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Catalog Changes/Addendum

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

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

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

Lauren Maggard  
Campus Director
Dear Vatterott Students,

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

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

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

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

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

Sincerely,

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

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

Graduates

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

Employers

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

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

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

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

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

History of Vatterott College

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 Joplin Campus was located at 5898 N. Main Street. 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 several programs since then. In April 2006 facilities were moved to the present location at 809 Illinois Avenue where there is approximately 30,000 square feet with approximately 20,000 square feet committed to training in the field of Computer Aided Drafting, Computer Aided Drafting and Design, Computer Technology, Computer Systems and Network Technology, Medical Office Assistant, Medical Assistant, Pharmacy Technician and Cosmetology.

Accreditation, Authorization and Approvals

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

Certifications

Certified to Operate by the Coordinating Board for Higher Education, State of Missouri, Jefferson City, Missouri.
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 accepted for a specific program of study and start date). All applicants are required to provide a signed Admission Affidavit at the time of initial application.

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/Retail Installment Contract.

See Tuition & Fees section of this catalog for current Tuition and Fees.

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

Non-Degree Non-Program Students

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

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

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

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.
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

Student Financial Planning

The Office of Financial Aid’s goal is to assist every eligible student in procuring financial aid 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 his family. 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. The scholarship, which will be disbursed in the form of a tuition credit, is non-transferable and carries no cash value. In order to be eligible for the scholarship, candidates must have graduated from an accredited high school in the previous twelve (12) months, prior to enrollment at the Institution. Applicants are required to complete an application. For additional information about the High School Graduate Scholarship or to obtain an application, please contact the Director of Education.

Presidential Achievement Scholarship

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

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

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

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

Academic Revitalization Scholarship

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

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

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

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

Scholarship of Achievement

Vatterott Educational Centers, Inc. has established a scholarship program to assist their students to continue their education. Scholarships are offered each year for study in a full- or part-time course of study chosen by the student at an eligible Vatterott Educational Centers, Inc. program.

The program is administered by Scholarship America, the nation's largest designer and manager of scholarship, tuition assistance and other education support programs for corporations, foundations, associations and individuals. Awards are granted without regard to race, color, creed, religion, sexual orientation, age, gender, disability or national origin. In order to be eligible for the general Scholarship, the candidate must meet the following criteria:

- Have completed one term at an eligible Vatterott Educational Centers, Inc. (VEC) program.
- Have filed a current Fee 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.

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

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

Company Tuition Reimbursement

There are programs designed to help a company's employee with their tuition and fees. Vatterott College 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 Financial Aid at the Institution.

Applying for Financial Aid

To apply for Federal Student Aid (FASA), a student must complete the Free Application for Federal Student Aid (FAFSA). The application must be filed on or before the start date for the class in which the student desires to enroll.

Federal Student Aid Eligibility

In order to be eligible for Federal Student Aid (FASA), 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 of additional resources received; and
- Repay any FSA received as a result of inaccurate information (Any person who intentionally misrepresents facts on the application will be subject to a $20,000 fine).

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 Ombudsmen 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 of weeks remaining in that period as of the last recorded date of attendance by the student.) The refund will be rounded down to the nearest 10% of that period, less an unpaid charge owed by the student for the period of enrollment for which the student has been charged, less an administrative fee of $100.00.

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

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

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

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

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

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

D. A student who withdraws from the College as a result of the student being called into Active Duty in a Military Service of the United States may elect one of the following options for each program in which the student is enrolled:

1. A full refund of any tuition and refundable fees for the academic term in which the student was enrolled at the time of withdrawal.

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

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

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

Withdrawal Date

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

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

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

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

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.

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 the day he or she signed the Enrollment Agreement, but prior to the first day of class.
The Institution offers students a variety of success-oriented services as well as activities for the benefit of students and the community.

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

Hours of Operation

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

Inclement Weather and Campus Closure Policy

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

Housing

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

Orientation

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

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

Student Portal

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

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

Faculty

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

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

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

Academic Assistance

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

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

Retention Services

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

The Retention department is responsible for the following duties:

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

Career Services

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

It must be stressed that the Institution cannot and will not guarantee students a 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 supports 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.

Inclement Weather and Campus Closure Policy

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

Housing

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

Orientation

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

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

Student Portal

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

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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 any other college, university, or institution, and it should not be assumed that credits completed at Vatterott will be accepted by or transferable to any other college, university, or institution.

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 affords students who are currently or were formerly enrolled, regardless of their age or status in regard to parental dependency, the following rights with respect to their education records:

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

Note: this procedure shall not be available to challenge the validity of a grade or score given by an instructor or any other decision by an instructor or official, but only whether the recording of such grade or decision is accurate or complete.

- The right to provide written consent before the Institution discloses personally identifiable information from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.
- The right to file a complaint with the U.S. Department of Education concerning alleged failure by the Institution to comply with the requirements of FERPA.

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

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

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

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

Significantly, there are instances in which a school is permitted to disclose a student’s education records without consent. Examples of such instances include, but are not limited to: responding to school officials with a legitimate educational interest; in compliance with a judicial order or pursuant to a lawfully issued subpoena; to officials of another school in which the student is enrolled or seeks or intends to enroll (in these cases the Institution intends to forward the information upon request), in the event of a health or safety emergency involving the student; or to parties otherwise authorized to receive the information pursuant to FERPA.

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

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

Drug-Free Environment

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

Any violation of these policies will result in appropriate disciplinary action up to and including expulsion in the case of students and termination in the case of employees, even for a first offense.
Violations of the law will also be referred to the appropriate law enforcement authorities. Students or employees may also be referred to the services of the National Council on Alcoholism and Drug Dependence for counseling and rehabilitation on an individual referral basis if such a referral is made, continued enrollment or employment will be subject to successful completion of any prescribed counseling or treatment program. Information on the institution’s drug-free awareness program and drug and alcohol abuse prevention program may be obtained from the Office of Financial Aid.

Student Conduct Policy

All students are expected to respect the rights of others and are held responsible for conforming to the laws of the national, state and local government, and for conducting themselves in a manner consistent with the best interests of the institution and of the student body. The institution reserves the right to dismiss a student for any of the following reasons: failure to maintain satisfactory academic progress, failure to pay institution fees and/or tuition by applicable deadlines, disruptive behavior, posing a danger to the health or welfare of students or other members of the institution’s community, or failure to comply with the policies and procedures of the campus catalog. Any unpaid balance for tuition, fees and supplies becomes due and payable immediately upon a student’s dismissal from the institution. The institution will also determine if any Federal Student Aid funds need to be returned (see Financial Information section of this catalog).

Rules, Regulations, and Expectations

The institution has certain rules and regulations that must be followed. Students attending the institution are preparing for employment and are required to conduct themselves while in the institution in the same manner as they would when working for an employer. While at the institution, you are expected to dress in accordance with the dress for which you are training. A uniform may be required for your program of study. Prospective employers unexpectedly visit the institution to recruit potential employees. A student’s appearance is generally the first and most lasting impression on these visitors. An attempt is made to keep regulations to a minimum. They are established only when they contribute to the welfare and safety of the student body. Cooperation of all students is expected. All instructors have the authority, in a teacher/student relationship, to enforce all institution rules and regulations.

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

Promptness and preparation are expected. Students are expected to be on time for every class. A student is considered tardy if he/she is 15 minutes late for class. A student may be suspended and, if the pattern is not corrected, expelled if continued tardiness 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 professional image of their future careers by dressing appropriately and maintaining personal hygiene. Tom and provocative clothes are not permissible. The following items of clothing are also unacceptable: hats (unless approved by instructors), tank tops, tube tops, halters, and shirts with abusive or offensive language. Any students enrolled in a program that requires a uniform must wear the uniform to class every day.

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

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

Safety

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

Minors on Campus

While the College welcomes the presence of children on its campus, the College recognizes that the campus may not always be an appropriate environment for minors. In recognition of the family needs and responsibilities of students, the College may bring their child(ren) to campus for a limited period of time. However, at no time should a child be left unattended while the parent or guardian is attending class or conducting any other business or social function on campus. At all times the adult responsible for the minor maintains responsibility for the safety of the minor at all times and ensures 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 that is a crime reportable under the Clery Act. The College’s Annual Security Report is available at the Office of Financial Aid. The College also includes a statement of its policies and procedures for reporting crimes and 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 published each year by October 1 and contains statistics for the three most recent calendar years.

Non-Discrimination

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

- Questions or concerns regarding the College’s compliance with Title IX may be directed to the following:
  1. Title IX Coordinator
     8580 Evans Avenue
     Berkeley, MO 63134
     (314) 264-1740

- Questions or concerns regarding the College’s compliance with Title IX may be directed to the following:
  2. Campus Director (Title IX Officer)
     809 Illinois Avenue
     Joplin, MO 64801
     (417) 781-5633

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:
Accommodations for Individuals with Disabilities

The Institution is committed to offering reasonable accommodations to students with disabilities under the Americans with Disabilities Act, as amended ("ADA"). Requesting an accommodation is voluntary and a student is not required to disclose a disability or to request reasonable accommodations. However, the student, and not the Institution, must initiate the process of requesting an accommodation.

A student requesting an accommodation for a disability must contact the Director of Education at their campus and complete the "Student Accommodation Request Form" and submit supporting documentation, demonstrating the disability and/or past accommodations for that condition. The institution's Accommodations Committee will thoroughly review each student's request and supporting documentation and will notify the DOE and the student of the decision. A student is not entitled to receive any accommodation requested, but the Institution will evaluate every request and provide an accommodation if it would be reasonable under the circumstances.

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

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

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

What is a disability?

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

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

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

What is a reasonable accommodation?

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

Title IX Policy

I. Title IX of the Education Amendments of 1972

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

II. Vatterott's Policy Statement

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

III. Handling of Complaints Covered by this Policy

Vatterott’s Title IX Coordinator is responsible for coordinating the College’s compliance with Title IX, as well as other complaints brought concerning violations of this policy. The Title IX Coordinator's responsibilities include overseeing all Title IX reports of sexual harassment and sex-based discrimination, performing investigations, gathering documentation, disseminating information, and addressing any patterns or systematic problems that arise. To assist the Title IX Coordinator, Vatterott has designated Title IX Officers, all 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
Fax: 314-264-1741
Email: titleix@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 sponsors:

- 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/sxual-assault - Department of Justice Sexual Assault
- http://www.loveisrespect.org/ - Love is Respect – call (866) 331-9474 or text LOVEIS to 22522
- http://www.victimsofcime.org/our-program/stalking-resource-center - Stalking Resource Center

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. There 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, in or obtaining a protection order.

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

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

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

Informal Procedures

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

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

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

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

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

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

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

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

Formal Investigation & Determination

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

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

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

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

The College will endeavor to conclude its investigation and issue a resolution of the complaint within sixty (60) calendar days of the date the complaint was received. All pertinent facts will be carefully reviewed, and the accused will be given a full opportunity to explain his or her conduct before any decision is reached. When the investigation is complete, Vatterott will inform the complainant and the alleged perpetrator of the results of the investigation and the process for appealing any such determination, as applicable, in writing.

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

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

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

Hearing Procedures

Upon concluding that there is reasonable 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 Coordinator, redacted to remove any unnecessary personal information. The Panel comprised of three (3) Vatterott Officials, to include the Provost, the Vice President of Accreditation, and the Title IX Coordinator, will preside over all Title IX hearings. All officials will be trained to conduct hearings regarding alleged Title IX offenses as well as how to conduct investigations and hearings that protect the safety of alleged victims while promoting accountability. At least one (1) panel member will be physically present during the hearing while others may attend via teleconference. All determinations will be reached using a preponderance of the evidence standard (i.e. more likely than not) and all hearings will be prompt, fair, and impartial.

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

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

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.”
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 or indirectly 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 interferes 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 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 underage; 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 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 office; 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 her/his/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 or was cohabiting with, or has cohabited with, the victim as a spouse or intimate partner;
- By a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred;
- 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.

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 students. 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
8830 Evans Ave.
Berkeley MO . 63134

Suspension means termination of training for a specified time period. During this time, students do not earn any credit toward their grade. Nevertheless, students are encouraged to complete their work during a suspension to ensure understanding of materials.

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

(This appeals process applies only to student disciplinary decisions)

Reinstatement from Disciplinary Dismissal

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Students may also contact the 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 Director.

Photographs

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

Institution Policies

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

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

Assessment Testing

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

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

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

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

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

Transfer Credit Policy

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

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

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

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

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

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

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

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

Military Training and Experience

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

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

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

Internal Proficiency Credit (Test-Out)

Students are responsible for requesting proficiency examinations. Such a request should be granted if an examination is available and the Director of Education or designee has reason to believe the student’s experience or training warrants such an 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.

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

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

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

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

External Proficiency Credit

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

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

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

Term

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

Online Course Option

Students enrolled in certain programs may have the option of completing up to 75% of their program of courses online. 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 and/or the professional 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.

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 study through online courses. 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 academic progress.

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

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.
Grading Systems

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

<table>
<thead>
<tr>
<th>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>
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<td>Yes</td>
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<tr>
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<td>Yes</td>
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<tr>
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<tr>
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<tr>
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<td>No</td>
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<tr>
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<td>Yes</td>
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<td>N/A</td>
</tr>
<tr>
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<td>N/A</td>
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<tr>
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<td>Yes</td>
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<td>N/A</td>
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<tr>
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<td>No</td>
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Clock Hour Programs

<table>
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<tr>
<th>Letter Grade</th>
<th>Numerical Percentage</th>
<th>Description</th>
<th>Included in Clock Hours Earned</th>
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<th>Included in CGPA</th>
<th>Quality Points</th>
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<tr>
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<td>Yes</td>
<td>Yes</td>
<td>0.0</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>
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<tr>
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<td>Withdrawn/ Failure</td>
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<td>No</td>
<td>No</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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.

In the case of D or F, the better of the two grades is calculated into the CGPA. The lower grade will include a double asterisk (**) indicating that the course has been repeated. Both original and repeated credits will be counted as attempted credits in rate of progress calculations.

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

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

Grade Point Averages

A student's grade point average (GPA) is computed by dividing the total number of quality points earned by the total number of credit/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.

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 withdrawn after the add/drop period receives a designator of "WF."
Failing Grade

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

Incomplete Grade

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

Instructors submitting “I” grades must receive approval from the Director of Education or designee and document the following:

- 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 program completion.

Instructors submitting “I” grades must receive approval from the Director of Education or designee and document the following:

- The student presents these reasons in writing, with any required documentation prior to the last day of the term.

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 (night students), or 25 hours of class time each week, for 10 weeks (day students).

Rate of Progress for Satisfactory Academic Progress is calculated by dividing earned hours by attempted hours.

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

Maximum Time to Complete Program

A student is not allowed to attempt more than 1.5 times, or 150% of the number of credits or clock hours in their program of study. The requirements for rate of progress are to ensure that students are progressing at a rate at which they will complete their programs within the maximum time frame. The maximum allowable attempted credits are noted below.

Program Maximum Allowable Attempted Credits

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

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.
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 a student transfers from institution A to institution B, the student is able to transfer 30 credits earned at institution A into a program at institution B. The program requires 180 credits to graduate. Thus, the maximum time frame for this student’s new program at institution B will be one and a 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 credits when the rate of progress and maximum time frame are being calculated; the 10 associated credits earned in Program A will be included in the grade point average, rate of progress and the maximum time frame calculations.

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

Academic Warning/Probation

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

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

FA Probation - Academic Probation is a status designated for a student who has appealed and been granted an approved SAP Appeal. The FA probation status may be for more than one term, if the student is not able to meet minimum SAP requirements after one term of probation. Students are eligible for Federal Student Aid and Veterans Education Benefits during the period(s) of probation, as long as students are meeting the requirements outlined in their approved academic plan.

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

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

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

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

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

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

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

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

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

**Reinstatement**

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

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

**Graduation Requirements**

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

**Completers**

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

1. Achieve a minimum CGPA of 2.0 or above.
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”) 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. Students enrolled in an externship only may request an LOA at any time during the externship as long as no other Quarter Credit Hour course(s) are being attempted in the same term. The student must submit a completed, signed and dated Leave of Absence Request Form along with supporting documentation to the Director of Education and the request must be approved before the start date of the LOA, except in the case of a service member called to active duty. Please refer to the “Leave of Absence Due to Military Obligations” section for more information.

The institution does not award a retroactive LOA under any circumstances. During the period of the student’s approved LOA, federal student loan funds will not be disbursed; however, the institution may disburse grant funds intended for prior terms or payment periods.

**Leave of Absence Due to Military Obligations**

Students who are service members of the Armed Forces may experience a disruption in their educational pursuit due to military obligations (i.e. called to active-duty service). The institution offers several options for affected students regarding their enrollment at the institution.
1. **Leave of Absence (LOA)** - Students abruptly called to active duty during a term should notify the institution as soon as possible to complete the request for an LOA in accordance with the institution’s LOA policy.

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

**Returning from a Leave of Absence**

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

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

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

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

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

**Effects of Leave of Absence on SAP**

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

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

**Program Transfers**

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

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

**Students Receiving Veterans Benefits**

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

**Articulation Agreements**

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

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

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

Vatterott College - Joplin Campus

Diploma

Automotive Technology
Combination Welding
Electrical Service Technician
Heating, Air Conditioning, and Refrigeration Service Technician
Medical Assistant Occupational Specialist

Associate of Occupational Studies (AOS)

Business Management
Combination Welding Technology
Computer Systems and Network Technology
Heating, Air Conditioning, and Refrigeration Technician with Management
Medical Assistant with Office Management Technology
Pharmacy Technician

Vatterott College, Joplin 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>5.5</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 Required for Graduation 69.5

Combination Welding  Diploma

The objective of this program is to prepare graduates with the skills needed for entry-level employment as a welder.

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

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>WE-130</td>
<td>Basic Gas Metal Arc I</td>
<td>6</td>
</tr>
<tr>
<td>WE-131</td>
<td>Basic Gas Metal Arc II</td>
<td>6</td>
</tr>
<tr>
<td>WE-132</td>
<td>Basic Shielded Metal Arc I</td>
<td>6</td>
</tr>
<tr>
<td>WE-133</td>
<td>Basic Shielded Metal Arc II</td>
<td>6</td>
</tr>
<tr>
<td>WE-134</td>
<td>Advanced Gas Metal Arc &amp; FCAW I</td>
<td>6</td>
</tr>
<tr>
<td>WE-135</td>
<td>Advanced Gas Metal Arc &amp; FCAW II</td>
<td>6</td>
</tr>
<tr>
<td>WE-136</td>
<td>Advanced Shielded Metal Arc I</td>
<td>6</td>
</tr>
<tr>
<td>WE-137</td>
<td>Advanced Shielded Metal Arc II</td>
<td>6</td>
</tr>
<tr>
<td>WE-138</td>
<td>Gas Tungsten Arc (TIG) I</td>
<td>6</td>
</tr>
<tr>
<td>WE-139</td>
<td>Gas Tungsten Arc (TIG) II</td>
<td>6</td>
</tr>
<tr>
<td>WE-140</td>
<td>SMAW-P, GMAW I</td>
<td>6</td>
</tr>
<tr>
<td>WE-141</td>
<td>SMAW-P, GMAW II</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation 72
**Electrical Service Technician  Diploma**

The Electrical Service Technician program combines lecture and hands-on training to provide the skills necessary to complete advanced technical troubleshooting and repairs on electrical systems. Under minimal supervision, students will be able to carry out daily assembly, service, repair, and operations of infrastructure to electrical systems. Electrical Service Technicians must operate in compliance with company, State, and Federal OSHA requirements and guidelines.

The program consists of 50 weeks, 59 Quarter Credit Hours of theory and associated labs along with 6 Quarter Credit Hours of General Education instruction. Instruction is designed for entry every 10 weeks.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL-110</td>
<td>Electrical Trade Safety</td>
<td>4</td>
</tr>
<tr>
<td>EL-113</td>
<td>Principles of Electricity</td>
<td>4</td>
</tr>
<tr>
<td>EL-114</td>
<td>Control Circuit Fundamentals</td>
<td>4</td>
</tr>
<tr>
<td>EL-115</td>
<td>DC Systems</td>
<td>3</td>
</tr>
<tr>
<td>EL-116</td>
<td>AC Systems</td>
<td>3</td>
</tr>
<tr>
<td>EL-117</td>
<td>Motor Theory &amp; Control</td>
<td>4</td>
</tr>
<tr>
<td>EL-118</td>
<td>Motor Lab</td>
<td>2</td>
</tr>
<tr>
<td>EL-124</td>
<td>Working with Raceways</td>
<td>5</td>
</tr>
<tr>
<td>EL-130</td>
<td>Reading Wiring Diagrams and Schematics</td>
<td>4</td>
</tr>
<tr>
<td>EL-131</td>
<td>Residential Installations</td>
<td>5</td>
</tr>
<tr>
<td>EL-132</td>
<td>Commercial Installations</td>
<td>5</td>
</tr>
<tr>
<td>EL-134</td>
<td>Industrial Installations</td>
<td>4</td>
</tr>
<tr>
<td>EL-136</td>
<td>Green Electricity</td>
<td>3</td>
</tr>
<tr>
<td>EL-185</td>
<td>Principles of Fluid Power Systems</td>
<td>3</td>
</tr>
<tr>
<td>EL-188</td>
<td>Solid State Control Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>EL-190</td>
<td>Programmable Controllers</td>
<td>5</td>
</tr>
<tr>
<td>GE-114</td>
<td>Technical Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>GE-121</td>
<td>Computer Concepts</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Number of Quarter Credit Hours Required for Graduation: 67**

**Heating, Air Conditioning & Refrigeration Service Technician  Diploma**

The objective of this program is to prepare the student with the theory and working knowledge of heating, air conditioning, and refrigeration in order to secure an entry-level position in the industry as a maintenance or service technician. The program consists of 50 weeks, 59 Quarter Credit Hours of theory and associated labs along with 6 Quarter Credit Hours of General Education instruction. Instruction is designed for entry every 10 weeks.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL-117</td>
<td>Motor Theory and Controls</td>
<td>4</td>
</tr>
<tr>
<td>EL-118</td>
<td>Motor Lab</td>
<td>2</td>
</tr>
<tr>
<td>EL-120</td>
<td>Electrical Controls</td>
<td>2</td>
</tr>
<tr>
<td>EL-125</td>
<td>Wiring Controls</td>
<td>4</td>
</tr>
<tr>
<td>EL-130</td>
<td>Reading Wiring Diagrams and Schematics</td>
<td>4</td>
</tr>
<tr>
<td>GE-114</td>
<td>Technical Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>GE-121</td>
<td>Computer Concepts</td>
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<tr>
<td>GR-105</td>
<td>Green Energy</td>
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<tr>
<td>HA-110</td>
<td>Basic Refrigeration Systems</td>
<td>5</td>
</tr>
<tr>
<td>HA-115</td>
<td>Air Conditioning</td>
<td>5</td>
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<tr>
<td>HA-118</td>
<td>Blue Print Reading</td>
<td>2</td>
</tr>
<tr>
<td>HA-120</td>
<td>Basic Heating Systems</td>
<td>3</td>
</tr>
<tr>
<td>HA-121</td>
<td>Heat Pumps</td>
<td>5</td>
</tr>
</tbody>
</table>

**Total Number of Quarter Credit Hours Required for Graduation: 67**

**Medical Assistant Occupational Specialist  Diploma**

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

The program consists of 40 weeks, 49 Quarter Credit Hours of theory and associated labs along with 3 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>ME-128</td>
<td>Commercial Refrigeration</td>
<td>4</td>
</tr>
<tr>
<td>ME-129</td>
<td>Hydronic Heating and Cooling Systems</td>
<td>4</td>
</tr>
<tr>
<td>ME-130</td>
<td>Overview of Alternative Energy Forms</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Number of Quarter Credit Hours Required for Graduation: 52**

**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.
ACC-102 Intro to Accounting 4.5
BUS-110 Intro to Business 4.5
BUS-200 Business Management 4.5
BUS-210 Business Information Systems 4.5
BUS-220 Organizational Behavior 4.5
BUS-222 Business Law 4.5
BUS-230 Retail Management 4.5
BUS-240 Customer Service 4.5
BUS-290 Business Ethics 4.5
MKT-102 Intro to Marketing 4.5

Students Must Select 5 Of The Following 7 Business Electives

BUS-107 Intro to E-Business 4.5
BUS-115 Office Systems 4.5
BUS-125 Motivating Employees 4.5
BUS-130 Multi-Media 4.5
BUS-215 Human Resource Management 4.5
BUS-228 Small Business 4.5
BUS-234 Advanced Office Systems 4.5

Students Must Select 2 General Electives

GE-101 English Composition I 4.5
GE-105 Intro to Psychology 4.5
AGE-215 Technical Math 4.5

Total Number of Quarter Credit Hours Required for Graduation 90

Combination Welding Technology
Associate of Occupational Studies, A.O.S.

The objective of this program is to prepare graduates with the skills needed for entry-level employment as a welder or welding technician. Graduates will also acquire additional knowledge of advanced welding techniques, and project management. The program consists of 90 weeks, 94.5 quarter credit hours of Combination Welding 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.

Course # | Course Title | QCH
---|---|---
WE-130 | Basic Gas Metal Arc I | 6
WE-131 | Basic Gas Metal Arc II | 6
WE-132 | Basic Shielded Metal Arc I | 6
WE-133 | Basic Shielded Metal Arc II | 6
WE-134 | Advanced Gas Metal Arc & FCAW I | 6
WE-135 | Advanced Gas Metal Arc & FCAW II | 6
WE-136 | Advanced Shielded Metal Arc I | 6
WE-137 | Advanced Shielded Metal Arc II | 6
WE-138 | Gas Tungsten Arc (TIG) I | 6
WE-139 | Gas Tungsten Arc (TIG) II | 6
WE-140 | SMAW, GMAW | 6
WE-141 | SMAW, GMAW | 6
WE-210 | Advanced Welding Techniques & Applications I | 4
WE-211 | Advanced Welding Techniques & Applications II | 3.5

Total Number of Quarter Credit Hours Required for Graduation 108

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

This program is designed to meet the ever-increasing need for trained computer service personnel. A graduate from this program will be able to work at an entry-level position in the computer technology field as a service technician or network administrator. The program consists of 90 weeks, 94.5 quarter credit hours of theory and associated lab instruction, as well as 13.5 quarter credit hours of general education in the areas described below for a total of 108 quarter credit hours. Instruction is designed for entry every 10 weeks.

Course # | Course Title | QCH
---|---|---
CT-101 | DOS/Windows 9X/2000/XP | 12
CT-102 | Basic Computer Electronics | 12
CT-103 | Network Data Communications | 12
CT-104 | PC Repair & Peripherals | 12
CT-105 | Operating Systems & Support | 12
CT-106 | Local Area Networks | 12
CT-201 | Advanced Networking | 7.5
CT-202 | Network Security Fundamentals | 7.5
CT-203 | TCP/IP & Cisco Routers | 7.5
GE-101 | English Composition I | 4.5
GE-201 | English Composition II | 4.5
AGE-215 | Technical Math | 4.5

Total Number of Quarter Credit Hours Required for Graduation 108
The objective of this program is to prepare students with the theory and working knowledge of heating, air conditioning, refrigeration, high pressure steam, energy management, and commercial environmental systems. Additionally, this program provides students with the skills and knowledge necessary for advancement into a management position within the Heating, Air Conditioning, and Refrigeration field.

The program consists of 80 weeks, 81 Quarter Credit Hours of theory and associated labs along with 24 Quarter Credit Hours of General Education instruction. Instruction is designed for entry every 10 weeks.

### Course List

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS-225</td>
<td>Intro to Small Business and Management Techniques</td>
<td>4.5</td>
</tr>
<tr>
<td>EL-113</td>
<td>Principles of Electricity</td>
<td>4</td>
</tr>
<tr>
<td>EL-117</td>
<td>Motor Theory and Controls</td>
<td>4</td>
</tr>
<tr>
<td>EL-118</td>
<td>Motor Lab</td>
<td>2</td>
</tr>
<tr>
<td>EL-120</td>
<td>Electrical Controls</td>
<td>2</td>
</tr>
<tr>
<td>EL-125</td>
<td>Wiring Controls</td>
<td>4</td>
</tr>
<tr>
<td>EL-130</td>
<td>Reading Wiring Diagrams and Schematics</td>
<td>4</td>
</tr>
<tr>
<td>GE-104</td>
<td>Energy and Society</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-114</td>
<td>Technical Mathematics</td>
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<tr>
<td>AGE-210</td>
<td>Business Communications</td>
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<tr>
<td>GE-201</td>
<td>English Composition II</td>
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<td>GE-101</td>
<td>English Composition I</td>
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<tr>
<td>GE-121</td>
<td>Computer Concepts</td>
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<td>GR-105</td>
<td>Green Energy</td>
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<td>HA-110</td>
<td>Basic Refrigeration Systems</td>
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<td>HA-115</td>
<td>Air Conditioning</td>
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<td>HA-118</td>
<td>Blue Print Reading</td>
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<tr>
<td>HA-120</td>
<td>Basic Heating Systems</td>
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<tr>
<td>HA-121</td>
<td>Heat Pumps</td>
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<td>HA-125</td>
<td>Sheet Metal Technology</td>
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<td>HA-126</td>
<td>Maintenance Schedules</td>
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<td>HA-128</td>
<td>Hydronic Heating and Cooling Systems</td>
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<td>HA-130</td>
<td>Commercial Refrigeration</td>
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<tr>
<td>HA-140</td>
<td>Overview of Alternative Energy Forms</td>
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<td>HA-210</td>
<td>Industrial/Commercial Load Calculations</td>
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<td>HA-215</td>
<td>Direct Digital Controls (DDC’s)</td>
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<tr>
<td>HA-220</td>
<td>Building and Energy Auditing</td>
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<tr>
<td>HA-225</td>
<td>Capstone: Industry Credentials and Certifications</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Number of Quarter Credit Hours Required for Graduation: 105**

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### Medical Assistant with Office Management

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

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

The program consists of 70 weeks, 76.5 Quarter Credit Hours of theory and associated labs along with 16.5 Quarter Credit Hours of General Education instruction. Instruction is designed for entry every 10 weeks.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QC H</th>
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<tbody>
<tr>
<td>ACC-102</td>
<td>Introduction to Accounting</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS-215</td>
<td>Human Resource Management</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS-240</td>
<td>Customer Service</td>
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<td>GE-105</td>
<td>Introduction to Psychology</td>
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<tr>
<td>ME-136</td>
<td>Math for the Medical Environment</td>
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<tr>
<td>GE-101</td>
<td>English Composition I</td>
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<tr>
<td>GE-123</td>
<td>Interpersonal Communications in Healthcare</td>
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<tr>
<td>AGE-210</td>
<td>Business Communications</td>
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<td>ME-105</td>
<td>Medical Terminology</td>
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<tr>
<td>ME-108</td>
<td>Introduction to Medical Billing and Coding</td>
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<tr>
<td>ME-115</td>
<td>Computer Applications for Healthcare</td>
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<td>ME-121</td>
<td>Anatomy and Physiology</td>
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<td>ME-125</td>
<td>Clinical Medical Assisting</td>
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<td>ME-140</td>
<td>Pharmacology</td>
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<td>ME-150</td>
<td>Medical Law and Ethics</td>
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<td>ME-155</td>
<td>Laboratory Procedures</td>
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<td>ME-175</td>
<td>Medical Office Procedures</td>
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<td>ME-180</td>
<td>Externship and Exam Preparation</td>
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<td>ME-190</td>
<td>Medical Externship</td>
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<tr>
<td>ME-215</td>
<td>Medical Office Management</td>
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<tr>
<td>ME-220</td>
<td>Electronic Medical Records</td>
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<tr>
<td>ME-225</td>
<td>HIPAA/OSHA/Clinic Regulations</td>
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<tr>
<td>ME-250</td>
<td>Comprehensive Insurance Billing</td>
<td>4.5</td>
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</tbody>
</table>

**Total Number of Quarter Credit Hours Required for Graduation: 93**
The objective of this program is to prepare the student for entry-level employment as a Pharmacy Technician. Pharmacy Technicians assist pharmacists with technical tasks. Independent pharmacies, chain pharmacies, hospitals, long-term health care organizations, pharmaceutical divisions and manufacturers employ pharmacy technicians.

Students must complete a Criminal Background check and Employee Disqualification List Check through the State of Missouri prior to enrollment.

The program consists of 90 weeks, 94.5 quarter credit hours of theory and associated lab instruction, as well as 13.5 quarter credit hours of general education in the areas described below for a total of 108 quarter credit hours. Instruction is designed for entry every 10 weeks.

<table>
<thead>
<tr>
<th>Course #</th>
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<tr>
<td>MOA-101</td>
<td>Medical Language</td>
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<tr>
<td>MOA-107</td>
<td>Medical Office Basics</td>
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<tr>
<td>PA-103</td>
<td>Ethics and Billing</td>
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<td>PA-108</td>
<td>Pharmaceutical Office Management</td>
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<tr>
<td>PA-109</td>
<td>Pharmaceutical Planning</td>
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<tr>
<td>PA-110</td>
<td>Advanced Computers</td>
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<tr>
<td>PT-200</td>
<td>Medical Ethics, Inventory, and Cost Control</td>
<td>7.5</td>
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<tr>
<td>PT-204</td>
<td>Medical Dosages and Pharmaceutical Calculations</td>
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<tr>
<td>PT-205</td>
<td>Pharmacy Technician Externship</td>
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<td>GE-101</td>
<td>English Composition I</td>
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<td>GE 105</td>
<td>Intro to Psychology</td>
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<tr>
<td>AGE-215</td>
<td>Technical Math</td>
<td>4.5</td>
</tr>
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</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.

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.

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 such as solving equations, simplifying expressions, and practical applications of basic technical formulas. Also included are basic geometric forms and relationships. The course emphasizes the need for 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.

AT-100: Brakes Fundamentals  2 Quarter Credit Hours
This course introduces the student to the procedures used for diagnosis and repair of both drum brakes and disc brake systems, both commonly used on cars. This course also covers the maintenance and 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 testing 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 principles 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 reaflowing 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 change 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 DVM meters for troubleshooting shorts and broken wires on a vehicle. This course also covers the correct manner in which to repair shorts and broken wires by determining the proper wire size and wire type needed. Prerequisites: AT-120, AT-125 & AT-130

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

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

AT-148: Transmissions Drive Trains and Axles III  3.5 Quarter Credit Hours
This course covers the electronic controls that are used on transmissions. This course also covers proper repair procedures on each transmission type. Additionally, students learn to 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. Prerequisites: AT-150 & AT-155
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.

4.5 Quarter Credit Hours

BUS-240: Customer Service
This course presents the foundations required for developing skills and knowledge to work effectively with internal and external customers.

4.5 Quarter Credit Hours

BUS-230: Retail Management
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.

4.5 Quarter Credit Hours

BUS-234: Advanced Office Systems
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.

4.5 Quarter Credit Hours

BUS-240: Customer Service
This course presents the foundations required for developing skills and knowledge to work effectively with internal and external customers.

4.5 Quarter Credit Hours

BUS-290: Business Ethics
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.

4.5 Quarter Credit Hours

CT-101: DOS/Windows 9X/2000/XP
Students will become familiar with DOS and Window environment

12 Quarter Credit Hours

DOS Concepts
Internal Commands
External Commands
File Management
Windows Networking

CT-102: Basic Computer Electronics
Students will understand the hardware fundamentals of personal computers and the components involved. They will also be exposed to the soft skills and customer relations techniques required by technical personnel.

12 Quarter Credit Hours

Hardware Fundamentals
Customer Relations for Technicians
Basic PC Components
Bus Structures
Overcoming Objectives
Motherboard Architecture/Interface Options

CT-103: Network Data Communications
Students will learn the essentials of digital data communication and communication systems. Introduction to Internet usage is also covered.

12 Quarter Credit Hours

Communication Principles
Communication Software
Communication Media
Communication Hardware
LAN Architecture
NOC

CT-104: PC Repair & Peripherals
Students will learn to configure, troubleshoot and repair IBM compatible computers. They will also learn peripheral installation, upgrading and troubleshooting.

12 Quarter Credit Hours

Initial Configuration of New PC
IRQ Conflict Resolution
CMOS Configuration
Memory Installation and Upgrades
Windows 9x Installation and Upgrades

CT-105: Operating Systems & Support
Students will learn implementation, installation and advanced configuration of operating systems and the installation and maintenance of PC Operating Systems.

12 Quarter Credit Hours

Introduction to OS Setup and installation
Troubleshooting OS Problems
Startup/Configuration System Compatibility
Windows 9x Installation and Upgrades

CT-106: Local Area Networks
Students will learn physical design and layout, management of users and troubleshooting of Linux networks.

12 Quarter Credit Hours

Basic LAN Concepts
LAN/WAN Topologies
Network OS Installation
Network Security
Network Printing

Server Installation
LAN/WAN
Client/Server
Transmission Media
Administration/Support

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CT-201: Advanced Networking 7.5 Quarter Credit Hours

CT-202: Network Security Fundamentals 7.5 Quarter Credit Hours

CT-203: TCP/IP & Cisco Routers 7.5 Quarter Credit Hours
Students will learn advanced theory and practical security knowledge. Enterprise networks, computer systems, and corporate domain networks security vulnerabilities will be covered. Students will have hands on experience creating a practical information security plan and how to properly implement it in a production environment. Students will also learn professional and social development skills.

Bl-110: Electrical Trade Safety 4 Quarter Credit Hours
The purpose of this course is to provide students with the safety skills that are required of prospective electricians and safety skills that meet industry standards concerning tools, electricity and rigging. The course fulfills the Federal OSHA regulations requirement that student receive some safety training in a classroom training setting. This course will introduce the student to safe and proper use of hand tools and power tools. Students will learn the necessary first aid for immediate response to hazards associated with the electrical industry.

Bl-113: Principles of Electricity 4 Quarter Credit Hours
This course will introduce students to the introduction of tools, safety, construction math, communication skills, and the basics of electricity. An overview of the following topics will be covered in this course: basic construction safety, basic construction math, hand tools, power tools, construction drawings, communication skills, employability skills, OSHA, and PPE. Students will also become familiar with the concepts of basic electricity. An overview of the following topics will be covered in this course: a study of resistors, Ohm’s law, series and parallel circuits, voltage and current dividers, electrical test equipment, and an introduction to the National Electrical Code.

Bl-114: Control Circuit Fundamentals 4 Quarter Credit Hours
In this course the student will learn the construction and operation of control circuit components, control transformers, motor starters, contactors, relays and pilot devices. This course also covers how to use a schematic wiring diagram to install and troubleshoot a control circuit. Student will apply the course knowledge to troubleshoot and repair components used in control circuits.

Bl-115: DC Systems 3 Quarter Credit Hours
This course presents the fundamentals of electricity as they apply to direct current circuits. Topics include the concepts of voltage, current, resistance and power and their application to series and parallel circuits. This course also covers network theorems and the concepts of capacitance and inductance. Lab activities will allow students to gain hands-on experience making measurements on circuits and interpreting the data collected. Co-requisite: EL 113

Bl-116: AC Systems 3 Quarter Credit Hours
This course covers the basic concepts of AC circuits. This course includes a basic study of electromagnetic principles, sine wave principles and relationship, resistive circuits, inductive circuits, capacitive circuits, circuit analysis, and resonance. This course is devoted to the analysis of alternating current circuits building on the concepts developed in Bl-115: DC Systems. Topics include phasor representation of voltages, currents, reactance and impedance, RC, RL, and RCL circuit analysis, and the application of circuit theorems to AC circuits. This course also covers the operation of transformers and polyphase power generation.

Bl-117: Motor Theory and Controls 4 Quarter Credit Hours
This course will cover electrical tools, instruments, safety, electrical symbols, line diagrams, AC manual contactors and motor starters, AC magnetic contactors and motor starters, time delay logic and control devices. It will also cover reversing motor circuits, electromechanical and solid-state relays, photoelectric controls, proximity controls, reduced voltage starting, accelerating and decelerating methods and preventive maintenance. Prerequisite: EL-113 Co-requisite: EL 118

Bl-118: Motion Lab 2 Quarter Credit Hours
This lab class will give students the opportunity to hard-wire, test, and troubleshoot common control circuits. It will also allow the student the opportunity to hardwire and operate the control circuits. Students design control circuits and program motor controllers and variable frequency drives. Prerequisite: EL-113 Co-requisite: EL 118

Bl-120: Electrical Controls 2 Quarter Credit Hours
This course will introduce the student to the electrical controls that are used in refrigeration, heating and air conditioning systems for both residential and commercial systems. The student will learn how each component works and how to troubleshoot the various types of controls.

Bl-124: Working with Raceways 4 Quarter Credit Hours
In this course the student will learn how to draw a diagram of the control circuit and then wire the control circuit. The students will demonstrate their ability to wire control circuits.

Bl-130: Reading Wiring Diagrams and Schematics 4 Quarter Credit Hours
This course includes the explanation of electrical components, symbols, and circuitry of air conditioning and refrigeration diagrams. This course also includes the reading and understanding of wiring diagrams, the diagram’s components, symbols and circuitry. Students will develop an understanding of circuit-by-circuit breakdown and component arrangement. Students will also learn how electrical devices are divided in the diagram layout. This course will explore the difference between high voltage applications and low voltage applications as well as the difference between safety and operating switches.

Bl-131: Residential Installations 5 Quarter Credit Hours
This course will introduce the student to the National Electric Code requirements and industry accepted practices for wiring a single family and multifamily dwelling. The student will learn to install branch circuits in residential kitchens, living rooms, bedrooms, mechanical room, closets, attics, garages, and outside areas. Students will learn how to install low voltage systems: Data, Voice, Cable TV and Surround Sound. Students will also troubleshoot branch circuit to isolate and repair problems. Pre-require: EL 113

Bl-132: Commercial Installations 5 Quarter Credit Hours
This course will introduce the student to the National Electric Code requirements and industry accepted practices for wiring commercial buildings. In addition students will learn about systems designed to reduce the carbon footprint by improving efficiency. The student will learn to install branch circuits in residential kitchens, living rooms, bedrooms, mechanical room, closets, attics, garages, and outside areas. Students will also troubleshoot branch circuit to isolate and repair problems. Pre-require: EL 113 & EL 124

Bl-134: Industrial Installations 4 Quarter Credit Hours
This course will introduce the student to the National Electric Code requirements and accepted industrial standards used in industrial installations. Students learn how to select the proper electrical distribution components. Students will develop an understanding of the requirements for wiring hazardous location and safety issues involved. Students will be able to identify harmonic current problems and the necessary corrective actions. Students will be able to explain how temperature control systems operate and the reasons for temperature control systems. Pre-require: EL 113 & EL 124
The purpose of this course is to provide students with an understanding of green technology and how it is affecting the electrical industry. Given basic instructions, major components, schematics and drawings, the electrical technician is required to specify, adapt, implement, configure, install, inspect and maintain PV and Small Wind systems. Students will ensure that the aforementioned systems meet the performance and reliability needs of the customer, that they incorporate quality craftsmanship, and that they comply with all applicable codes, standards, and safety requirements. Students will become familiar with specific practical uses in the construction industry.

GE-115: Microeconomic Principles  4.5 Quarter Credit Hours

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

GE-116: Ethics  4.5 Quarter Credit Hours

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

GE-120: Technical Mathematics  2 Quarter Credit Hours

This course provides an introduction to basic mathematical operations and their systems, forms, and 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, and in their careers.

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 technological society. The course materials place an emphasis on today’s most popular applications that pervade the working network today. Students will learn the workings of the computer so as to be able to use computers in their chosen career.

GE-136: Green Electricity  3 Quarter Credit Hours

The purpose of this course is to provide students with an understanding of green technology and how it is affecting the electrical industry. Given basic instructions, major components, schematics and drawings, the electrical technician is required to specify, adapt, implement, configure, install, inspect and maintain PV and Small Wind systems. Students will ensure that the aforementioned systems meet the performance and reliability needs of the customer, that they incorporate quality craftsmanship, and that they comply with all applicable codes, standards, and safety requirements. Students will become familiar with specific practical uses in the construction industry.

GE-188: Solid State Control Fundamentals  3 Quarter Credit Hours

This course will introduce the student to semiconductor theory. Students will learn the construction and operation of semiconductor devices, diode, transistor, TRIAC, DIAC and Silicene Controlled Rectifier. Students will use and install solid state control devices in control circuits and learn how they operate. The student will learn how to troubleshoot the various types of controls and circuits. Students will understand the operation of components used in a process control system. Students will become familiar with methods to interface analog input devices and control devices. Students will also study the networking and use of touch screen and other human interface systems with PLC. Pre-requisite: EL 113

GE-190: Programmable Controllers  5 Quarter Credit Hours

This course will introduce the student to programmable controller hardware and software. The student will learn how each component in a programmable controller system works and how to troubleshoot each component. This course will use digital input and output devices and applicable instructions. Students will understand the operation of software instruction including examine on, examine off, timers, counters, data handling, comparison and scaling instructions. Students will develop and install PLC programs to control machinery. Pre-requisite: EL 113 Co-requisite: EL 188

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 emphasis on the principles of effective communication, which include understanding the writing process and analysis of readings, as can be applied personally and professionally.

GE-104: Energy & Society  4.5 Quarter Credit Hours

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

GE-105: Introduction to Psychology  4.5 Quarter Credit Hours

This psychology course is an introduction to the understanding of human behavior. The 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-114: Technical Mathematics  3 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, 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, and in their careers.

GE-121: Computer Concepts  3 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 technological society. The course materials place an emphasis on today’s most popular applications that pervade the working network today. Students will learn the workings of the computer so as to be able to use computers in their chosen career.

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

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

GE-124: Technical Mathematics  2 Quarter Credit Hours

This course provides an introduction to basic mathematical operations and functions as they apply to the workplace. The course starts with a review of numbers, their systems, forms, and operations. It then introduces basic algebraic concepts including solving systems of one and two variables, simplifying equations, and practical applications of basic technical formulas. 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-201: English Composition II  4.5 Quarter Credit Hours

In the English Composition II course, students will review the writing process, learn research techniques, citation techniques, documentation formats, and critical analysis of written topics.

GR-105: Green Energy  3.5 Quarter Credit Hours

Students 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. Through a combination of class lecture and hands-on lab work, students will learn how to conduct energy audits, energy consumption analysis, demand analysis, and life cycle cost analysis to determine the energy efficiency of a building or system. Students will then identify how to maximize energy efficiency through the implementation of various energy practices and products in both residential and commercial settings.
In this course the student will learn about the hydronic heating systems that are used in the ducting system. The student will learn how to make various fittings and transitions that are necessary for main and branch ducts. The student will also learn about the various hand and power tools and the safety procedures that are necessary for the safety of the technician and the proper design of the ducting system.

**HA-126: Maintenance Schedules**  2 Quarter Credit Hours

In this course the student will learn about the maintenance requirements for various types of residential equipment, commercial heating and cooling systems, as well as refrigeration systems. The student will learn important maintenance services and how to set up maintenance schedules for various types of equipment. Prerequisites: EL-113, HA-110

**HA-128 - Hydronic Heating and Cooling Systems**  4 Quarter Credit Hours

In this course the student will learn about the hydronic heating systems that include boilers and ground source heat pumps. The student will be introduced to radiant heating systems. The student will also learn the sequence of operation and the safety procedures that must be followed to ensure the safe and proper operation of the system. Prerequisites: EL-113, HA-110

**HA-130: Commercial Refrigeration**  4 Quarter Credit Hours

In this course the learner will receive training on medium and low temperature refrigeration and its application in today's refrigeration industry. Students will explore new commercial refrigeration controls and techniques. The lab portion of the course allows students to apply their understanding of commercial refrigeration processes and procedures in a hands on setting. Prerequisites: EL-113, HA-110

**HA-140: Overview of Alternative Energy Forms**  2 Quarter Credit Hours

This course will introduce alternative forms of energy including solar energy, wind energy, geo-thermal energy, and bio-fuels. This course will identify different geographical areas where each source is used and include a basic working knowledge of how each form works. Prerequisites: EL-113, HA-110

**HA-200: Building and Energy Auditing**  4 Quarter Credit Hours

This course will expand the student's knowledge in heat loss and heat gain calculations for residential, low rise structures. Through the use of the manual, the student will be able to calculate both the heating and cooling loads that are used to size the equipment and the ducting systems. Prerequisites: EL-113, EL-117, EL-118, EL-120, EL-125, EL-130, GE-114, GR-105, HA-110, HA-115, HA-120, HA-121, HA-125, HA-126, HA-128, HA-130, HA-140

**HA-205: HVAC Code Interpretation**  2 Quarter Credit Hours

This course will cover the installation, operation, troubleshooting and maintenance of electrical, gas and oil heating systems. The student will learn the components that make up each type of system and the sequence of operation. The student will learn about the combustion process and the products of complete and incomplete combustion. The student will also learn the safety precautions that must be taken when working with electric and gas heating appliances. Prerequisites: EL-113, HA-110

**HA-235: Industrial/Commercial Load Calculations**  4.5 Quarter Credit Hours

This course is designed to prepare students to qualify for certification testing that could enhance their career opportunities through industry recognized credentials of achievement. Certification testing includes written testing offered through the Air Conditioning and Refrigeration Institute (ARI) series of Industry Competency Exams (ICE) tests as qualifiers for certification tests offered under the North American Technical Excellence (NATE) standards and certification testing offered through HVAC Excellence. Prerequisites: EL-113, EL-117, EL-118, EL-120, EL-125, EL-130, GE-114, GR-105, HA-110, HA-115, HA-118, HA-120, HA-121, HA-125, HA-126, HA-128, HA-130, HA-140

**HA-240: HVAC Controls Systems**  2 Quarter Credit Hours

This course provides the student with an overview of the historical development of healthcare delivery systems, including concepts and theory related to the healthcare data entry. This course will provide an introduction to data entry agencies and billing systems related to the provision of health care. Students are introduced to Microsoft Office, using Microsoft Word, Microsoft Excel, Microsoft Access, and Microsoft PowerPoint. Students are also introduced to Medisoft software and Microsoft office concepts for use in the physician’s office environment.

**HA-245: HVAC Diagnostic and Test Equipment**  2 Quarter Credit Hours

This course will instruct the student in the process of basic medical coding utilizing ICD-9, ICD-10, CPT and HCPCS. Students will be instructed on how accurate coding leads to optimal reimbursement. The student will be able to code diagnostic procedures from case studies and reports.

**HA-250: HVAC Energy Management Systems**  2 Quarter Credit Hours

This course provides the student with an understanding of medical terminology, uses of textbooks, videos, and computer applications to the use of roots, prefixes, and suffixes. This course will also emphasize medical vocabulary as it applies to anatomy, physiology, and pathology of the human body.

**HA-260: HVAC System Controls**  2 Quarter Credit Hours

This course is designed to introduce the student to the structures and functions of the various systems of the body and how these systems maintain homeostasis. It will cover introductory topics, chemistry (brief), cells and tissues, and explain the systems of the body with an emphasis on the reproductive. It will also introduce the student to the human body structures related to the cardiovascular and lymphatic system, digestive system, the eyes and ears, the musculoskeletal system, the nervous system, urinary system, the endocrine system and common physiological terms as well as associated pathologies and conditions. Also covered will be the importance of a good diet and nutrition, and how a poor diet and nutrition can affect the health of the body.

**HA-270: HVAC Energy Management Systems**  4 Quarter Credit Hours

This course covers the principle of air conditioning, system components, sequence of operation, and the function of each component. Topics discussed in this course will include installation procedures, maintenance, troubleshooting, air conditioning and electrical problems of residential air conditioning systems. This course also covers load calculation, air distribution, and duct sizing. Prerequisites: EL-113, HA-110

**HA-280: HVAC Print Reading**  2 Quarter Credit Hours

This course will introduce the student to blueprints and blueprint reading. The student will learn about the different sections of a set of blueprints and the different symbols that are used in blueprints. The student will also be introduced to load calculations for heating and cooling systems using the Manual J.

**HA-300: HVAC Commercial Refrigeration**  4 Quarter Credit Hours

This course will cover the principles of air conditioning, system components, sequence of operation, and the function of each component. Topics discussed in this course will include installation procedures, maintenance, troubleshooting, air conditioning and electrical problems of residential air conditioning systems. This course also covers load calculation, air distribution, and duct sizing. Prerequisites: EL-113, HA-110

**HA-310: HVAC Commercial Refrigeration**  4 Quarter Credit Hours

In this course the student will learn about the hydronic heating systems that are used in the ducting system. The student will learn how to make various fittings and transitions that are necessary for main and branch ducts. The student will also learn about the various hand and power tools and the safety procedures that are necessary for the safety of the technician and the proper design of the ducting system.

**HA-320: HVAC Commercial Refrigeration**  4 Quarter Credit Hours

In this course the learner will receive training on medium and low temperature refrigeration and its application in today's refrigeration industry. Students will explore new commercial refrigeration controls and techniques. The lab portion of the course allows students to apply their understanding of commercial refrigeration processes and procedures in a hands on setting. Prerequisites: EL-113, HA-110

**HA-330: HVAC Commercial Refrigeration**  4 Quarter Credit Hours

This course will introduce alternative forms of energy including solar energy, wind energy, geo-thermal energy, and bio-fuels. This course will identify different geographical areas where each source is used and include a basic working knowledge of how each form works. Prerequisites: EL-113, HA-110
ME-125: Clinical Medical Assisting  6 Quarter Credit Hours
This course will train the student in basic clinical duties. Topics will include administration of injections, pre-physical exam preparation, instruments, minor surgery preparation, specialty procedure preparation, vital signs, and measurements. In addition, this course will include the importance of microbiology theory and infection control techniques within a clinic or lab. Prerequisite ME 105

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

ME-140: Pharmacology  3 Quarter Credit Hours
This course will introduce the student to the clinical aspect of the administration, writing prescriptions and dispensing of drugs, as prescribed by the doctor, and the legal and ethical standards regarding these drugs. This course will include the explanation and demonstration of conversion between metric and household systems of measure; medication orders; medication labels; and calculations of insulin and pediatric dosages. Prerequisite ME 105

ME-150: Medical Law and Ethics  3 Quarter Credit Hours
This course provides a foundation for handling common legal & ethical challenges in everyday practice. Legal concepts and theories in this course include: international & quasi-international torts, professional liability insurance, and required documentation. Ethical components of the course include issues that a healthcare professional may face on the job. The course will also cover common areas of liability and litigation in different healthcare settings.

ME-155: Laboratory Procedures  6 Quarter Credit Hours
This course covers skills and knowledge required for medical assistants to identify and practice clinical and/or lab duties in a medical office. Topics include, but are not limited to: phlebotomy, clinical laboratory testing procedures; and electrocardiography. In addition, this course will cover the importance of microbiology theory and infection control techniques within a clinic or lab setting. Prerequisite ME 105

ME-175: Medical Office Procedures  3 Quarter Credit Hours
This course covers the skills and knowledge required to perform administrative tasks in a medical office. Topics include, but are not limited to, receiving patients, scheduling appointments, patient triage, handling medical records, processing insurance claims, and an introduction to medical office management. Prerequisite ME 105

ME-180: Extenship and Exam Preparation  4 Quarter Credit Hours
This course will prepare the student for their extenship experience. It will also culminate all of the learning that has been presented in the program to prepare students to understand employment opportunities and credentialing available to them, job responsibilities, and preparation to sit for one or more exams such as the RMA or the CMA. Prerequisite ME 125 and ME 155

ME-190: Medical Extenship  8 Quarter Credit Hours
Students will use the knowledge and skills learned in the program and complete a minimum of 240 hours of extenship at an approved site. Prerequisite ME 125 and ME 105

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

ME-220: Electronic Medical Records  3 Quarter Credit Hours
This course will build upon ME 115 Computer Applications for Healthcare and familiarize students with the Medisoft patient file creation and file maintenance software. Prerequisite: ME 115

ME-225: HIPAA/OSHA/Clinic Regulations  2 Quarter Credit Hours
This course will cover all HIPAA/OSHA local and state requirements for Health Care Facility Management. Prerequisite: ME 175

ME-250: Comprehensive Insurance Billing  4.5 Quarter Credit Hours
This course will train the student in the various types of insurance billing and reimbursement processes. Students will learn the rules and regulations of specific insurance types. Students will learn all clerical functions of a medical biller. Students will also learn and practice electronic billing and the use of the CMS-1500 form and UB-04 form for billing purposes. Prerequisite: ME 108

ME-300: 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.

MOA-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 the meaning, along with body parts, systems and functions. This course covers basic pharmacology, including familiarizing the student with names, dosage, and usage of prescription drugs.

PA-103: Ethics and Billing  12 Quarter Credit Hours
This course will instruct the student in the uses of basic grammar, with emphasis on punctuation, spelling, capitalization and correct usage of nouns, verbs, etc. This course will introduce the student to computer usage, basic computer skills and applying the learned grammar skills using the word processing program. This course also includes a section on medical math. This course will also instruct the student in the basics of keyboarding for performance in the medical field.

PA-105: 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 the skills needed to operate the office side of the pharmacy.

PA-109: Pharmaceutical Planning  12 Quarter Credit Hours
This course will introduce the student to the pharmaceutical environment and state and federal regulations. The student will learn teamwork, professionalism, grooming, as well as choosing an area of interest within the pharmaceutical field and learn more advanced pharmacology. The student will also become CPR and First Aid Certified upon completion of this course.

PA-110: Advanced Computers  12 Quarter Credit Hours
This course will enhance and build on the student's previously learned basic computer usage and knowledge. The student will receive in-depth training using Microsoft Office applications, which includes Word, Excel, Access, and PowerPoint. The student will be exposed to multiple projects in each application, with some projects related specifically to the healthcare field.

PA-120: Advanced Computers  12 Quarter Credit Hours
This course will enhance and build on the student's previously learned basic computer usage and knowledge. The student will receive in-depth training using Microsoft Office applications, which includes Word, Excel, Access, and PowerPoint. The student will be exposed to multiple projects in each application, with some projects related specifically to the healthcare field.
**PF-200: Medical Ethics, Inventory, and Cost Control** 7.5 Quarter Credit Hours

This course is designed to present material to the pharmacy technician on professional ethics and the philosophy, requirements, administration and enforcement of local, state and federal laws related to the practice of the pharmacy profession. Additionally, this course will appropriately address inventory and cost control issues in the pharmacy.

**PF-204: Medical Dosages and Pharmaceutical Calculations** 7.5 Quarter Credit Hours

The student will apply basic mathematical skills in required calculations for usual medical dosage determinations, as well as solution preparations using weight and apothecary systems. Also discussed are the application of business calculations and medical preparation and distribution. The student will develop skills in physician order interpretation, intravenous admixture, sterile and non-sterile compounding, internal nutrition preparation, packaging, purchasing, inventory control, and outpatient dispensing. Prevention of medication errors and continuous quality improvement (CQI) practices are included. The student will also prepare for the certification exam to become a National and Missouri State Certified Pharmacy Technician through the Pharmacy Technician Certification Board and the Missouri Pharmacy Association.

**PF-205: Pharmacy Technician Externship** 7.5 Quarter Credit Hours

During weeks 1-10, the student will complete a 10 week externship (225 hours) work schedule will vary depending upon the externship site requirements. This course is also designed to give students the communication skills necessary for establishing and maintaining healthy relationships with co-workers and customers.

**WE-130: Basic Gas Metal Arc I** 6 Quarter Credit Hours

Students will be introduced to welding theories, safety requirements, cutting techniques and welding terminology. Introduction and operation of the Gas Metal Arc Welding machine as well as the various consumables used. They will also perform multi-pass welds using carbon steel in all positions. This course is also designed to introduce students to basic principles of language constructions and their applications through communication.

**WE-131: Basic Gas Metal Arc II** 6 Quarter Credit Hours

Students will be introduced to welding theories, safety requirements, cutting techniques and welding terminology and will learn and perform the below topics:
- Oxy-Acetylene Cutting
- Lab Joints
- Carbon Steel
- Plasma Arc Cutting
- Visual, Stress and Bend Tests

**WE-132: Basic Shielded Metal Arc I** 6 Quarter Credit Hours

Students will perform multi-pass welds using carbon steel in all positions. Students will also 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 workplace.

**WE-133: Basic Shielded Metal Arc II** 6 Quarter Credit Hours

Students will perform multi-pass welds using carbon steel in all positions. Topics covered include:
- Safety
- Oxy-Acetylene Cutting
- Multi-pass Position Fillet Welds
- Lab Joints
- Welding Symbols
- E6013 Electrodes
- E-6010 5P Electrodes
- 6G Fixed Pipe Position
- 6G Rolled Pipe Position
- 5G Fixed Pipe Position
- 5G Rolled Pipe Position
- 2G Fixed Pipe Position
- 2G Rolled Pipe Position
- Weave Pattern Techniques
- E7018 Electrodes
- E4610 Electrodes
- Open Root
- Cover Passes
- Stress Tests
- Flux Cored Arc Welding
- Bend Tests
- Filler Passes
- Advanced Joint Design
- Non-Ferrous Metals
- Carbon Arc Back Gouging

**WE-136: Advanced Shielded Metal Arc I** 6 Quarter Credit Hours

Students will perform all position welds on advanced joint designs. The students will be learning practical application for test certification procedures. This course is also designed to test students the communication skills necessary for establishing and maintaining healthy relationships with co-workers and customers.

**WE-137: Advanced Shielded Metal Arc II** 6 Quarter Credit Hours

Students will perform all position welds on advanced joint designs. Topics covered include:
- Open Root
- Cover Passes
- Square Butt Joints
- Stress Tests
- Bend Tests
- Vee - Grooves
- Basic Blueprint Reading for Welders/Fitters

**WE-138: Gas Tungsten Arc (TIG) I** 6 Quarter Credit Hours

Students will perform various advanced welding tasks utilizing ferrous and non-ferrous metals. The following topics will be covered:
- Carbon Steel / Aluminum
- Stainless Steel
- Tj Joints
- Corner Beads
- Visual, Maro Inspections
- Lap Joints
- All Positions

**WE-139: Gas Tungsten Arc (TIG) II** 6 Quarter Credit Hours

Students will perform various advanced welding tasks utilizing ferrous and non-ferrous metals. The following topics will be covered:
- Carbon Steel / Aluminum
- Stainless Steel
- Tj Joints
- Corner Beads
- Visual, Maro Inspections
- Lap Joints
- All Positions

**WE-140: SMAW-P, GMAW I** 6 Quarter Credit Hours

Students will perform various advanced welding tasks and receive an introduction to pressure vessel welding specifications. The students will learn specific application of pipe preparations. Introduction to the various positions of welding pipe in the field with different welding processes. This course is also designed to help students achieve greater personal and professional success through an increased knowledge of human behavior and employer expectations.

**WE-141: SMAW-P, GMAW II** 6 Quarter Credit Hours

Students will perform various advanced welding tasks and receive an introduction to pressure vessel welding specifications.
- 2G Fixed Pipe Position
- 2G Rolled Pipe Position
- 5G Fixed Pipe Position
- 5G Rolled Pipe Position
- 6G Fixed Pipe Position
- 6G Rolled Pipe Position

**WE-210: Advanced Welding Techniques & Applications I** 4 Quarter Credit Hours

This course prepares students for advanced certifications in the following areas:
- Pressure Vessel Welding
- Advanced Math for Welders
- Disimilar Metals
- Fit-Up and Layout

**WE-211: Advanced Welding Techniques & Applications II** 3.5 Quarter Credit Hours

This course prepares students for advanced certifications in the following areas:
- American Welding Society Tolerances
- American Society of Mechanical Eng.
- Joint Design

**WE-212: Advanced Blueprint Reading, Layout, Cutting & Fit-up Techniques I** 4 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 workplace. Use of:
- Techniques
- Proper Measurements
- Squaring
- Leveling
- Centering
- Notcher

**WE-213: Advanced Blueprint Reading, Layout, Cutting & Fit-up Techniques II** 3.5 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 workplace. Use of:
- Plasma cutter
- Chop Saw
- Band Saw
- Shear
- Punch
- Notcher
This course will allow the students to perform a detailed project in a team environment using advanced blueprints and techniques. It is also designed to use several processes to cover topics such as gas tungsten arc welding, project management, and advanced blueprint reading. Students will learn real-world applications of welding through labs and technical hands-on training.

<table>
<thead>
<tr>
<th>Project Design</th>
<th>Project Documentation</th>
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<tr>
<td>Feasibility Studies</td>
<td>Cost Analysis</td>
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### WE-214: Welding Project Management I  
4 Quarter Credit Hours

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

<table>
<thead>
<tr>
<th>Advanced Fit-Up and Layout</th>
<th>Quality Control</th>
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<tbody>
<tr>
<td>Advanced Joint Design</td>
<td>Material Analysis</td>
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Academic Calendar

Holidays

<table>
<thead>
<tr>
<th>Holiday</th>
<th>Term Start Date</th>
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<tr>
<td>New Year’s Day</td>
<td>1/11/2016</td>
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<tr>
<td>Martin Luther King’s Birthday</td>
<td>2/22/2016</td>
<td>5/1/2016</td>
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<tr>
<td>President’s Day</td>
<td>3/21/2016</td>
<td>5/29/2016</td>
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<td>Good Friday</td>
<td>5/2/2016</td>
<td>7/10/2016</td>
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<td>Memorial Day</td>
<td>5/30/2016</td>
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<td>Fourth of July</td>
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<td>Labor Day</td>
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<td>Columbus Day</td>
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<td>Veterans Day</td>
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<td>Thanksgiving</td>
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<td>Friday after Thanksgiving</td>
<td>6/26/2017</td>
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<td>Christmas Eve</td>
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<td>11/12/2017</td>
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<tr>
<td>New Year’s Eve</td>
<td>11/13/2017</td>
<td>1/21/2018</td>
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Classes are not held on the following holidays:

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

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

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

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

Lauren Maggard, Interim Campus Director
Jim Hight, PhD, Director of Education
Mariya Pruitt, Enrollment Coordinators
Andre Ratliff, Enrollment Coordinator
Kaleigh Myers-Geiger, Interim Director of Financial Aid
Deborah Howard, Campus Accountant
Krysti Muhic, Retention Coordinator/Registrar
Leasa Frye, Career Services Coordinator
Dixie Hardy, Receptionist

Faculty

Daniel Alexander - Computer Technology Instructor
Daniel graduated from Vatterott College with degrees in Computer Programming, Computer Technology and an AOS degree in Computer Systems and Network Technology. Daniel has worked as a Computer Programmer and Computer Aided Draftsman for KemLee MFG in Galena Kansas, Web Developer and PC Technician for First Christian Church in Columbus, Kansas, Web Developer for Virginia Ryan’s Cattery and Kennel in Joplin, Missouri and as a Network Technician for Pilr Technology Services in Duenweg, Missouri.

Roger Baller - HVAC Program Director
Roger attended Ferris State College earned an Associates of Applied Science in Heating, Ventilation, Air Conditioning, and Refrigeration Technology. Upon completion he worked for a HVAC-R contractor installing and servicing all types of equipment including gas fired, oil fired, and electric heating units. He also had the opportunity to service some geothermal systems. In 1991 he accepted a position at Mid-Michigan Medical Center in Clare MI. He was responsible for developing and implementing a planned maintenance program for all the HVAC-R equipment including repairs and replacement without interrupting hospital operations. He worked closely with the on-site electrician making changes and repairs to the electrical systems as well. During his time at the hospital I had the opportunity to teach at Mid-Michigan Community College in the HRA Program. He taught night course at the college from 1996 to 2006 two or three nights per week. In 2006 he accepted a Service Manager position for an HVAC and Plumbing contractor in Indian River MI. He was responsible for all aspects of the department including budgeting, purchasing, scheduling, and meeting or exceeding financial goals. When the company merged with another contractor he worked in the field as the lead service tech, diagnosing and repairing all types of equipment, including commercial equipment. He joined Vatterott College in September of 2012.

Matthew Bockenfeld - Automotive Program Director
Matthew Bockenfeld began his teaching career with Vatterott in 2104 in Quincy, Illinois and was promoted to the program director for the automotive program in Joplin, Missouri in the fall of 2015. Mr. Bockenfeld’s interest in automotive technology began as an auto racing fan. This interest resulted in his attending Linn State Technical College, where he got his Associates in Applied Science and achieved a rank of ASE master certified mechanic. Mr. Bockenfeld has been trained and worked with General Motors, Chrysler and Toyota vehicles, as well as O’Reily’s Automotive and CARQUEST extended training classes.

Jerome Basey - Computer Technology Instructor
Jerome earned his Associate of Applied Science degree in Electronics Technology and an Associate of Applied Science in Instructor Technology from the Community College of the Air Force in 1991. While in the Air Force, he began as a computer mainframe repair and installation technician and progressed to teaching digital electronics. While teaching electronics he was awarded Master instructor and Occupational instructor certifications from the Community College of the Air Force at Lowry AFB Colorado. His next assignment involved teaching UNIX and Network Administration at Goodfellow Air Force Base. His last assignment in the military was in Chantilly, Virginia, where he served as an installation team leader delivering UNIX based applications on SOLARIS imagery servers. After retiring from the Air Force, he attended Missouri Southern State college where he received a Bachelor of Science of Management Information Technologies degree with a minor in CIS. He graduated Summa Cum Laude. Additionally, while in school, he interned as an IS coordinator at a local business working with XP and Windows 2003 server.

Muchengetwa Bgoni - Business Management Program Director
Muchengetwa Bgoni recently earned his Doctorate in Business in International Business with an emphasis on Strategic Development and Innovation with Argosy University. Muchengetwa Bgoni is also a holder of an MBA in International Development from Hope International University and a Bachelor’s degree in Biblical Literature from Ozark Christian College. Muchengetwa Bgoni has held business training seminars and short courses in Africa. He has helped entrepreneurs in Africa start small business and has provided the basic business training needed to run a small business. Muchengetwa has also done business consultation involving employee training in areas of accounting, marketing and strategic management. Muchengetwa has helped mentor young adults and youth at his church where he worked as a youth minister for 6 years. He also helped write curriculums and teach the different age groups at his church. Muchengetwa hopes to continue helping students achieve their personal and academic goals.

Derrick Blackburn - Welding Instructor
Derrick has been a welder for 23 years and teaches all welding classes at Vatterott College. Mr. Blackburn is a graduate of the Tulsa Welding School and has worked for Vatterott College for over a year.

Jerome Basye - Computer Technology Instructor
Jerome earned his Associate of Applied Science degree in Electronics Technology and an Associate of Applied Science in Instructor Technology from the Community College of the Air Force in 1991. While in the Air Force, he began as a computer mainframe repair and installation technician and progressed to teaching digital electronics. While teaching electronics he was awarded Master instructor and Occupational instructor certifications from the Community College of the Air Force at Lowry AFB Colorado. His next assignment involved teaching UNIX and Network Administration at Goodfellow Air Force Base. His last assignment in the military was in Chantilly, Virginia, where he served as an installation team leader delivering UNIX based applications on SOLARIS imagery servers. After retiring from the Air Force, he attended Missouri Southern State college where he received a Bachelor of Science of Management Information Technologies degree with a minor in CIS. He graduated Summa Cum Laude. Additionally, while in school, he interned as an IS coordinator at a local business working with XP and Windows 2003 server.

Muchengetwa Bgoni - Business Management Program Director
Muchengetwa Bgoni recently earned his Doctorate in Business in International Business with an emphasis on Strategic Development and Innovation with Argosy University. Muchengetwa Bgoni is also a holder of an MBA in International Development from Hope International University and a Bachelor’s degree in Biblical Literature from Ozark Christian College. Muchengetwa Bgoni has held business training seminars and short courses in Africa. He has helped entrepreneurs in Africa start small business and has provided the basic business training needed to run a small business. Muchengetwa has also done business consultation involving employee training in areas of accounting, marketing and strategic management. Muchengetwa has helped mentor young adults and youth at his church where he worked as a youth minister for 6 years. He also helped write curriculums and teach the different age groups at his church. Muchengetwa hopes to continue helping students achieve their personal and academic goals.

Derrick Blackburn - Welding Instructor
Derrick has been a welder for 23 years and teaches all welding classes at Vatterott College. Mr. Blackburn is a graduate of the Tulsa Welding School and has worked for Vatterott College for over a year.
Trevor Brattin - Electrical Program Director

Trevor Brattin has over twenty years' experience in the electrical field. He has worked in the residential, commercial, and industrial areas as well as in the auto/video and data fields as an electrician, installer, maintenance worker and supervisor, and as a designer. Mr. Brattin has also worked with machinery and motors of all kinds in factories and commercial settings and has provided job training and instruction for a number of employees in many different settings.

John Burke - Automotive Instructor

John is an automotive instructor at Vatterott College and has worked on vehicles for almost forty years. Mr. Burke teaches many of the advanced automotive classes and is an ASE Certified Master Automotive Service Technician. Mr. Burke also holds a Doctor of Motors certificate from Dana Corporation and is a graduate of Wichita Automotive Institute in Wichita, Kansas.

Sammy Charles - Automotive Instructor

Sammy has been in the automotive business for over forty years. He owned Sam & Sons Auto/Wrecker Service from August 1970 until October, 2001. Mr. Charles is a veteran of the Vietnam War and currently serves as a deputy with the Seneca, Missouri Police Department.

Gary Edwards - HVAC Instructor

Gary has been a HVAC instructor at Vatterott for a year and has been in the HVAC for over thirty years. Mr. Edwards owns his own heating and air conditioning business and worked at Missouri Southern State University as a mechanical maintenance technician.

Tracy Rye - Electrical Instructor

Tracy holds an associate degree in electronics engineering from VTI of Irving, Texas and has been an electrical instructor at Vatterott College for less than a year. He has worked in the electrical field for a number of years as a maintenance electrician for a number of years.

Dr. Janie Hall - Business Management Instructor

Dr. Janie Hall holds a doctorate degree in business administration from Walden University and has served as an instructor in the business management program for over a year. Among Dr. Hall's many accomplishments was the Doctoral Business Administration Study of the 2016 Tem Award. Her study was selected as the best out of 5,000 submissions. Dr. Hall has also contributed to a book on women in leadership roles as well as writing on Tribal Gaming Leader strategies Toward a Sustainable Future.

Carol Lambeth - Computer Technology Instructor

Carol is an instructor in the computer program at Vatterott College. She received a Bachelor of Science degree in information systems from Missouri Southern State University and her master's degree in instructional technology from Northwest Missouri State University in Maryville, Missouri. She has worked as an engineering technician and an AEL instructor at Crowder College in Neosho, Missouri.

Cody LeMasters - Automotive Instructor

Cody is an automotive instructor at Vatterott College in Joplin. Mr. LeMasters received an associate’s degree in business and specialized automotive from Wyotech College in 2005. He has worked as a service technician for automobile dealerships and has an ASE Certification, GM Certification, and Ford Certification as a master mechanic.

Tama Mueller - Medical Assistant Instructor

Tama is a member of the National Association of Emergency Medical Service Educators and a licensed EMT. Ms. Mueller has worked in a number of medical positions in the Joplin and McDonald County areas. She teaches laboratory procedures and other medical classes at Vatterott College in Joplin.

Joy Williams, R.M.A. began teaching at Vatterott College - Quincy, IL in 2008. She took over as the Medical Assistant Program Director in 2009 and relocated to the Joplin, MO campus in 2016.
In 1999, Joy received her Associates of Applied Science degree in Medical Assisting from Davenport University in Granger, IN. She has worked in a variety of office settings throughout her career, performing both clinical and administrative medical assistant duties. Joy is a member of American Medical Technologists and is a certified Red Cross CPR/AED, First Aid instructor.

**Shelly White - Medical Instructor**

Shelly has worked and taught in the medical field for over 25 years. She has certifications in HIV counseling, CPR and AED, grief and loss counseling, OSHA training, and extensive training and experience in EKG and other heart matters. Ms. White has taught at various campuses with Vatterott College and online.

**Kevin Rundle - Welding Instructor**

Kevin earned his Certificate in Welding from Eastern Vocational Technical School and was recognized as the Outstanding Senior in Welding. He competed in various VICA competitions and is certified in OSHA and MSHA. Before joining Vatterott College, Kevin owned a welding company and has worked for Witte Company, Allan Myers, Inc. and NICO Polymer/Colli Materials as a maintenance mechanic, fabrication/millwright and layout/fabricator. Kevin joined Vatterott College as a full-time instructor in December of 2014.
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
- 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>
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</thead>
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<tr>
<td>C-100</td>
<td>Your Role in the Green Environment</td>
</tr>
<tr>
<td>C-101</td>
<td>Better Green Business</td>
</tr>
<tr>
<td>C-104</td>
<td>Electronic Evidence Discovery</td>
</tr>
<tr>
<td>EL-01</td>
<td>Basic Fire Alarm Installation</td>
</tr>
<tr>
<td>SDP-178</td>
<td>Smart Phone Programming</td>
</tr>
</tbody>
</table>

Course Description(s)

**C-100: Your Role in the Green Environment**  
This course will help learners develop an understanding of their impact on the environment. The course will provide information on what it means to “build green” and a broad overview of the ever-changing green environment initiatives. The course will also provide an overview of changes in the construction industry and the environment. Upon completion of this course, learners will receive a certificate of completion. The Course Length is 15 hours over 4 weeks.

**C-101: Better Green Business**  
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**  
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.

**EL-01: Basic Fire Alarm Installation**  
Fire alarm systems require research, exchange of information and a decision making process involving property owners, building control officers and local authorities. Statutory and insurance requirements must also be considered. This course will provide participants with an overview of fire alarm planning and hands-on lab experience installing fire alarm equipment in a practical lab environment. This course is 32 hours over 2 weeks. **(Prior electrical work experience is required. Candidates should submit documentation of electrical training or work experience to complete their enrollment.)** Experience can be in the form of unofficial transcripts, pay stubs, business card, or letter from an employer.

**SDP-178: Smart Phone Programming**  
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. 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>
</tr>
</thead>
<tbody>
<tr>
<td>Your Role in the Green Environment</td>
<td>Certificate of Completion</td>
<td>15</td>
<td>$250</td>
<td>$85</td>
<td>$335</td>
</tr>
<tr>
<td>Better Green Business</td>
<td>Certificate of Completion</td>
<td>12</td>
<td>$250</td>
<td>$85</td>
<td>$335</td>
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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>Smart Phone Programming</td>
<td>Certificate of Completion</td>
<td>45</td>
<td>$420</td>
<td>$90</td>
<td>$510</td>
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</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 Fee</th>
<th>Books &amp; Supplies</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Automotive Technology</td>
<td>Diploma</td>
<td>60</td>
<td>$16,680</td>
<td>$100</td>
<td>$1,390</td>
<td>$4,880</td>
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<tr>
<td>Combination Welding</td>
<td>Diploma</td>
<td>60</td>
<td>$24,840</td>
<td>$100</td>
<td>$1,500</td>
<td>$2,305</td>
<td>$28,745</td>
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<tr>
<td>Electrical Service Technician</td>
<td>Diploma</td>
<td>50</td>
<td>$17,100</td>
<td>$100</td>
<td>$1,750</td>
<td>$3,920</td>
<td>$22,870</td>
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<tr>
<td>Heating, Air Conditioning, &amp; Refrigeration Service Technician</td>
<td>Diploma</td>
<td>50</td>
<td>$19,500</td>
<td>$100</td>
<td>$1,250</td>
<td>$3,620</td>
<td>$24,470</td>
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<tr>
<td>Medical Assistant Occupational Specialist</td>
<td>Diploma</td>
<td>40</td>
<td>$16,000</td>
<td>$100</td>
<td>$1,500</td>
<td>$3,190</td>
<td>$20,790</td>
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<tr>
<td>Business Management</td>
<td>AOS</td>
<td>70</td>
<td>$25,109</td>
<td>$100</td>
<td>$1,750</td>
<td>$4,840</td>
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<tr>
<td>Combination Welding Technology</td>
<td>AOS</td>
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<td>Computer Systems &amp; Network Technology</td>
<td>AOS</td>
<td>90</td>
<td>$35,424</td>
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<tr>
<td>Heating, Air Conditioning, &amp; Refrigeration Technician with Management</td>
<td>AOS</td>
<td>80</td>
<td>$31,200</td>
<td>$100</td>
<td>$2,000</td>
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<td>Medical Assistant with Office Management</td>
<td>AOS</td>
<td>70</td>
<td>$29,050</td>
<td>$100</td>
<td>$1,750</td>
<td>$4,720</td>
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<tr>
<td>Pharmacy Technician</td>
<td>AOS</td>
<td>90</td>
<td>$35,424</td>
<td>$100</td>
<td>$2,250</td>
<td>$4,580</td>
<td>$42,354</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 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

Vatterott College – Joplin
Student Information & Services Non-Discrimination Addendum
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.

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<thead>
<tr>
<th>Term Start Date</th>
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</table>
| 10/29/2018      | 1/13/2019     | (break 12/24-12/30)
Title IX Policy

Revised: October 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

Regulatory 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: 314-264-1500  
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 http://www.vatterott.edu/Title-IX/title-ix.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 they may monitor compliance.

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

V. Options for Reporting and Availability of Support

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

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

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

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

VI. Privacy and Confidentiality

Vatterott encourages victims of sexual harassment and discrimination to talk to somebody about what happened so that he or she may get the support they need, and so that Vatterott can respond appropriately. Because issues arising under Title IX are often sensitive in nature, Vatterott maintains the highest level of privacy regarding all reports of sexual discrimination and/or sexual harassment. While Vatterott strictly prohibits the disclosure of private information obtained through an investigation, it should be noted that circumstances may arise when law and/or policy requires the disclosure of sensitive information.
Please be aware that all Vatterott employees are “responsible employees,” and have the obligation to communicate reports of sexual misconduct to the Title IX Coordinator. When a reporting party tells a responsible employee about an incident of sexual violence, the reporting party has the right to expect the College to take immediate and appropriate steps to investigate what happened and resolve the matter promptly and equitably. To the extent possible, information reported to a responsible employee will be shared only with Vatterott officials responsible for handling the College’s response to the report, including the Title IX Coordinator.

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

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

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

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

**Off-Campus Counselors and Advocates**

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

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

**VII. Victim Rights & Options**

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

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

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

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

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

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

VIII. Complaint and Resolution Procedures

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

Informal Procedures

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

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

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

- 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.
party and may only serve in a support role. All advisors will be required to sign a standard form attesting that they have been informed and acknowledge that they may not advocate on behalf of either party and that all information disclosed during the hearing must be kept strictly confidential. If the advisor violates the rules or engages in behavior or advocacy that harasses, abuses, or intimidates either party, a witness, or an individual resolving the complaint, that advisor may be prohibited from further participation.

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

The College will endeavor to conclude its investigation and issue a resolution of the complaint within sixty (60) calendar days of the date the complaint was received. All pertinent facts will be carefully reviewed and the accused will be given a full opportunity to explain his or her conduct before any decision is reached. When the investigation is complete, Vatterott will inform the complainant and the alleged perpetrator of the results of the investigation and the process for appealing any such determination, as applicable, in writing.

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

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

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

### Appeals

Either party may appeal the determination reached by the Title IX Coordinator. All appeals must be submitted in writing to the Vatterott President c/o the Title IX Coordinator (via email at titleixcoordinator@vatterott.edu or via mail at 8580 Evans Avenue, St. Louis, MO 63134) within seven (7) business days of the Title IX Coordinator’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
ground 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.

**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 Vice President of Academics and Accreditation, the Chief Operating Officer and the Vice President of Human Resources, 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

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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.”

Title IX Policy (Effective: October 2017)
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;
Title IX Policy

- 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 c/o the Title IX Coordinator (via email at titleixcoordinator@vatterott.edu or via mail at 8580 Evans Avenue, St. Louis, MO 63134) 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 part, by a man or woman upon a man or a woman, without consent.

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

**Sexual Contact Includes:**

- 11.4.1. Intentional contact with the breasts, buttocks, groin, or genitals of another person, or touching another person with any of these body parts; or making another person touch you or themselves with or on any of these body parts; or
- 11.4.2. Any intentional bodily contact in a sexual manner, even where the touching does not involve contact with/of/by breasts, buttocks, groin, genitals, mouth or other orifice; or

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

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

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

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

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

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

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

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

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

**Unwelcome conduct** – conduct is considered “unwelcome” if the person did not request or invite it, and considered the conduct to be undesirable or offensive. Unwelcome conduct may take various forms,
Title IX Policy

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 titleixordinator@vatterott.edu.
Addendum – Academic Information
Effective: 11/16/2017

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

**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, excluding holidays and breaks) 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, excluding holidays and breaks) 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 (excluding holidays and breaks) 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 (excluding holidays and breaks) 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.

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

Students enrolled in an online course must meet the attendance guidelines as stated in the Attendance Policy section of this catalog to remain actively enrolled in the course or program.
Addendum - Program Offerings and Course Description
Effective: 01-2018

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 and 13.5 Quarter Credit Hours of General Education totaling 90 Quarter Credit Hours. Instruction is designed for entry every 10 weeks.

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tr>
<td>BUS-110</td>
<td>Intro to Business</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS-200</td>
<td>Business Management</td>
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<td>BUS-210</td>
<td>Business Information Systems</td>
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<tr>
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<td>BUS-290</td>
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<td>MKT-102</td>
<td>Intro to Marketing</td>
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<tr>
<td>BUS-107</td>
<td>Intro to E-Business</td>
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<tr>
<td>BUS-115</td>
<td>Office Systems</td>
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<tr>
<td>BUS-127</td>
<td>Effective Leadership</td>
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<tr>
<td>BUS-130</td>
<td>Multi-Media</td>
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<tr>
<td>BUS-215</td>
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<td>BUS-228</td>
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<tr>
<td>BUS-234</td>
<td>Advanced Office Systems</td>
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General Education Classes

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<tr>
<th>Course Code</th>
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<tr>
<td>GE-101</td>
<td>English Composition 1</td>
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<td>GE-105</td>
<td>Intro to Psychology</td>
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<td>AGE-215</td>
<td>Technical Math</td>
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</table>

Total Number of Quarter Credit Hours Required for Graduation 90

Course Descriptions

BUS-127 Effective Leadership  4.5 Quarter Credit Hours
This course focuses on the strengths of leaders and their employees with a direct influence on motivation and behavior. Included is the Gallup Leadership Based Strength assessment. Focus will be given to development of employee strengths, effective leadership and how to overcome behaviors that hold back employees, managers and companies.

BUS-234: Advanced Office Systems  4.5 Quarter Credit Hours
This course provides the student with an advanced knowledge of Microsoft Excel. Emphasis is placed on applications in a business environment and on advanced tools used to support decision-making.
The information below is to replace the current corresponding information in the Program Offerings and Program Description section of the catalog.

**Program Offerings**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EL-110</td>
<td>Electrical Trade Safety</td>
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<td>EL-113</td>
<td>Principles of Electricity</td>
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<td>EL-114</td>
<td>Control Circuit Fundamentals</td>
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<td>EL-115</td>
<td>DC Systems</td>
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<td>EL-116</td>
<td>AC Systems</td>
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<td>EL-117</td>
<td>Motor Theory &amp; Control</td>
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<td>Motor Lab</td>
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<td>EL-124</td>
<td>Working with Raceways</td>
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<td>EL-130</td>
<td>Reading Wiring Diagrams and Schematics</td>
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<td>EL-131</td>
<td>Residential Installations</td>
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<td>EL-132</td>
<td>Commercial Installations</td>
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<td>EL-134</td>
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<td>EL-185</td>
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<td>EL-188</td>
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<td>EL-190</td>
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<td>GE-114</td>
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<td>GE-121</td>
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Total Number of Quarter Credit Hours Required for Graduation: 67