for recovery.

DM-EXT-100: Externship 8 Quarter Credit Hours

A practical career development course, which provides the student an opportunity to demonstrate the knowledge, aptitude, and skill proficiency obtained in the classroom and laboratory while gaining real world experience in the student’s chosen career field. This course is not intended to be a job trial situation, but provides the student with additional theory, skills and experiences prior to graduation. This is the final required course for completion of the program. Externship for eligible candidates consists of ten weeks and a minimum of 240 clock hours. The candidate must report to an externship location that is related to the field of study for a minimum average of 24 hours per week over the course of the 10 weeks to achieve the 240 clock hour requirement. One day per week students will return to school for general education course work. During the final week, the student is required to return to the college to complete employment information, if applicable, and work with Career Services for job search assistance. All students are required to complete a weekly discussion of his/her didactic and externship experiences. The student will be evaluated by the site and the instructor of the externship course during the course. Specific requirements for the externship as well as the pre- and post-externship information will be provided by the externship instructor. The externship site and student will agree on the hours the student will be at the location. These hours may occur on Saturdays, Sundays, or evenings.
EM-113: Residential I 12 Quarter Credit Hours

This course includes safety rules and regulations for electricians; provides an introduction to conduit bending and installation; covers the hardware and systems used by an electrician to mount and support boxes, receptacles and other electrical components; and offer a general introduction to the electrical concepts used in Ohm’s law applied to DC series circuits. Topics include:

- Electrical Safety-Fasteners and Anchors
- Hand Bending
- Electrical Theory I

EM-114: Residential II 12 Quarter Credit Hours

This course introduces series, parallel, and series-parallel circuits; focuses on proper selection, inspection, use and maintenance of common electrical test equipment; provides a navigational road map for using the NEC®; and introduces the types and applications of raceways, wireways, and ducts. It focuses on the types and applications of conductors and proper wiring techniques; introduces electrical prints, drawings, and symbols; and details the electrical devices and wiring techniques common to residential construction and maintenance. Topics include:

- Electrical Theory II
- National Electrical Code
- Conductor
- Wiring Devices/Residential Wiring

EM-115: Commercial I 12 Quarter Credit Hours

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

- Alternating Current
- Grounding
- Conduit Bending
- Installation of Electric Services
- Isolation of Conductors

EM-116: Industrial I 12 Quarter Credit Hours

This course covers the electrical devices and wiring techniques common to industrial construction and maintenance; discusses AC and DC motors including the main parts, circuits, and connections; describes methods of terminating and splicing conductors of all types; and gives basic descriptions of various types of contactors and relays. It stresses the use of a variety of over current protection devices; covers single and multi-motor calculations to enable the three to size conductors; covers proper maintenance of motors in use and in storage; and provides information on selecting, sizing, and installing motor controllers. Course topics include:

- Commercial and Industrial Wiring
- Conductor Terminations and Splices
- Overcurrent Protection
- Motor Maintenance, Part One

EM-117: Commercial II 12 Quarter Credit Hours

This course introduces the principles of human vision and the characteristics of light; identifies the industry standards for electrical work, including the topics of branch circuits, rating and derating; covers the types of conductors used in wiring systems, including insulation, current-carrying capacity, and temperature ratings; and identifies the number of conductors allowed in raceways, boxes, and fittings. It explains distribution equipment, including grounding, switchboard and ground fault maintenance; discusses transformer types; covers specific types of incandescent, fluorescent, and HID lamps; includes basic calculation procedures for commercial applications; identifies various lighting installations, applications, and wiring systems; and covers fire alarm control units, and Digital Alarm Communicator Systems (DACS). Course topics include:

- Raceway, Box, and Fitting Fill Rigs
- Conductor Selection and Calculations
- Branch Circuits – Load Calculations
- Distribution Equipment
- Conductor Selection and Calculations
- Practical Applications of Lighting
- Load Calculations – Feeders and Services

EM-118: Industrial II 12 Quarter Credit Hours

In this course, all classes of hazardous location are covered and NEC® installation requirements for electric generators and storage batteries are explained. The student learns the function and operation of basic electronic devices; the various types of transformers and their applications; and studies applications and operating principles of solid-state controls. The course covers various heat tracing systems along with their applications; describes motor cleaning, testing, and preventative maintenance; and offers an overview of the NEC® and cable manufacturers’ requirements for high voltage terminations and splices. Topics include:

- Hazardous Locations
- Standby and Emergency Systems
- Basic Electronic Theory
- Specialty Transformers
- Advanced Motor Controls
- Heat Tracing and Freeze Protection
- Motor Maintenance, Part Two
- High-Voltage Terminations/Splices

EM-201: Allen-Bradley Programmable Logic Controllers 12 Quarter Credit Hours

Students will participate in an introduction to computers and Sensors systems. Students will learn theory and operation of Allen-Bradley programmable logic controllers. They will develop and actually simulate programs for various applications.

- Allen-Bradley Software Introduction
- Comparative Instructions
- Data Handling Instructions
- Introduction to Computers/Timers/Computer Applications

EM-202: GE/Fanuc Programmable Logic Controllers 7.5 Quarter Credit Hours

Students will participate in an introduction to computers. Students will learn the theory and operation of GE/Fanuc programmable logic controllers. They will develop and actually simulate programs for various applications.

- GE/Fanuc Software Introduction
- GE/Fanuc Hardware
- GE/Fanuc Software Introduction

EM-203: Introduction to Pneumatics 7.5 Quarter Credit Hours

Students will learn theory and hands-on operations of Pneumatic systems. They will develop and actually simulate programs for various pneumatic applications.

- Types of Control Systems
- Industrial Controls and Applications
- Building Controls and Applications

GE-101: English Composition I 4.5 Quarter Credit Hours

This course helps students develop written communication skills. The course materials place an emphasis on the principles of communication which includes understanding the writing process and analysis of readings, as can be applied personally and professionally. This is an intensive review of the English language and its use in college-level writing, including written discourse, sentence structure, paragraph development, essay organization, all in concert with critical thinking.

GE-105: Introduction to Psychology 4.5 Quarter Credit Hours

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

GE-115: Microeconomic Principles 4.5 Quarter Credit Hours

This course is designed to introduce basic concepts and issues in microeconomics with an emphasis on analyzing and applying economic principles to real-world problems. It enables students to apply economics to their daily lives. 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 experiences. It 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, analytical reading, and, when necessary, a re-view of the principles of grammar.

GE-124: Technical Mathematics 2 Quarter Credit Hours

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

GE-126: Computer Concepts 2 Quarter Credit Hours

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

GE-205: College Algebra 4.5 Quarter Credit Hours

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

GR-104: Green Awareness 3 Quarter Credit Hours

Designed for technicians, multi-craft trade personnel, building managers, or anyone interested in understanding the fundamentals of energy conservation and management. Attendees will learn to define new “green” energy terminology and understand the role of green awareness in reducing a personal and commercial carbon footprint, identify decisions and actions that impact the environment, and describe the life cycle phases of a building and the impacts on the green environment over its life cycle. Participants will also learn to conduct appropriate energy audits, energy consumption and 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-113: Basic Electricity for HVAC/R 12 Quarter Credit Hours

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

HV-114: Basic Refrigeration for HVAC/R 12 Quarter Credit Hours

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

HV-115: Residential Air Conditioning 12 Quarter Credit Hours

Explaining the factors that affect the heating and cooling loads of a building, this course describes the process by which the heating and cooling loads are calculated; explains air properties, related gas laws, and psychrometric principles and charts; and introduces the trainee to various heat recovery/reclaim devices and energy reduction apparatuses. It explains how to analyze circuit diagrams for electronic and microprocessor-based controls and covers the operation, testing, and adjustment of conventional and electronic thermostats, as well as the operation of control systems, electrical, electronic; and pneumatics used to control HVAC systems. It describes the purpose of planned maintenance and outlines the procedures for servicing gas and oil furnaces, electric heating equipment, cooling equipment, and heat pumps.

HV-116: Residential Heating 12 Quarter Credit Hours

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

HV-118: Commercial Refrigeration 12 Quarter Credit Hours

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

HV-119: Commercial Air Conditioning 9 Quarter Credit Hours

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

HVC-201: Air Flow Principles 7.5 Quarter Credit Hours

The student will understand advanced air flow properties, duct design, materials used in duct systems and indoor air quality.

- Duct Materials and Insulation: Sizing Duct Systems
- Perimeter Duct Systems: Extended Plenum Systems
- Related Illnesses: Recycling Plenum Systems
- Air Exchangers: Fiberglass Duct Board Systems
- Filtration Systems: Flexible Duct Systems
- Ultraviolet Systems: Zoned Duct Systems
- Variable Speed Furnaces and A/C: Blue Print Reading
- O & M Manuals and Specification Books: VAV Systems
- Testing and Balancing Duct Systems: Indoor Air Quality-Sick Building Syndrome and Building Plenum System
**HVC-204: Pneumatic and DDC Control Systems** 7.5 Quarter Credit Hours

- **Prerequisite:** HVAC Diploma. Students will learn theory and hands-on operations of Computer Basics, Microsoft Windows XP, Sensors: Automatic controls concepts and terms, basics of DDC controls, Communications and Pneumatic systems. They will develop and actually simulate programs for various pneumatic and DDC applications.
  - **Types of Control Systems**
  - **Automation Control Terms & Applications**
  - **Air Supply Systems**
  - **Pneumatic Air Logic**
  - **DDC Engineering Software Introduction**
  - **Installation and Maintenance Concepts**
  - **Building Applications**
  - **System Troubleshooting**

**HVC-205: Allen Bradley Automation** 7.5 Quarter Credit Hours

- **Prerequisite:** HVAC Diploma. Students will participate in an introduction to Sensors systems. Students will learn theory and operation of Allen-Bradley programmable logic controls. They will develop and actually simulate programs for various applications.
  - **Allen Bradley Software Introduction**
  - **Hardware Configurations**
  - **Comparative Instructions**
  - **Timers**
  - **Microsoft Office Applications**
  - **Communications**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>LS-100</td>
<td>Learning Strategies</td>
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<tr>
<td>PA-101</td>
<td>Medical Language</td>
<td>12</td>
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<tr>
<td>PA-102</td>
<td>Medical Office Basics</td>
<td>12</td>
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<tr>
<td>PA-103</td>
<td>Ethics and Billing</td>
<td>12</td>
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<tr>
<td>PA-104</td>
<td>Pharmaceutical Office Management</td>
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<tr>
<td>PA-105</td>
<td>Pharmaceutical Career Planning</td>
<td>12</td>
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<tr>
<td>PA-106</td>
<td>Advanced Computers</td>
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<tr>
<td>PA-201</td>
<td>Pharmaceutical Procedures</td>
<td>7.5</td>
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<tr>
<td>PA-202</td>
<td>General Patient Education</td>
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<tr>
<td>PA-203</td>
<td>Externship</td>
<td>7.5</td>
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</tbody>
</table>

**MKT-102: Intro to Marketing** 4.5 Quarter Credit Hours

This business course provides an introduction to marketing principles and practices. It covers the marketing process of taking a product from concept to consumer.

**PA-101: Medical Language** 12 Quarter Credit Hours

This course will familiarize the student with medical terminology, anatomy and physiology. The student will learn medical terms and meaning, along with body parts, systems and functions. This course will also instruct the student in the basics of keyboarding for performance in the pharmacy field.

**PA-102: Medical Office Basics** 12 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. This course will also introduce the student to computer usage and basic computer knowledge.

**PA-103: Ethics and Billing** 12 Quarter Credit Hours

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

**PA-104: Pharmaceutical Office Management** 12 Quarter Credit Hours

This course will enhance the student’s computer abilities focusing on the pharmaceutical software. This course will include instruction on the difference between Retail and Clinical pharmacies, and what it would take to run the office side of the pharmacy.

**PA-105: Pharmaceutical Career Planning** 12 Quarter Credit Hours

This course will introduce the students to the pharmaceutical environment and state and federal regulations. The students will learn teamwork, professionalism, grooming, as well as, choosing an area of interest within the pharmaceutical field. This course includes a section on diabetes and blood pressure management and equipment. This course will also instruct the student in the uses of basic grammar, with emphasis on punctuation, spelling, capitalization, and correct usage of nouns, verbs, etc.

**PA-106: Advanced Computers** 12 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 applications, which include Word, Excel, Access, and PowerPoint. The student will be exposed to multiple projects in each application with some projects related specifically to the medical field.

**PA-201: Pharmaceutical Procedures** 7.5 Quarter Credit Hours

This course will teach the student the proper procedures for handling and mixing medications, labeling medications, tracking of narcotics and will provide an overview of continuing education requirements.

**PA-202: General Patient Education** 7.5 Quarter Credit Hours

This course is designed to teach the student how to approach patient needs both medically and medicinally; it will also provide instruction on dealing with different types of patients and their individual needs, and how to deal effectively with different personalities and health conditions; instruction in preparing for job interviews will also be taught.

**PA-203: Externship** 7.5 Quarter Credit Hours

The externship is designed to provide real world work experience to the student before graduation. This opportunity provides the student with a chance to test their knowledge and ability in their chosen field and apply what has been learned in the classroom to real life situations. The student must make application to be accepted into the externship phase and demonstrate that satisfactory progress levels of academics and attendance have been achieved prior to being admitted to the externship. Only a director can waive a requirement.

Externships are unpaid, supervised and graded by a registered pharmacist. The results become part of the final graduation requirements for this program. The student must demonstrate a minimum of 225 hours worked on the job and must achieve the required targets of achievement as outlined in the externship materials and provide all required, signed documents to conclude the externship successfully. Throughout the phase, the student must meet with the instructor on a weekly basis and is responsible to set that schedule with the instructor. The student will work approximately 32 to 40 hours in 4 - 5 days per week which will simulate a regular work week.

The first three weeks of this phase is spent on-campus in the classroom in lecture and lab settings doing prescription interpretation; simulated counting tray methodologies; and Intravenous (IV) preparation and practice; and discussion of the requirements, expectations and participation required in the externship. Students will also attend the required Applied General Education course for the phase.

The time spent in the classroom will also include assisting the student with the completion of the State Registry process which is governed by the State Board of Pharmacy, and is a requirement for employment in the State of Missouri. Additionally, the student will be assisted in completing the initial application to take the National Certified Pharmacy Technician Exam and the application will be filed on behalf of the student with the national board. The student will then be able to take the exam at his/her earliest possible convenience after the successful completion of the externship program.

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**Note:** All courses require a minimum of 12 quarter credit hours to complete the program.
### PFT-101: Anatomy & Physiology I
3.5 Quarter Credit Hours

This course is designed to provide the student with an overall understanding of the human body as it relates to personal fitness training. Students will learn the anatomical terminology, and all functions of the body at the cellular level including tissues, nerves, and sensory organs. The focus will be on these systems and how they relate to the functions of the body.

### PFT-102: Anatomy & Physiology II
3.5 Quarter Credit Hours

This course is designed to provide the student with an understanding of the reproductive, cardiovascular, lymphatic, respiratory, digestive, and urinary systems. Students will be introduced to the pathologies and intra-relationships of these systems.

### PFT-103: Anatomy & Physiology III
3.5 Quarter Credit Hours

This course is designed to provide the student with an understanding of the functional anatomy of the musculoskeletal system. Students will utilize the OPT model. Students will learn the essential functional anatomy of the body and develop knowledge of the general musculoskeletal system and the ability to recognize and apply the anatomical terminology in order to promote physical fitness.

### PFT-104: Personal Wellness
1.5 Quarter Credit Hours

Students will be introduced to the basics of wellness related to self-care. This course serves as an introduction to personal fitness training. Students will learn how to manage stress levels and develop thought patterns and tools for successful career development. Students will be introduced to the importance of proper nutrition, exercise, and self-care. The course will also cover current trends in alternative fuel systems. Students will learn terminology, repair and maintenance procedures, and troubleshooting techniques related to 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.

### PFT-105: Fundamental Nutrition
1.5 Quarter Credit Hours

Students will be introduced to the basics of nutrition and the essential nutrients. This course is also designed to relate diet and exercise as a healthy combination. Students will be introduced to proper nutrition, USRDA recommendations, and chemical properties of the essential and non-essential nutrients and vitamins.

### PFT-106: Contemporary Nutrition
1.5 Quarter Credit Hours

Students will be introduced to the contemporary issues of nutrition in the world. This course is designed to develop the proper perspectives on weight management, energy management, and nutritional supplements. The curriculum also explores relevant issues such as eating disorders, malnutrition, sports nutrition, obesity, and fat and crash diets.

### PFT-107: Exercise Psychology
5.5 Quarter Credit Hours

Students will be introduced to theory related to personal and professional leadership. The focus will be on motivational and situational techniques involving client relationships. Students will study holistic, integrated, and principle-centered approaches to organizing and motivating individuals to be physically active related to personal health and quality of life goals. Students will also study the effects of planned stress (exercise) and recovery (rest and sleep) related to an individual’s mental health and quality of life.

### PFT-108: Exercise Physiology
5 Quarter Credit Hours

This course will provide students with vital information related to fundamental physiological processes within the body that occur during exercise. The focus will include the study of respiratory, circulatory, nervous and metabolic adjustments to physical exercise.

### PFT-109: Kinesiology
5.5 Quarter Credit Hours

This course will focus upon the mechanical principles that underlie human movement. The students will examine upper and lower extremities, the spinal column, pelvis and thorax. Students will explore the musculoskeletal system as a machine capable of generating and transmitting forces. Students will perform quantitative and qualitative analyses of human movement. Design exercises programs to improve selected performance.

### PFT-110: Fitness Assessment & Exercise Prescription I
5 Quarter Credit Hours

This course provides a well-balanced and functional approach to the field assessment and application of physical fitness, addressing five components of total fitness which include stability, strength, and power as it relates to the OPT model. Students will develop programs ranging from a client base which would include the novice or deconditioned client to the competitive, elite athlete while working with clients in the Fitness Center.

### PFT-111: Fitness Assessment & Exercise Prescription II
5 Quarter Credit Hours

Students will examine the skills in working with special population clients that fit outside of the general practice of personal training. These areas will include athletes, obese, adolescents, elderly, and chronic disease clients. Exercise prescription and modified program design will be the focus of this class during time spent working with clients in the Fitness Center.

### PFT-112: Business Management
5 Quarter Credit Hours

Students will be introduced to the fundamental skills and theories relating to operating or owning a personal fitness business. Students will study basic business principles as applied to career planning and development. The focus will include business organization, office productivity, software, marketing techniques, business plan development, licensing and continuing education. Training will include CPR certification and AED certification seminars.

### PFT-113: Personal Trainer Practicum
5 Quarter Credit Hours

This course is designed to provide students with supervised, hands-on experience in relation to working in the fitness training profession. Students will learn to observe and assist clients seeking personal training services. The student will perform 150 hours of services as a Personal Trainer to complete the course. Exposure to management, sales, customer relations, program development, activity design and implementation and daily operations of fitness centers will be emphasized. Prerequisite(s): PFT 101, PFT 102, PFT 103, PFT 104, PFT 105, PFT 106, PFT 107, PFT 108, PFT 109, PFT 110, PFT 111, PFT 112.

### PFT-120: Trainer Practicum
1 Quarter Credit Hours

This course is designed to provide the student with a hands-on experience by placing students in a working gym to assist clients with one-on-one training. The Trainer Practicum course is 20 hours in length. The course is supervised by a licensed trainer and offered in a facility housing industry standard equipment found in most commercial gyms.

### PST-111: Business Management
1 Quarter Credit Hours

This course is designed to provide the student with a hands-on experience by placing students in a working gym to assist clients with one-on-one training. The Trainer Practicum course is 20 hours in length. The course is supervised by a licensed trainer and offered in a facility housing industry standard equipment found in most commercial gyms.

### 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/dismantle, 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 components, 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 the various braking systems including air and hydraulic brakes. Students will learn terminology, how to identify the components of braking systems, troubleshooting, disassembly, reassembly 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.
This course covers maintenance, troubleshooting, and repair of transmissions commonly found in motorcycles, all-terrain vehicles, powersports equipment, lawn and garden equipment, and small machinery. The course will prepare students to identify the components of the transmission, perform repairs and preventative maintenance, and troubleshoot common issues related to transmissions. This course consists of lecture, demonstration and supervised lab projects.

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

This course will further the student’s knowledge of motorcycles and all-terrain vehicles in the area of servicing, troubleshooting, performance enhancements, after-market parts and repair, enhanced suspensions, braking, and transmissions, as well as operation, design and construction parameters of motorcycles and all-terrain vehicles.

**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 recreations 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 variety of small to mid-size diesel engines in classroom and lab settings. As part of this course, students will service and repair small to mid-size diesel motors and diesel powered equipment.

**PST-150: Powersports and Small Engine Capstone** 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.

**WE-120: Basic Gas Metal Arc Welding (MIG)** 12 Quarter Credit Hours

Students will perform multi-pass welds using carbon steel in all positions. This course is also designed to take students through different problem solving techniques used in business as well as a personal environment.

- T-Joints
- Lap Joints
- Vee-Groove
- All Position Welding
- Carbon Steel, Aluminum
- Visual, Macro, Stress and Bend Tests
- Plasma Arc Cutting
- Applied Mathematics

**WE-122: Basic Shielded Metal Arc (STICK)** 12 Quarter Credit Hours

Students will be introduced to welding theories, safety requirements, cutting techniques and welding terminology. This course is also designed to give working adults the knowledge and skills needed to be effective employees and members in organizations.

- Safety
- Oxy-Acetylene Cutting
- Multi-pass all Position Fillet Welds
- T-Joints
- Lap Joints
- E6013 Electrodes
- Welding Symbols
- Weaves
- E6010 SP+ Electrodes
- E7018 Electrodes
- Non-Ferrous Metals
- Cover Passes
- Flux Cored Welding
- Filler Passes
- Spray Arc Welding

**WE-124: Advanced Shielded Metal Arc Welding** 12 Quarter Credit Hours

Students will perform all position welds on advanced joint designs. This course is also designed to assist students in developing specific customer service skills in their field of training.

- Open Root
- Stress Tests
- Bend Tests
- Advanced Joint Design
- Non-Ferrous Metals

**WE-125: Gas Tungsten Arc Welding (TIG)** 12 Quarter Credit Hours

Students will perform various advanced welding tasks utilizing ferrous and non-ferrous metals. This course also introduces the student to the basic principles of language constructions and their applications through written communications.

- Carbon Steel Aluminum
- Stainless Steel
- T-Joints
- Corner Beads
- Visual, Macro Inspection
- Lap Joint

**WE-126: SMAW-P, GMAW** 12 Quarter Credit Hours

Students will perform various advanced welding tasks and receive an introduction to pressure vessel welding specifications. This course is also designed to help students achieve greater personal and professional success through an increased knowledge of human behavior and employer expectations.

- Open Root
- Pressure Vessel Specifications
- Multi-Pass
- SG Pipe Welding
- 6G Pipe Welding

**WE-201: Advanced Welding Techniques & Applications** 7.5 Quarter Credit Hours

This course prepares students for possible certification through American Welding Association, American Society for Nondestructive Testing, American Petroleum Institute and American Society of Mechanical Engineer in the following areas:

- Pressure Vessel Welding
- American Welding Society Tolerances
- Advanced Math for Welders
- American Society of Mechanical Eng.
- Dissimilar Metals Tolerances
- Fit-Up and Layout
- Joint Design

**WE-202: Advanced Blueprint Reading, Layout, Cutting and Fit-up Techniques** 7.5 Quarter Credit Hours

Students will gain knowledge of complex blueprints, the concept of doing precise measuring, and fit-ups of various components. The student will also gain knowledge in the use of various metal working machines used in the work place. Use of:

- Techniques
- Plasma Cutter
- Proper Measurements
- Chop Saw
- Squaring
- Band Saw
- Leveling
- Shear
- Centering
- Punch
- Notcher

**WE-203: Welding Project Management** 7.5 Quarter Credit Hours

This course will allow the students to perform a detailed project in a team environment using advanced blueprints and techniques.

- Project Design
- Project Documentation
- Feasibility Studies
- Cost Analysis
- Advanced Fit-Up and Layout
- Quality Control
- Advanced Joint Design
- Material Analysis
## Academic Calendar

<table>
<thead>
<tr>
<th>Term Start Date</th>
<th>Term End Date</th>
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<tbody>
<tr>
<td>1/11/2016</td>
<td>3/20/2016</td>
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<td>8/8/2016</td>
<td>10/16/2016</td>
</tr>
<tr>
<td>10/10/2016</td>
<td>12/18/2016</td>
</tr>
<tr>
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<td>12/25/2016</td>
</tr>
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<td>1/2/2017</td>
<td>3/12/2017</td>
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<tr>
<td>3/13/2017</td>
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</tr>
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<td>10/8/2017</td>
</tr>
<tr>
<td>10/9/2017</td>
<td>12/17/2017</td>
</tr>
</tbody>
</table>

## Class Schedule

**Morning Classes:** Monday through Thursday, 8:00 a.m. to 12:30 p.m. & 8:00 a.m. to 2:30 p.m. (depending on program)

**Cosmetology:** Monday through Friday, 8:00 a.m. to 2:30 p.m. (30min. Break)

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

**Evening Classes:** Monday through Thursday, 6:00 p.m. to 10:30 p.m. & 4:00 p.m. to 10:30 p.m. (depending on program)

**Cosmetology:** Tuesday through Friday, 5:00 p.m. to 9:30 p.m.

Saturday, 8:00 a.m. to 12:00 p.m. & 12:30 p.m. to 3:30 p.m.

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

## Holidays

Classes are not held on the following holidays:

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

Administrative Staff

Brian Carroll, Campus President
Mike Rehak, Director of Educator
Jordan Barnhart, Director of Admissions
Myessa Robinson, Enrollment Coordinator
Miranda Chase, Enrollment Coordinator
Chelsea Jones, Enrollment Coordinator
Darrell Williams, Retention Coordinator/Registrar
Heather Alexander, Director of Financial Aid
Ruby Shook, Financial Aid Coordinator
Terry McCoy, Administrative Assistant
Dianne Hradsky, Learning Resource Center Manager

Faculty

Bernard Flucke - Automotive Technology Program Instructor
Bernard graduated from Avila University with a degree in business administration and from Longview Community College with a degree in automotive technology. Bernard has over 30 years of experience in both dealer and private repair shops and 10 years in General Motors parts departments. Previously, Bernard was an automotive instructor with Johnson County Community College. Bernard is a Cadillac Master Craftsman, is GM Master Certified, Cadillac Roadside Assistance Certified and ASE Master Certified.

Cherrie Castro - Personal Fitness Training Program Director
Cherrie graduated from the University of Arizona with a bachelor's degree. She holds the following certifications: CPT-NASM, SFS-NASM, ACE-CPT, and ACE-Group Fitness. Cherrie has over 25 years of experience in the fitness industry working with all populations as a personal trainer, group fitness instructor, director, instructor and successful business owner.

Chris Bledsoe - Diesel Mechanic Instructor
Chris spent the last 18 years working with small fleets and city governments and provided him experience on a wide array of automobiles, Vocational Trucks and tractor trailers. Chris possess his EPA609 certification.

Damon Taylor - Cosmetology Instructor
Damon completed the cosmetology and instructor training courses at Paris II Educational Center. He furthered his work experience through several chain salons before becoming an independent contractor. Prior to joining Vatterott College, Damon’s teaching experience included working for Regency Beauty Institute and Paris II Educational Center. Damon is also a proud veteran of the United States Army, having served tours in Georgia, South Carolina, Alaska, and Haiti.

Ed Speck - Applied Electrical Technology and Industrial Controls Technology Instructor
Ed has a Bachelor's of Science degree in Electrical Engineering from the University of Cincinnati. He is Allen Bradley/Rockwell Software Motion Control Certified, a certified NCCER electrical instructor, and a certified NCCER core instructor. He has worked with programmable logic controllers for over 35 years and was an original equipment manufacturer for over 35 years. He has over six years of electrical and programmable logic controls instruction at Vatterott College and is a co-owner of Liberty Tax.

Glenn Newlin – Heating, Air Conditioning and Refrigeration Technology Program Director
Glenn is a degree graduate from Vatterott College in the Heating and Air Conditioning and Refrigeration program. He is certified in residential and light commercial air balancing and diagnostics, mini split systems, NATE and I.C.E. NCCER Certified Instructor, green awareness, and manitauq ice machines.
James Byrnes - Applied Electrical Technology Instructor

James has an associate degree in applied electrical technology from Johnson County Community College. He is a certified master electrician as well as a certified NCCER electrical instructor. He is a certified industrial electrical instructor, a certified NCCER core instructor and he has an OSHA 30 certification. James has over 11 years of electrical industry experience and has been an electrical business owner for over three years. He has been an electrical instructor for Vatterott College for over three years.

Jeff Hamilton - Diesel Mechanic Instructor

Jeff worked in the agricultural industry for 12 years repairing diesel farm equipment. Afterwards, he worked for an automotive dealership with a primary focus on cars and light duty trucks. Jeff came to Vatterott College with over 27 years of experience in the diesel repair field.

Karey Brantley - Dental Assistant Program Director

Karey is a graduate of Hi-Tech Institute with a diploma in dental assisting. She was a dental assistant instructor at Anthem Career College in Kansas City, Missouri. Karey earned a Bachelor of Science degree in Criminal Justice in 2011 from Bellevue University in Bellevue, Nebraska. She is currently working on her master’s in public administration.

Marie Theus - Cosmetology Program Director and Instructor

Marie attended Dillard’s Hair and Nail School where she earned her cosmetology and educator’s License. Marie has over 14 years of experience in the cosmetology field. Her work experience includes the Dillard’s Hair and Nail School, Touch of Class Salon and as the lead instructor for Regency Beauty Institute.

Mathew McCann - Combination Welding Technology Program Director

Mat graduated from Mid-American Nazarene University with a B.A. in Management and Human Relations. He also studied Music Performance at Arizona State University. For over 8 years, Mat worked as a welder and in fabricator quality control for Beyer Crushed Box Company. He has experience in welding, repair, and fabrication for quarry equipment and heavy machinery.

Ray Childers - Computer Systems and Network Technology Program Director

Ray is a graduate of Northeast Missouri State University with a bachelor’s degree in Computer Science and a graduate of the University of South Carolina with a master’s degree in business administration. Ray is a Microsoft MCSE and has over 27 years of experience in the computer networking field.

Rodney “Corky” Goodpasture - Automotive Technology Lead Instructor

Corky began his career in an auto salvage yard and gained extensive training and knowledge as a mechanic over the past 34 years. Corky is a Chrysler Master Certified Mechanic, a General Motors Gold Certified Mechanic, a Ford Certified Mechanic, and an ASE Master Certified Mechanic.

Andrew Petrocy - Automotive Technology Instructor

Andrew started his career at an automotive dealership as an apprentice gaining knowledge and training in the automotive field. Andrew is ASE Master Certified Technician, Toyota Master Certified Technician, Hendrick Master Certified Technician, and Toyota Hybrid Certified Technician.

Shelby Newberry - Pharmacy Technician Program Director

Shelby is a certified pharmacy technician. She has worked in the pharmacy field for 20 years prior to starting her career at Vatterott College in June 2003. Shelby has worked in retail, hospitals, long-term care, mail order and specialty pharmacies throughout her career.

Sean Bridgwater - Heating, Air Conditioning & Refrigeration Technology Instructor

Sean is an HVAC/R-PLC graduate with over 20 years of experience in the field. He instructed the associate degree electronics program at Pinnacle Career Institute as well as having held the position of program director at Vatterott College. Most recently Sean has been a corporate senior instructor for BAS/FMS-Energy Management Systems for Johnson Controls and an industrial engineer/project manager for Harley Davidson.
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
- Mechanic’s Lien
- Smart Phone Programming

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>Course Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-100</td>
<td>Your Role in the Green Environment</td>
<td>Non-Accredited Course</td>
</tr>
<tr>
<td>C-101</td>
<td>Better Green Business</td>
<td>Non-Accredited Course</td>
</tr>
<tr>
<td>C-104</td>
<td>Electronic Evidence Discovery</td>
<td>Non-Accredited Course</td>
</tr>
<tr>
<td>EL-01</td>
<td>Basic Fire Alarm Installation</td>
<td>Non-Accredited Course</td>
</tr>
<tr>
<td>ML-01</td>
<td>Mechanic’s Lien</td>
<td>Non-Accredited Course</td>
</tr>
<tr>
<td>SDP-178</td>
<td>Smart Phone Programming</td>
<td>Non-Accredited Course</td>
</tr>
</tbody>
</table>

Course Description(s)

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

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

C-101: Better Green Business                   Non-Accredited Course

This course will instruct you on how to help your company prepare for environmental changes and become a more “green” operation. You will learn about proven techniques any business can use, based on IBM’s 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.

C-104: Electronic Evidence Discovery           Non-Accredited Course

This course is a combination of legal and technological training in one of the most exciting and dynamic subjects in law today. The discovery of electronically stored information is rapidly evolving. Since almost all information is now created in electronic form, paralegals and attorneys are scrambling to understand how their clients create and maintain their business records. Ranging from word documents and spreadsheets to email and text messages, vast amounts of potentially responsive electronic information is available. You do not need a technical background to take this course. However, you do need to be aware of the fact that electronic evidence plays a role in building and defending a case. The Course Length is 36 hours over 8 weeks.

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.

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.

Tuition & Fees

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Award</th>
<th>Hours</th>
<th>Tuition</th>
<th>*Books &amp; Supplies</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Your Role in the Green Environment</td>
<td>Certificate of Completion</td>
<td>15</td>
<td>$250</td>
<td>$50</td>
<td>$300</td>
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<tr>
<td>Better Green Business</td>
<td>Certificate of Completion</td>
<td>12</td>
<td>$250</td>
<td>$50</td>
<td>$300</td>
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<tr>
<td>Electronic Evidence Discovery</td>
<td>Certificate of Completion</td>
<td>36</td>
<td>$625</td>
<td>$820</td>
<td>$1,445</td>
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<tr>
<td>Basic Fire Alarm Installation</td>
<td>Certificate of Completion</td>
<td>32</td>
<td>$650</td>
<td>$0</td>
<td>$650</td>
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<tr>
<td>Mechanic’s Lien</td>
<td>Certificate of Completion</td>
<td>6</td>
<td>$150</td>
<td>$0</td>
<td>$150</td>
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<tr>
<td>Smart Phone Programming</td>
<td>Certificate of Completion</td>
<td>45</td>
<td>$420</td>
<td>$90</td>
<td>$510</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree</th>
<th>Weeks</th>
<th>Tuition</th>
<th>Reg. Fee</th>
<th>Lab/Tech Fee¹</th>
<th>Books &amp; Supplies²</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Technology</td>
<td>Diploma</td>
<td>60</td>
<td>$18,070</td>
<td>$100</td>
<td>$1,390</td>
<td>$4,880</td>
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<tr>
<td>Cosmetology Day (1500 Clock Hours)</td>
<td>Diploma</td>
<td>50</td>
<td>$17,250</td>
<td>$100</td>
<td>$1,250</td>
<td>$3,100</td>
<td>$21,700</td>
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<tr>
<td>Cosmetology Night (1500 Clock Hours)</td>
<td>Diploma</td>
<td>60</td>
<td>$17,250</td>
<td>$100</td>
<td>$1,500</td>
<td>$3,100</td>
<td>$21,950</td>
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<tr>
<td>Dental Assistant</td>
<td>Diploma</td>
<td>40</td>
<td>$15,600</td>
<td>$100</td>
<td>$1,000</td>
<td>$2,400</td>
<td>$19,100</td>
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<tr>
<td>Personal Fitness Trainer</td>
<td>Diploma</td>
<td>50</td>
<td>$17,000</td>
<td>$100</td>
<td>$1,250</td>
<td>$2,800</td>
<td>$21,150</td>
</tr>
<tr>
<td>Powersports Equipment and Small Engine Mechanic</td>
<td>Diploma</td>
<td>40</td>
<td>$13,200</td>
<td>$100</td>
<td>$1,000</td>
<td>$3,200</td>
<td>$17,500</td>
</tr>
<tr>
<td>Applied Electrical Technology</td>
<td>A.O.S.</td>
<td>90</td>
<td>$36,072</td>
<td>$100</td>
<td>$2,250</td>
<td>$3,900</td>
<td>$42,322</td>
</tr>
<tr>
<td>Business Management</td>
<td>A.O.S.</td>
<td>70</td>
<td>$25,102</td>
<td>$100</td>
<td>$1,750</td>
<td>$4,840</td>
<td>$31,792</td>
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<td>Combination Welding Technology</td>
<td>A.O.S.</td>
<td>90</td>
<td>$36,828</td>
<td>$100</td>
<td>$2,250</td>
<td>$2,800</td>
<td>$41,978</td>
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<td>*Computer Programming and Development</td>
<td>A.O.S.</td>
<td>70</td>
<td>$31,930</td>
<td>$100</td>
<td>$2,060</td>
<td>$5,800</td>
<td>$39,890</td>
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<tr>
<td>Computer Systems &amp; Network Technology</td>
<td>A.O.S.</td>
<td>90</td>
<td>$35,100</td>
<td>$100</td>
<td>$2,250</td>
<td>$3,600</td>
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<tr>
<td>Diesel Mechanic</td>
<td>A.O.S.</td>
<td>70</td>
<td>$23,790</td>
<td>$100</td>
<td>$1,830</td>
<td>$11,140</td>
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<tr>
<td>Heating, Air Conditioning &amp; Refrigeration Technology</td>
<td>A.O.S.</td>
<td>90</td>
<td>$36,288</td>
<td>$100</td>
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<td>$43,438</td>
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<tr>
<td>Industrial Control Technology</td>
<td>A.O.S.</td>
<td>90</td>
<td>$36,072</td>
<td>$100</td>
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<td>$3,700</td>
<td>$42,122</td>
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<tr>
<td>Pharmacy Technician</td>
<td>A.O.S.</td>
<td>90</td>
<td>$36,288</td>
<td>$100</td>
<td>$2,250</td>
<td>$4,500</td>
<td>$43,138</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.

*The laptop required for the Computer Programming and Development program will be issued after the program begins and Vatterott has determined that they have met the Official Basis of Admissions requirements and payment arrangements have been made. The laptop will be the property and responsibility of the student upon delivery.*
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.
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.
Addendum – Academic Information - LOA Policy
Effective: 1-2-2017

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

Leave of Absence Policy

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

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

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

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

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

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

Leave of Absence or Withdrawal Due to Military Obligations

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

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

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

Returning from a Leave of Absence

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

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

Vatterott College – Kansas City
Academic Information Addendum
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.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](http://www.notalone.gov/resources).

VII. Victim Rights & Options

Regardless of whether an individual elects to pursue a criminal complaint, or whether the offense is alleged to have occurred on or off campus, Vatterott will assist victims of sexual misconduct. If an individual is a victim of sexual assault, domestic violence, dating violence, or stalking, his or her first priority should be to locate a place of safety. He or she next should obtain any necessary medical treatment.
The College strongly advocates that subsequent to securing safety and medical care, any victim of sexual assault, domestic violence, dating violence, or stalking should report the incident immediately to the Title IX Coordinator. Time is a critical factor for evidence collection and preservation. Preserving evidence is very important, as it may be necessary to the proof of sexual assault, domestic violence, dating violence, or stalking, or in obtaining a protection order.

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

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

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

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

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

VIII. Complaint and Resolution Procedures

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

Informal Procedures

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

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

- Clearly say “no” to the individual exhibiting unwelcome behavior
- Communicate with the offender either orally or in writing providing him or her of the following:
  - 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.”

Vatterott College – Kansas City
Student Information & Services Addendum
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:
  - 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.**
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
The below information is to replace the current corresponding section of information in the Admissions Information of the catalog.

ADMISSIONS INFORMATION

Admissions Policy

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

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

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

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.
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 replace the current corresponding information in the Admission Information section of the catalog.

**Admissions Information**

**Admission for the Cosmetology Program**

Applicants enrolling in the Cosmetology 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.
Addendum - Program Offerings and Course Description
Effective: 03-2017

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

Program Offerings

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

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

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

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>CP-120</td>
<td>Microsoft Office</td>
<td>5</td>
</tr>
<tr>
<td>CP-121</td>
<td>Programming Fundamentals</td>
<td>5</td>
</tr>
<tr>
<td>CP-122</td>
<td>Web Site Design Fundamentals</td>
<td>5</td>
</tr>
<tr>
<td>CP-123</td>
<td>Introduction Programming</td>
<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-101</td>
<td>English Composition I</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

Course Descriptions

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

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

Vatterott College – Kansas City
Program Offerings and Course Description Addendum
Addendum - Program Offerings, Course Description and Appendix C
Effective: 5-2017

The following addenda is replace the following the current corresponding information of the Program Offerings, Course Description and Appendix C sections of this catalog. The Evening 60-week Cosmetology program is no longer offered.

Program Offerings (Revised)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COS-101</td>
<td>Introduction to Cosmetology</td>
<td>300</td>
</tr>
<tr>
<td>COS-102</td>
<td>Intermediate Cosmetology</td>
<td>300</td>
</tr>
<tr>
<td>COS-103</td>
<td>Advanced Cosmetology</td>
<td>300</td>
</tr>
<tr>
<td>COS-104</td>
<td>Cosmetology and Business</td>
<td>300</td>
</tr>
<tr>
<td>COS-105</td>
<td>Cosmetology State Law</td>
<td>300</td>
</tr>
</tbody>
</table>

Total Number of Clock Hours Required for Graduation: 1500

Course Descriptions (Revised)

COS-101: Introduction to Cosmetology  300 clock hours
Theory lessons include orientation, properties of the hair and scalp, infection control, hairstyling, scalp care/shampooing, and conditioning, manicuring, pedicuring, nail structure and growth, and nail diseases and disorders. Included in hands-on (practical) for this phase will be shampooing, hair setting, pin-curls, finger waves, thermal curling, comb-outs and hairstyling techniques, manicuring, hand and arm massage, treatment of nails, and pedicuring. State law requires 160 clock hours of training before a student is eligible to work on patrons.

COS-102: Intermediate Cosmetology  300 clock hours
Theory lessons for this phase include principles of hair design, haircutting, chemical texture services, and general anatomy and physiology. Included in the hands-on (practical) are basic haircuts starting with the long 0 degree all the way to a fade / buzz cut.

COS-103: Advanced Cosmetology  300 clock hours
Theory lessons for this phase include hair coloring, basics of chemistry, skin structure, growth and nutrition, and skin diseases and disorders. Included in the hands-on (practical) are basic and advanced hair color techniques, facials, facial wax, and make-up application.

COS-104: Cosmetology and Business  300 clock hours
Theory classes for this phase include the basics of electricity, braiding and braid extensions, wigs and hair additions, nail tips and wraps, monomer liquid and polymer powder nail enhancements, UV gels, and the basics of salon business. Included in the hands-on (practical) are writing resumes, performing mock interviews, designing salons, nail enhancements, and hair additions.

COS-105: Cosmetology State Law  300 clock hours
Students will study the Missouri State law book, review all training and dedicate one day a week to “mock state board “testing. Students will have learned all technical skills and work confidently and efficiently on the clinic floor.

Vatterott College – Kansas City
Program Offerings, Course Description and Appendix C Addendum
**Program Offerings (Removed)**

**Cosmetology Diploma**

Students who successfully complete this program will receive the education and training they need to prepare for the State Board Examination. Successful graduates who receive a professional cosmetology license will be able to perform any standard cosmetology service in a beauty salon.

Students will learn the technical skills and theory of hair dressing, hair cutting, permanent weaving, hair coloring, manicuring, iron curling, and business. Students will also study hair structure and hair chemistry to better understand the chemicals used in cosmetology.

Day cosmetology students will attend six hours per day Monday through Friday over a period of 50 weeks for 1500 clock hours. Evening cosmetology students will attend for 5 hours per day Monday through Thursday and Saturday for 60 weeks for 1500 clock hours. 1500 clock hours for both day and evening programs consists of 420 lecture hours and 1080 lab hours. Instruction is designed for entry every 10 weeks.

**Course Descriptions (Removed)**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COS-101N</td>
<td>Introduction to Cosmetology</td>
<td>250</td>
</tr>
<tr>
<td>COS-102N</td>
<td>Intermediate Cosmetology</td>
<td>250</td>
</tr>
<tr>
<td>COS-103N</td>
<td>Advanced Cosmetology</td>
<td>250</td>
</tr>
<tr>
<td>COS-104N</td>
<td>Cosmetology and Business</td>
<td>250</td>
</tr>
<tr>
<td>COS-105N</td>
<td>Cosmetology State Law</td>
<td>250</td>
</tr>
<tr>
<td>COS-106N</td>
<td>Cosmetology Review</td>
<td>250</td>
</tr>
</tbody>
</table>

**Total Number of Clock Hours Required for Graduation: 1500.**

Students in this phase will review the core subjects such as hair cutting, hair color, and chemical texturing.

Vatterott College – Kansas City
Program Offerings, Course Description and Appendix C Addendum
### Appendix C: Tuition & Fees (Revised)

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree</th>
<th>Weeks</th>
<th>Tuition</th>
<th>Reg. Fee</th>
<th>Lab/Tech Fee¹</th>
<th>Books &amp; Supplies</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Technology</td>
<td>Diploma</td>
<td>60</td>
<td>$18,070</td>
<td>$100</td>
<td>$1,390</td>
<td>$4,880</td>
<td>$24,440</td>
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<tr>
<td>Cosmetology Day (1500 Clock Hours)</td>
<td>Diploma</td>
<td>50</td>
<td>$17,250</td>
<td>$100</td>
<td>$1,250</td>
<td>$3,100</td>
<td>$21,700</td>
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<tr>
<td>Dental Assistant</td>
<td>Diploma</td>
<td>40</td>
<td>$15,600</td>
<td>$100</td>
<td>$1,000</td>
<td>$2,400</td>
<td>$19,100</td>
</tr>
<tr>
<td>Personal Fitness Trainer</td>
<td>Diploma</td>
<td>50</td>
<td>$17,000</td>
<td>$100</td>
<td>$1,250</td>
<td>$2,800</td>
<td>$21,150</td>
</tr>
<tr>
<td>Powersports Equipment and Small Engine Mechanic</td>
<td>Diploma</td>
<td>40</td>
<td>$13,200</td>
<td>$100</td>
<td>$1,000</td>
<td>$3,200</td>
<td>$17,500</td>
</tr>
<tr>
<td>Applied Electrical Technology</td>
<td>A.O.S.</td>
<td>90</td>
<td>$36,072</td>
<td>$100</td>
<td>$2,250</td>
<td>$3,900</td>
<td>$42,322</td>
</tr>
<tr>
<td>Business Management</td>
<td>A.O.S.</td>
<td>70</td>
<td>$25,102</td>
<td>$100</td>
<td>$1,750</td>
<td>$4,840</td>
<td>$31,792</td>
</tr>
<tr>
<td>Combination Welding Technology</td>
<td>A.O.S.</td>
<td>90</td>
<td>$36,828</td>
<td>$100</td>
<td>$2,250</td>
<td>$2,800</td>
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<tr>
<td>Computer Programming and Development</td>
<td>A.O.S.</td>
<td>70</td>
<td>$31,930</td>
<td>$100</td>
<td>$2,060</td>
<td>$5,800</td>
<td>$39,890</td>
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<tr>
<td>Computer Systems &amp; Network Technology</td>
<td>A.O.S.</td>
<td>90</td>
<td>$35,100</td>
<td>$100</td>
<td>$2,250</td>
<td>$3,600</td>
<td>$41,050</td>
</tr>
<tr>
<td>Diesel Mechanic</td>
<td>A.O.S.</td>
<td>70</td>
<td>$23,790</td>
<td>$100</td>
<td>$1,830</td>
<td>$11,140</td>
<td>$36,860</td>
</tr>
<tr>
<td>Heating, Air Conditioning &amp; Refrigeration Technology</td>
<td>A.O.S.</td>
<td>90</td>
<td>$36,288</td>
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<tr>
<td>Industrial Control Technology</td>
<td>A.O.S.</td>
<td>90</td>
<td>$36,072</td>
<td>$100</td>
<td>$2,250</td>
<td>$3,700</td>
<td>$42,122</td>
</tr>
<tr>
<td>Pharmacy Technician</td>
<td>A.O.S.</td>
<td>90</td>
<td>$36,288</td>
<td>$100</td>
<td>$2,250</td>
<td>$4,500</td>
<td>$43,138</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.
Addendum - Academic Information and Class Schedules
Effective: 5-2017

The following addenda is replace the following the current corresponding information of the Academic Information and Class Schedule sections of this catalog. The Evening 60-week Cosmetology program is no longer offered.

Program Maximum Allowable Attempted Credits
Applied Electrical Technology Associate of Occupational Studies Degree - 162 QCH
Automotive Technology Diploma - 104.25 QCH
Business Management Associate of Occupational Studies Degree - 135 QCH
Combination Welding Associate of Occupational Studies Degree - 162 QCH
Computer Programming & Development Associate of Occupational Studies Degree - 154.5 QCH
Computer Systems & Network Technology Associate of Occupational Studies Degree - 162 QCH
Cosmetology Day Diploma - 2250 Clock Hours
Dental Assistant Diploma - 84.75 QCH
Diesel Mechanic Associate of Occupational Studies Degree - 137.25 QCH
Heating, Air Conditioning, & Refrigeration Technology Associate of Occupational Studies Degree - 162 QCH
Industrial Control Technology Associate of Occupational Studies Degree - 162 QCH
Personal Fitness Trainer Diploma - 81 QCH
Pharmacy Technician Associate of Occupational Studies Degree - 162 QCH
PowerSports Equipment and Small Engine Mechanic Diploma - 90 QCH

Class Schedule

Morning Classes: Monday through Thursday, 8:00 a.m. to 12:30 p.m. & 8:00 a.m. to 2:30 p.m. (depending on program)

Cosmetology: Monday through Friday, 8:00 a.m. to 2:30 p.m. (30min. Break)

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

Evening Classes: Monday through Thursday, 6:00 p.m. to 10:30 p.m. & 4:00 p.m. to 10:30 p.m. (depending on program)

Class hours are subject to change or vary based on student needs.
Addendum - Program Offerings and Course Description
Effective: 06-2017

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

Program Offerings

Applied Electrical Technology

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 Applied Electrical 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-113</td>
<td>Residential I</td>
<td>12</td>
</tr>
<tr>
<td>EM-114</td>
<td>Residential II</td>
<td>12</td>
</tr>
<tr>
<td>EM-115</td>
<td>Commercial I</td>
<td>12</td>
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<tr>
<td>EM-116</td>
<td>Industrial I</td>
<td>12</td>
</tr>
<tr>
<td>EM-117</td>
<td>Commercial II</td>
<td>12</td>
</tr>
<tr>
<td>EM-118</td>
<td>Industrial II</td>
<td>12</td>
</tr>
<tr>
<td>EM-201</td>
<td>Allen-Bradley Programmable Logic Controllers</td>
<td>7.5</td>
</tr>
<tr>
<td>EM-202</td>
<td>GE/Fanuc Programmable Logic Controllers</td>
<td>7.5</td>
</tr>
<tr>
<td>EM-203</td>
<td>Introduction to Pneumatics</td>
<td>7.5</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>

**AGE-215: Technical Math** 4.5 Quarter Credit Hours

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

Vatterott College – Kansas City
Program Offerings and Course Description Addendum
Addendum - Program Offerings and Course Description
Effective: 06-2017

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

Program Offerings

Business Management  Associate of Occupational Studies, A.O.S.

The objective of this program is to prepare the student for entry level employment in the field of business management. Graduates of this program will have a working knowledge of fundamental business principles, financial accountability, business ethics, organizational behavior, business law, marketing, retail management, and customer service. The program consists of 70 weeks, 76.5 Quarter Credit hours of Business Management theory (including five business electives and 13.5 Quarter Credit Hours of General Education (including two general electives), totaling 90 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>ACC-102</td>
<td>Intro to Accounting</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS-110</td>
<td>Intro to Business</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS-200</td>
<td>Business Management</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS-210</td>
<td>Business Information Systems</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS-220</td>
<td>Organizational Behavior</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS-222</td>
<td>Business Law</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS-230</td>
<td>Retail Management</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS-240</td>
<td>Customer Service</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS-290</td>
<td>Business Ethics</td>
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</tr>
<tr>
<td>MKT-102</td>
<td>Intro to Marketing</td>
<td>4.5</td>
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</tbody>
</table>

Students Must Select 5 Of the Following 7 Business Electives

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS-107</td>
<td>Intro to E-Business</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS-115</td>
<td>Office Systems</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS-125</td>
<td>Motivating Employees</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS-130</td>
<td>Multi-Media</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS-215</td>
<td>Human Resource Management</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS-228</td>
<td>Small Business</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS-234</td>
<td>Advanced Office Systems</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Students Must Select 2 General Electives

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Elective</td>
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<tr>
<td>General Elective</td>
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<td>4.5</td>
</tr>
</tbody>
</table>

General Education Classes

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE-101</td>
<td>English Composition 1</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-105</td>
<td>Intro to Psychology</td>
<td>4.5</td>
</tr>
<tr>
<td>AGE-215</td>
<td>Technical Math</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation 90

Vatterott College – Kansas City
Program Offerings and Course Description Addendum
**Course Descriptions**

**AGE-215: Technical Math 4.5 Quarter Credit Hours**

This course provides an introduction to basic mathematical operations and functions as they apply to the technical workplace. The course starts with a review of numbers, their systems, forms, and operations. It then introduces basic algebraic concepts including solving systems of one and two variables, simplifying equations, and practical applications of basic technical formulas. Also included are basic geometric forms and relationships. The course’s emphasis is on providing students with a practical and useful working knowledge of these concepts for use in the rest of their program as well as on the job.
The information below is to replace the current corresponding information in the Program Offerings and Course Description section of the catalog.

**Program Offerings**

**Combination Welding Technology**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>WE-120</td>
<td>Basic Gas Metal Arc Welding (MIG)</td>
<td>12</td>
</tr>
<tr>
<td>WE-122</td>
<td>Basic Shielded Metal Arc (STICK)</td>
<td>12</td>
</tr>
<tr>
<td>WE-123</td>
<td>Advanced Gas Metal Arc &amp; FCAW Welding</td>
<td>12</td>
</tr>
<tr>
<td>WE-124</td>
<td>Advanced Shield Metal Arc Welding</td>
<td>12</td>
</tr>
<tr>
<td>WE-125</td>
<td>Gas Tungsten Arc Welding (TIG)</td>
<td>12</td>
</tr>
<tr>
<td>WE-126</td>
<td>SMAW-P, GMAW</td>
<td>12</td>
</tr>
<tr>
<td>WE-201</td>
<td>Advanced Welding Techniques &amp; Applications</td>
<td>7.5</td>
</tr>
<tr>
<td>WE-202</td>
<td>Advanced Blueprint Reading, Layout, Cutting and Fit-up Techniques</td>
<td>7.5</td>
</tr>
<tr>
<td>WE-203</td>
<td>Welding Project Management</td>
<td>7.5</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>
<tr>
<td>AGE-215</td>
<td>Technical Math</td>
<td>4.5</td>
</tr>
</tbody>
</table>

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

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**Course Descriptions**

**AGE-215: Technical Math**  
4.5 Quarter Credit Hours

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

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

Program Offerings

The objective of this 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>AGE-210</td>
<td>Business Communications</td>
<td>4.5</td>
</tr>
<tr>
<td>AGE-215</td>
<td>Technical Math</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-101</td>
<td>English Composition I</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-201</td>
<td>English Composition II</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation 103

Course Descriptions

**AGE-210 Business Communications 4.5 Quarter Credit Hours**

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

Vatterott College – Kansas City
Program Offerings and Course Description Addendum
AGE-215: Technical Math  4.5 Quarter Credit Hours
This course provides an introduction to basic mathematical operations and functions as they apply to the technical workplace. The course starts with a review of numbers, their systems, forms, and operations. It then introduces basic algebraic concepts including solving systems of one and two variables, simplifying equations, and practical applications of basic technical formulas. Also included are basic geometric forms and relationships. The course’s emphasis is on providing students with a practical and useful working knowledge of these concepts for use in the rest of their program as well as on the job.

GE-201: English Composition II  4.5 Quarter Credit Hours
In the English Composition II course student will review the writing process, learn research techniques, citation techniques, documentation formats, and critical analysis of written topics.
The information below is to replace the current corresponding information in the Program Offerings and Course Description section of the catalog.

**Program Offerings**

**Computer Systems and Network Technology**

This program is designed to meet the ever-increasing need for trained Computer Service Personnel. A graduate from this program will be able to work at an entry-level position in the Computer Electronics field upgrading, configuring, or repairing PC’s or in network installation, maintenance and support roles.

The objective of the additional phases required to receive an Associate Degree focuses on Advanced Computer Network Technologies. Emphasis is placed on Enterprise Networking foundations with exposure to multiple Network Operating Systems and multi-vendor LAN/WAN connectivity.

The total program length is 90 weeks with 94.5 quarter credit hours of theory and lab instruction in the areas described below 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>CT-101</td>
<td>DOS/Windows</td>
<td>12</td>
</tr>
<tr>
<td>CT-102</td>
<td>Computer User Support</td>
<td>12</td>
</tr>
<tr>
<td>CT-103</td>
<td>Fundamentals of Software Support</td>
<td>12</td>
</tr>
<tr>
<td>CT-104</td>
<td>PC Repair and Peripherals</td>
<td>12</td>
</tr>
<tr>
<td>CT-105</td>
<td>Advanced Operating System Configuration</td>
<td>12</td>
</tr>
<tr>
<td>CT-106</td>
<td>Local Area Networks (LAN)</td>
<td>12</td>
</tr>
<tr>
<td>CT-201</td>
<td>Cisco Routing</td>
<td>7.5</td>
</tr>
<tr>
<td>CT-202</td>
<td>Linux Networking</td>
<td>7.5</td>
</tr>
<tr>
<td>CT-203</td>
<td>Network Security</td>
<td>7.5</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>
<tr>
<td><strong>AGE-215</strong></td>
<td>Technical Math</td>
<td>4.5</td>
</tr>
</tbody>
</table>

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

**Course Descriptions**

**AGE-215: Technical Math**

This course provides an introduction to basic mathematical operations and functions as they apply to the technical workplace. The course starts with a review of numbers, their systems, forms, and operations. It then introduces basic algebraic concepts including solving systems of one and two variables, simplifying equations, and practical applications of basic technical formulas. Also included are basic geometric forms and relationships. The course’s emphasis is on providing students with a practical and useful working knowledge of these concepts for use in the rest of their program as well as on the job.
The information below is to replace the current corresponding information in the Program Offerings and Course Description section of the catalog.

Program Offerings

Diesel Mechanic

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>
</tr>
</thead>
<tbody>
<tr>
<td>DM-105</td>
<td>Diesel Mechanic Basics I</td>
<td>4.5</td>
</tr>
<tr>
<td>DM-106</td>
<td>Diesel Mechanic Basics II</td>
<td>4.5</td>
</tr>
<tr>
<td>DM-107</td>
<td>Electrical and Electronic Systems for Medium to Heavy Duty Trucks I</td>
<td>4.5</td>
</tr>
<tr>
<td>DM-108</td>
<td>Electrical and Electronic Systems for Medium to Heavy Duty Trucks II</td>
<td>4.5</td>
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<tr>
<td>DM-205</td>
<td>Diesel Engines and Fuel Systems I</td>
<td>4.5</td>
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<tr>
<td>DM-206</td>
<td>Diesel Engines and Fuel Systems II</td>
<td>4.5</td>
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<tr>
<td>DM-207</td>
<td>Diesel Engines and Fuel Systems III</td>
<td>4</td>
</tr>
<tr>
<td>DM-208</td>
<td>Drivelines &amp; Brakes for Medium to Heavy Duty Trucks I</td>
<td>4.5</td>
</tr>
<tr>
<td>DM-209</td>
<td>Drivelines &amp; Brakes for Medium to Heavy Duty Trucks II</td>
<td>4</td>
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<tr>
<td>DM-210</td>
<td>Drivelines &amp; Brakes for Medium to Heavy Duty Trucks III</td>
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<tr>
<td>DM-211</td>
<td>Drivelines for Medium to Heavy Duty Trucks I</td>
<td>4.5</td>
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<tr>
<td>DM-212</td>
<td>Drivelines for Medium to Heavy Duty Trucks II</td>
<td>4.5</td>
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<tr>
<td>DM-213</td>
<td>Drivelines for Medium to Heavy Duty Trucks III</td>
<td>4</td>
</tr>
<tr>
<td>DM-214</td>
<td>Steering and Suspension I</td>
<td>4.5</td>
</tr>
<tr>
<td>DM-215</td>
<td>Steering and Suspension II</td>
<td>4.5</td>
</tr>
<tr>
<td>DM-216</td>
<td>Heating and Air Conditioning for Heavy Duty Trucks</td>
<td>4</td>
</tr>
<tr>
<td>DM-EXT-100</td>
<td>Externship</td>
<td>8</td>
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<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>
<tr>
<td>AGE-215</td>
<td>Technical Math</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation 91.5

Course Descriptions

AGE-215: Technical Math

This course provides an introduction to basic mathematical operations and functions as they apply to the technical workplace. The course starts with a review of numbers, their systems, forms, and operations. It then introduces basic algebraic concepts including solving systems of one and two variables, simplifying equations, and practical applications of basic technical formulas. Also included are basic geometric forms and relationships. The course’s emphasis is on providing students with a practical and useful working knowledge of these concepts for use in the rest of their program as well as on the job.
The information below is to replace the current corresponding information in the Program Offerings and Course Description section of the catalog.

**Program Offerings**

**Heating, Air Conditioning and Refrigeration Technology**

This program is designed to prepare the graduate with theory and working knowledge to work in the field as an entry-level Air Conditioning, Heating and Refrigeration technician. The total program length is 90 weeks, with 94.5 quarter credit hours of theory and associated lab instruction in the areas of air conditioning, refrigeration and heating; including, an introduction to the advanced concepts of Heat Pumps, DDC Controls and Air Flow Dynamics; 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-113</td>
<td>Basic Electricity for HVAC/R</td>
<td>12</td>
</tr>
<tr>
<td>HV-114</td>
<td>Basic Refrigeration for HVAC/R</td>
<td>12</td>
</tr>
<tr>
<td>HV-115</td>
<td>Residential Air Conditioning</td>
<td>12</td>
</tr>
<tr>
<td>HV-116</td>
<td>Residential Heating</td>
<td>12</td>
</tr>
<tr>
<td>HV-118</td>
<td>Commercial Refrigeration</td>
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</tr>
<tr>
<td>HV-119</td>
<td>Commercial Air Conditioning</td>
<td>9.0</td>
</tr>
<tr>
<td>HVC-201</td>
<td>Air Flow Principles</td>
<td>7.5</td>
</tr>
<tr>
<td>HVC-204</td>
<td>Pneumatic and DDC Control Systems</td>
<td>7.5</td>
</tr>
<tr>
<td>HVC-205</td>
<td>Allen Bradley Automation</td>
<td>7.5</td>
</tr>
<tr>
<td>AGE-215</td>
<td>Technical Math</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-101</td>
<td>English Composition I</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-105</td>
<td>Introduction to Psychology</td>
<td>4.5</td>
</tr>
<tr>
<td>GR-104</td>
<td>Green Awareness</td>
<td>3.0</td>
</tr>
</tbody>
</table>

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

**Course Descriptions**

**AGE-215: Technical Math 4.5 Quarter Credit Hours**

This course provides an introduction to basic mathematical operations and functions as they apply to the technical workplace. The course starts with a review of numbers, their systems, forms, and operations. It then introduces basic algebraic concepts including solving systems of one and two variables, simplifying equations, and practical applications of basic technical formulas. Also included are basic geometric forms and relationships. The course’s emphasis is on providing students with a practical and useful working knowledge of these concepts for use in the rest of their program as well as on the job.
The information below is to replace the current corresponding information in the Program Offerings and Course Description section of the catalog.

**Program Offerings**

**Industrial Control Technology**

This program is designed to prepare the graduate with theory and working knowledge to work in the field as an entry-level Industrial Control technician. The total program length is 90 weeks, with 94.5 quarter credit hours of theory and associated lab instruction in the areas of air conditioning, refrigeration and heating; including an introduction to Programmable Logic Controllers and pneumatic systems; 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-113</td>
<td>Basic Electricity for HVAC/R</td>
<td>12</td>
</tr>
<tr>
<td>HV-114</td>
<td>Basic Refrigeration for HVAC/R</td>
<td>12</td>
</tr>
<tr>
<td>HV-115</td>
<td>Residential Air Conditioning</td>
<td>12</td>
</tr>
<tr>
<td>HV-116</td>
<td>Residential Heating</td>
<td>12</td>
</tr>
<tr>
<td>HV-118</td>
<td>Commercial Refrigeration</td>
<td>12</td>
</tr>
<tr>
<td>HV-119</td>
<td>Commercial Air Conditioning</td>
<td>9</td>
</tr>
<tr>
<td>EM-201</td>
<td>Allen-Bradley Programmable Logic Controllers</td>
<td>7.5</td>
</tr>
<tr>
<td>EM-202</td>
<td>GE/Fanuc Programmable Logic Controllers</td>
<td>7.5</td>
</tr>
<tr>
<td>EM-203</td>
<td>Introduction to Pneumatics</td>
<td>7.5</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>
<tr>
<td>AGE-215</td>
<td>Technical Math</td>
<td>4.5</td>
</tr>
<tr>
<td>GR-104</td>
<td>Green Awareness</td>
<td>3.0</td>
</tr>
</tbody>
</table>

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

**Course Descriptions**

**AGE-215: Technical Math**

4.5 Quarter Credit Hours

This course provides an introduction to basic mathematical operations and functions as they apply to the technical workplace. The course starts with a review of numbers, their systems, forms, and operations. It then introduces basic algebraic concepts including solving systems of one and two variables, simplifying equations, and practical applications of basic technical formulas. Also included are basic geometric forms and relationships. The course’s emphasis is on providing students with a practical and useful working knowledge of these concepts for use in the rest of their program as well as on the job.
The information below is to replace the current corresponding information in the Program Offerings and Course Description section of the catalog.

**Program Offerings**

**Pharmacy Technician**

The degree program is designed to prepare the student for entry-level employment as a Pharmacy Assistant, 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 front and back-pharmacy procedures to perform the tasks associated with assisting a pharmacist.

Students must complete a criminal background check and Missouri Department of Health & Senior Services Employee Disqualification List check prior to enrollment.

The program is 90 weeks in length, including 87 quarter credit hours of theory and lab instruction, 13.5 quarter credit hours of General Education instruction in the areas described below and 7.5 quarter credit hours of externship for a total of 108 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>PA-101</td>
<td>Medical Language</td>
<td>12</td>
</tr>
<tr>
<td>PA-102</td>
<td>Medical Office Basics</td>
<td>12</td>
</tr>
<tr>
<td>PA-103</td>
<td>Ethics and Billing</td>
<td>12</td>
</tr>
<tr>
<td>PA-104</td>
<td>Pharmaceutical Office Management</td>
<td>12</td>
</tr>
<tr>
<td>PA-105</td>
<td>Pharmaceutical Career Planning</td>
<td>12</td>
</tr>
<tr>
<td>PA-106</td>
<td>Advanced Computers</td>
<td>12</td>
</tr>
<tr>
<td>PA-201</td>
<td>Pharmaceutical Procedures</td>
<td>7.5</td>
</tr>
<tr>
<td>PA-202</td>
<td>General Patient Education</td>
<td>7.5</td>
</tr>
<tr>
<td>PA-203</td>
<td>Externship</td>
<td>7.5</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>
<tr>
<td><strong>AGE-215</strong></td>
<td><strong>Technical Math</strong></td>
<td>4.5</td>
</tr>
</tbody>
</table>

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

**Course Descriptions**

**AGE-215: Technical Math 4.5 Quarter Credit Hours**

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

**Online Course Option**
Students enrolled in certain programs may have the option of completing up to 75% of their program of study through online courses. Online courses are supported by a third-party, Vatterott College – Sunset Hills, based in suburban St. Louis, MO. These online courses are specifically designed for the student who will be accessing online courses from a standard home or work personal computer. For more information, contact the academic department for recommended PC specifications to ensure the best accessibility to online resources and an optimal learning experience in online courses and for additional information about this option. For more information regarding the expectations for online learners, see the Vatterott College – Sunset Hills catalog.
Addendum – Program Offerings & Course Descriptions
Effective: 03-13-2017

The following program offering and course descriptions is to replace the current program offering and course descriptions sections of the catalog.

Program Offerings

**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>
</tr>
</thead>
<tbody>
<tr>
<td>LS-100</td>
<td>Learning Strategies</td>
<td>5</td>
</tr>
<tr>
<td>PST-100</td>
<td>Basic Engine Theory and Repair</td>
<td>5</td>
</tr>
<tr>
<td>PST-105C</td>
<td>Introduction to Electricity &amp; Sensors</td>
<td>5</td>
</tr>
<tr>
<td>PST-110C</td>
<td>Advanced 2 &amp; 4 Stroke Engine Theory and Performance</td>
<td>5</td>
</tr>
<tr>
<td>PST-115C</td>
<td>Chassis Systems</td>
<td>5</td>
</tr>
<tr>
<td>PST-120</td>
<td>Fuel Systems</td>
<td>5</td>
</tr>
<tr>
<td>PST-125</td>
<td>Transmissions</td>
<td>5</td>
</tr>
<tr>
<td>PST-130C</td>
<td>Outdoor &amp; Power Equipment</td>
<td>5</td>
</tr>
<tr>
<td>PST-135</td>
<td>Watercraft Engine Systems</td>
<td>5</td>
</tr>
<tr>
<td>PST-140</td>
<td>Basic Welding and Fabrication</td>
<td>5</td>
</tr>
<tr>
<td>PST-145</td>
<td>Diesel Engine Repair</td>
<td>5</td>
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<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**

Course Descriptions

**PST-105C: Introduction to Electricity & Sensors 5 Quarter Credit Hours**

This course provides introductory training on basic electrical concepts and how sensors change the way engines run. Students will learn about fundamentals of electricity, common types of ignition systems, various electrical components and various sensors (from function to basic problem diagnostics). Some of the topics that will be covered include:

- **Introduction to Electricity**
  - What is it?
  - How does it work? Direct Current? Alternating Current?
- **Different systems in powersports that use electricity**

- **Introduction to sensors**
  - Different type of sensors
  - How they function
  - How to diagnose simple failures

Vatterott College – Kansas City
Program Offerings and Course Descriptions Addendum
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.

Some of the topics that will be covered include:

- Four-cycle engines
- Two-cycle engines
- Engine disassembly
- Measuring and blueprinting of an engine
- Identifying failures in an engine
- Engine assembly
- Engine performance

**PST-110C: Advanced 2 & 4 Stroke Engine Theory and Performance**

5 Quarter Credit Hours

This course instructs students on the various braking systems including air and hydraulic brakes, and learn the basic fundamentals of suspension. Students will learn terminology, how to identify the common braking systems/suspension, troubleshooting tips, how to disassemble/reassemble braking systems/suspension systems, the basics of wheel bearings, and how to perform preventative maintenance on a variety of braking systems and suspension systems.

Some of the topics that will be covered include:

- Common braking systems
- Common suspension systems and set ups
- Disassembly/reassembly of braking systems
- Disassembly/reassembly of motorcycle forks
- Replacement of basic suspension components
- Wheel bearings
- General preventive maintenance

**PST-115C: Chassis Systems**

5 Quarter Credit Hours

This course 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.

Some of the topics that will be covered include:

- Modern motorcycle technology
- ATV Technology
- Outdoor power equipment technology
- Service department etiquette
- Microfiche
- Machine maintenance
- Service procedures
- Customer relations
- Troubleshooting

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Vatterott College – Kansas City
Program Offerings and Course Descriptions Addendum
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
  855-752-7030
  studentaffairs@vatterott.edu

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

Office for Civil Rights (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
Addendum – Academic Information - LOA Policy
Effective: 7-31-2017

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

**Leave of Absence Policy**

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

Extenuating circumstances include but are not limited to: Medical (including pregnancy), Family Care (including unexpected loss of childcare and medical care of family), Jury Duty and Military Obligations. Please refer to the “Leave of Absence Due to Military Obligations” section for more information on the policy for a military related LOA.

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

The student must submit a completed, signed and dated Leave of Absence Request Form along with supporting documentation to the Director of Education and the request must be approved before the start date of the LOA.

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

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

**Leave of Absence or Withdrawal Due to Military Obligations**

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

1. **Leave of Absence (LOA)** – Students abruptly called to active duty during a term should notify the institution as soon as possible to complete the request for an LOA in accordance with the institution’s LOA policy. Student called to active duty may request an LOA at any time during a term. The student must submit a completed, signed and dated Leave of Absence Request Form along with supporting documentation to the Director of Education and the request must be approved before the start date of the LOA.

2. **Withdrawal** - In some cases, an LOA may not viable (e.g. military obligation exceeds 180 days). Students who withdraw from the institution as a result of the student being called to active duty, may elect one of the following options for each program in which the student is enrolled –
   a. A full refund of any tuition and refundable fees and refund any payments received for the term to the proper source for the academic term in which the student is enrolled at the time of withdrawal. The institution will expunge the student’s record of registration for the term so that the student is not penalized academically. No refund will be given for any academic term the student has completed.

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

   c. The assignment of an appropriate final grade or credit for the courses in which the student is enrolled at the time of withdrawal, but only if the instructor or instructors of the courses determine that the student has satisfactorily completed at least 90 percent of the required coursework; and demonstrated sufficient mastery of the course material to receive credit for the course.
The below information is to replace the current corresponding information in the Academic Calendar, Schedule, and Holidays section of this catalog.

### Academic Calendar

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<thead>
<tr>
<th>Term Start Date</th>
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<td>8/1/2017</td>
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**Break between terms 12/25-1/7**

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<td>5/28/2018</td>
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**Break between terms 8/6-8/12**

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<td>8/13/2018</td>
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**Break between terms 10/22-10/28**

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**Break between terms 10/22-10/28**

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<th>Term Start Date</th>
<th>Term End Date</th>
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<tbody>
<tr>
<td>10/29/2018 (break 12/24-12/30)</td>
<td>1/13/2019</td>
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