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.

Rekia McClain
Campus Director
Dear Vatterott Students,

It is the primary goal of Vatterott Career 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 Career 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 Career 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 Career 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 Career 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 Career 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 Career 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 CAREER COLLEGE
ABOUT VATTEROTT COLLEGE

Our Philosophy

The student is our primary concern at Vatterott Career 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 goals 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 Career 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 Career College

Vatterott College was established in 1969 in St. Louis, Missouri. The original name was Urban Technical Centers, Inc., and subsequent changes included Vatterott & Sullivan Educational Center and Vatterott Educational Centers. The institution changed its name to Vatterott College in 1989 when Associate degree (specialized) granting authority was issued by the Accrediting Commission of NATTS (National Association of Trade and Technical Schools).

In January 1985, the institution opened its new facility in St. Ann, Missouri, and in 1990, Vatterott College had the honor of being named the "Best institution in Missouri" by the Missouri Association of Private Career Schools. Vatterott College expanded to Springfield, Joplin, and Independence, Missouri, in April 1991 as a result of a teach-out of students attending Draughon Business College. In August 1991, Vatterott College was authorized to establish branch campuses at these locations.

In May 1995, Vatterott College expanded to Quincy, Illinois, as a result of the purchase of the former Quincy Technical Schools.

In June 1996, the Business and Banking Institutes with locations in Omaha, Nebraska, and Des Moines, Iowa, were purchased. Programs were added and the institutions were relocated under the name Vatterott College. In the same year, an additional location of the St. Ann campus opened in Sunset Hills, Missouri. Vatterott College expanded into the following cities as a result of various teach-out agreements: St. Joseph, Missouri, in March 1995; Tulsa, Oklahoma, in 1997; Memphis, Tennessee, in 1999; Wichita, Kansas, in 1999; and Cleveland, Ohio in 2001. In 1997, a branch location of the Quincy campus was opened in Oklahoma City, Oklahoma.

In December 1999, Vatterott College expanded in Omaha, Nebraska by purchasing the former Universal Technology Institute. In January 2000, a satellite campus was established in O’Fallon, Missouri. In September 2001, Vatterott College purchased the former Omaha College of Health Careers in Omaha, Nebraska, and established a branch campus. The St. Joseph campus changed affiliation in 2003 and continues operations as a branch campus of the Des Moines, Iowa main institution.

Wellspring Capital Partners purchased all Vatterott College locations in January 2003 and named the holding company as Vatterott Educational Centers, Inc.

The O’Fallon satellite location was approved as a branch campus of the St. Ann main institution in 2004. L’Ecole Culinaire was approved as a branch campus of the Des Moines, Iowa main institution in 2004.

Vatterott College operations expanded into Texas in 2004, purchasing Court Reporting Institute of Dallas. The Court Reporting Institute of Houston was approved as branch campus of the Dallas main campus in 2004.

In January 2007, Vatterott Education Center located in Dallas, Texas was approved as a branch campus of the Quincy main institution.

The Memphis Appling Farms location was approved as a branch campus of the Des Moines main institution in April of 2008.

In November 2008, L’Ecole Culinaire, Cordova, Tennessee, was approved as a branch campus of the Quincy main institution.

Accreditation, Authorization and Approvals

Vatterott Career 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.

Vatterott Career College is authorized by the Tennessee Higher Education Commission. This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility.

Campus Location

Vatterott Career College - Memphis Appling Farms Campus
6991 Appling Farms Parkway
Memphis, TN 38133
(901) 372-2399

Administrative Offices
6991 Appling Farms Parkway
Memphis, TN 38133
(901) 372-2399

Campus Facilities

Vatterott Career College - Appling Farms Campus
Branch of Main Campus, Vatterott College - Des Moines, Iowa

The facility at 6991 Appling Farms Parkway, Memphis, TN is located in the Appling Farms Corporate Park. The campus occupies 25,000 square feet containing furnished classrooms, laboratories, faculty and administrative offices; a library containing reference and reading materials related to the academic programs; a student lounge and restrooms. Maximum class size is 30 students. Enrollment Capacity: 300 students per session. Theory classes are limited in size to a 30:1 student/teacher ratio and labs are limited to a 20:1 ratio.

Statement of Ownership

Vatterott Career College is owned by Vatterott Educational Centers, Inc. ("Vatterott"), principal offices located at 8580 Evans Avenue, Berkeley, Missouri. The corporate officer of Vatterott is Rene Crosswhite, President.
ADMISSIONS INFORMATION
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.

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.
- Military DD Form 214 Certificate of Release or Discharge from Active Duty that indicates the student is a high school graduate or equivalent may be accepted when documentation of high school completion is unavailable.

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

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

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

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

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

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

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

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

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

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

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

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 (e.g. a student enrolled in a 70-week diploma program must complete the program within 70 weeks);
- Graduate from their program with a minimum cumulative Grade Point Average of 2.50; and
- Submit an application, along with an essay and two references to the Registrar no later than close of business Monday of the 5th week of the new student’s first term.

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

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

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

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

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

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

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

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

For additional information regarding the Scholarship of Achievement, please see the Campus Registrar or our website http://www.vatterott.edu/scholarships.asp. To obtain an application, please see the Campus Registrar or visit https://www.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 Career 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 and dependents in applying for veterans’ education benefits. Students should contact the Office of Financial Aid regarding filing of proper applications/forms to ensure benefit determinations are issued well in advance of the start date for the class in which the student desires to enroll.

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

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

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

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

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

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

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

Applying for Financial Aid
To apply for Federal Student Aid (FSA), a student must complete the Free Application for Federal Student Aid (FAFSA). The application must be completed with extreme care and accuracy. Our Office of Financial Aid is available to assist students in the completion of this form, other financial aid related forms, and to answer any questions. Students may also complete this application online at www.fafsa.ed.gov. To fill out the FAFSA a student will need access to prior year tax information and possibly parental tax information if the student is under the age of 24 and unmarried with no dependents. If a student did not file taxes in the previous year, proof of earnings will be needed.

The FAFSA is used to determine eligibility for all types of federal student aid programs. Once processed, the application will produce an Expected Family Contribution (EFC) which determines eligibility for all types of FSA. Financial aid from federal programs is not guaranteed from one year to the next; therefore it is necessary for each student to reapply every year.

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

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

Loan Entrance & Exit Counseling

The U.S. Department of Education requires that any student receiving a Federal Student Loan(s) be notified concerning their loans. The Institution requires counseling upon entrance and upon exiting the Institution. Each student is counseled regarding loan indebtedness and each student must participate in an entrance counseling to ensure the student understands the amount borrowed and the student’s rights and responsibilities regarding repayment. Students must report to the Office of Financial Aid prior to withdrawal, graduation, or advance knowledge that they will drop below half time enrollment status for loan exit counseling. The purpose of this session is to inform the student of their tentative total loans received while in attendance at the institution, refunds that may be made, and to provide the student with an estimated payment amount. Debt management strategies as well as how students can access loan information are provided to the student during exit counseling. Information is also provided on repayment plans and options, loan forgiveness, forbearance, cancellation, the consequences of default, potential tax benefits, NSLDS access, and how to contact the FSA Ombudsman are also discussed. If the student is unable to meet with the Office of Financial Aid, an exit interview will be mailed which includes instructions on how to access loan information through interactive electronic means.

Satisfactory Academic Progress and Financial Aid

Students must meet the standards of Satisfactory Academic Progress (SAP) in order to remain eligible to continue receiving financial assistance as well as to remain eligible to continue as a regular student of the Institution. SAP for purposes of continued eligibility for federal financial assistance including those eligible for veterans’ education benefits is determined by applying the cumulative grade point average (CGPA) requirements, progression towards completion requirements, maximum 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 progression requirements.

Institutional Refund Policy

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

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

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

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

B. Refund Policy

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, if applicable. In the absence of 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; thereaf

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

C. Refunds will be made within 45 days after the COLLEGE determines the STUDENT has withdrawn.

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

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

2. A grade of incomplete with the designation “withdrawn-military” for the courses in the program in which the student is enrolled at the time of withdrawal. The student shall not re-enroll in the 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. The assignment of a grade of incomplete with the designation “withdrawn-military” will only be made 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.

EFFECTIVE 4-2017 VATTEROTT CAREER COLLEGE MEMPHIS APPLING FARMS
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.

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.

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

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

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

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

Hours of Operation

The campus administrative offices are open from 8 a.m. to 8 p.m., Monday through Thursday, from 8 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 cornerstone 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 end of phase surveys;
- Providing academic support to include tutoring and advising; and
- Monitoring student attendance and progress.

Career Services

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

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

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

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

Some agencies and employers may require candidates to submit to a drug test. Some programs may require additional education, licensure and/or certification for employment in certain positions. Those decisions are outside of the control of the Institution.
The right to inspect and review the student’s education records within 45 days of the day the Institution receives a request for access.

The right to request the amendment of education records the student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

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

The right to provide written consent before the Institution discloses personally identifiable information from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

The right to file a complaint with the U.S. Department of Education concerning alleged failure by the Institution to comply with the requirements of FERPA.

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

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

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

Students may consent to their school disclosing personally identifiable information from the student’s education record to a third party. This consent must be made to the Registrar, in writing, signed and dated by the student, and must (1) specify the records to be disclosed, (2) state the purpose of the disclosure, (3) and identify the party to whom the disclosure is to be made. This release requirement is applicable to disclosures to the other family members who inquire about a student’s education record. The Family Educational Rights & Privacy Act (FERPA) Request, 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 or other governmentally authorized order; to parties other than the person(s) to whom the records were released, if the student is an offspring of the person(s) to whom the records were released, and the request is a condition of that person’s employment or enrollment at the school; to schools in which the student is seeking to enroll; release of information to a third party that is otherwise permitted by law; and release of information in a case of emergencies, which requires a release of personal information to protect the health or safety of the student or other individuals.

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.
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, 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).

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.

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.

Minors on Campus

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

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

Campus Security

Each year the Institution publishes an Annual Security Report that contains information concerning policies and procedures relating to campus security, crimes and emergencies, the prevention of crimes and sexual offenses, drug and alcohol use, campus law enforcement and access to campus facilities. The annual security report also includes statistics concerning the occurrence of specified types of crimes on campus, at certain off-campus locations, and on the public property surrounding the campus. The annual security report is published each year by October 1 and contains statistics for the three most recent calendar years. The annual security report is provided to all current students and employees. A copy of the most recent annual security report may be obtained from the Office of Financial Aid during regular business hours. The Institution will report to the campus community concerning the occurrence of any crime includable in the annual security report that is reported to campus security or local police and that is considered to be a threat to students or employees. The Institution reminds all students that they are ultimately responsible for their own actions regarding their safety and welfare.

Non-Discrimination

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

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

1. Title IX Coordinator
   8580 Evans Avenue
   Berkeley, MO 63134
   (314) 264-1740
   titleix@vatterott.edu

2. Campus Director (Title IX Officer)
   6991 Appling Farms Parkway
   Memphis, TN 38133
   (901) 372-2399
Inquiries by persons about their protection against discrimination under The Americans With Disabilities Act, Title IX, Title VI, or P.L. 93-112 and the Section 504 may be directed in writing or by telephone to:

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

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

Office for Civil Rights
U.S. Department of Education
1010 Walnut Street, Suite 320
Kansas City, Missouri 64106
016-268-0550

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

Accommodations for Individuals with Disabilities

The Institution is committed to offering reasonable accommodations to students with disabilities under the Americans with Disabilities Act, as amended ("ADA"). Requesting an accommodation is voluntary and a student is not required to disclose a disability or to request reasonable accommodations. However, the student, and not the Institution, must initiate the process of requesting an accommodation. A student requesting an accommodation for a disability must contact the Director of Education at their campus and complete the "Student Accommodation Request Form" and submit supporting documentation, demonstrating the disability and/or past accommodations for that condition. The Institution's Accommodations Committee will review the 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, sexual harassment, dating or domestic violence, and sexual harassment. Such conduct violates the community values and principles of our institution, and disrupts the learning and working environment for students, faculty, staff, and other community members. In furtherance of this policy, Vatterott has adopted the following policies, procedures, and standards of conduct for all members of our community with respect to sexual misconduct.

III. Handling of Complaints Covered by this Policy

Vatterott's Title IX Coordinator is responsible for coordinating the College's compliance with Title IX, as well as other complaints brought concerning violations of this policy. The Title IX Coordinator's responsibilities include overseeing all Title IX reports of sexual harassment and sex-based discrimination, performing investigations, gathering documentation, disseminating information, and addressing any patterns or systemic problems that arise. To assist the Title IX Coordinator, Vatterott has designated Title IX Officers, all of whom serve as the Campus Directors for each respective campus. All Title IX Officers are authorized to receive reports of sexual harassment and sex-based discrimination, and report the same to the Title IX coordinator.

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

Megan Wilson
Vice President of Regulatory Affairs
8580 Evans Avenue
Berkeley, MO 63134
Phone: 314-264-1874
Fax: 314-264-1741
Email: titleixcoordinator@vatterott.edu

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

IV. Reporting of Complaints Covered by this Policy

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

You may also choose to file your complaint electronically via Vatterott's Title IX Incident Report Form, available online at www.vatterott.edu/consumerinformation.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.

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

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

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

V. Options for Reporting and Availability of Support

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

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

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

- [http://www.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 LOVES to 22522

VI. Privacy and Confidentiality

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

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

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

Upon the reporting party’s insistence that their name or other identifying information be kept in confidentiality, 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/](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 to 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 acknowledged that they may not advocate on behalf of either party and that all information disclosed during the hearing must be kept strictly confidential. If the advisor violates the rules or engages in behavior or advocacy that harasses, abuses, or intimidates either party, a witness, or an individual resolving the complaint, that advisor may be prohibited from further participation.

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

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

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

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

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

Hearing Procedures

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

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

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

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 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 errors, 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. Further, Vatterott encourages employees who become aware of instances or allegations of sexual harassment by or against a person under his or her supervisory authority to 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 a sleep 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 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 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.
Sexual harassment can be physical or psychological in nature. An aggrieved member of the opposite or same sex who is a student, employee, or visitor of the College may file a complaint of sexual harassment with the Title IX Coordinator. If you have any questions regarding this policy, please do not hesitate to contact the Title IX Coordinator via email at titleix coordina tor@vatterott.edu. If you request to file a sexual harassment complaint, you must do so within one year of the incident or within one year of the aggrieved person’s knowledge of the incident. You must provide the College with all information and evidence that is known to you. If you would like to file a complaint, please contact our Title IX Coordinator. If you are interested in filing a complaint, please contact the Title IX Coordinator and request to file a complaint. If you do not wish to file a complaint, you may not be allowed to return to any campus for any reason without prior written permission from the Campus Director. Generally, students who are terminated from training are not entitled to return to any campus for any reason until after 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 written notification of your suspension or termination from training. If you fail to provide a written letter of appeal within ten calendar days of the date of the written notification of your suspension or termination from training, 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 have any questions regarding this policy, please do not hesitate to contact the Title IX Coordinator via email at titleix coordina tor@vatterott.edu.

Domestic Violence - a felony or misdemeanor crime of violence committed by:
- A current or former spouse or intimate partner of the victim;
- A person with whom the victim shares a child in common;
- A person who is cohabiting with, or has cohabited with, the victim as a spouse or intimate partner;
- A person who is cohabiting with the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred;
- By any person against a 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 titleix coordina tor@vatterott.edu.

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

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

If you choose to appeal your suspension or termination from training, please mail your written letter of appeal to:
Vatterott Educational Centers, Inc.  
Administrator of Student Affairs  
8580 Evans Ave.  
Berkeley, MO 63134

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

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

(Student appeals processes only to student disciplinary decisions)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Students may also contact the Tennessee Higher Education Commission, Nashville, TN 37243-0830. Telephone: (615) 741-5293

All student complaints shall be handled in accordance with the above procedure and, upon exhaustion of the above, are subject to the Arbitration Agreement executed by all students as part of their Enrollment Agreement. The Arbitration Agreement sets forth that the student and Vatterott Career 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 Career 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 Career College, students agree to accept and abide by the terms stated in this catalog and all institution policies.

If there is any conflict between any statement in this catalog and the enrollment agreement signed by the student, the provision in the enrollment agreement supersedes and is binding.
**Transfer 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 courses 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 Career 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.

**Military Training and Experience**

Military Service School Experience - Academic credit for military 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 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 student's degree program requirements at Vatterott Career College.

**Internal Proficiency Credit (Test-Out)**

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

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

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

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

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

**External Proficiency Credit**

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

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

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

Term

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

Attendance Policy

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

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

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

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

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

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

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

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

Make-Up Work

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

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

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

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

Directed Studies Coursework

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

Academic Advisement

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

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

Grading Policy

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

Unit of Credit - Clock/Credit Hour Conversion

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

- One clock hour in a didactic learning environment = 2 units
- One clock hour in a supervised laboratory setting of instruction = 1.5 units
- One hour of externship = 1 unit
- One hour of out-of-class work and/or preparation for the didactic learning environment or supervised laboratory setting of instruction that are designed to measure the student’s achieved competency relative to the required subject matter objectives = 0.5 unit
Grading Systems

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. Eearned 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.

### Letter Grade Numerical Description Included in Credits Included in Credits Included in CGPA Quality Points

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

### Clock Hour Programs

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

### 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 of (incomplete) are counted as hours attempted, but are not counted as hours successfully completed. Grades of W (Withdrawn), WF (withdrawal/failure) and F (failure) are counted as hours attempted and earned.

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

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

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

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

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

### Grade Point Averages

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

### Audit Grade

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

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

### Withdrawal Grade

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

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

Incomplete Grade

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

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

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

Satisfactory Academic Progress Policy

All students must meet the standards of the satisfactory academic progress (SAP) policy in order to remain enrolled. Additionally, these standards of SAP must be maintained in order to remain eligible for Federal Student Aid and Veterans Education Benefits. SAP is determined by measuring the student's cumulative grade point average (CGPA) and the student's rate of progress (ROP) toward completion of the program. Students must maintain the standards of both components (CGPA and completion rate) to remain eligible for Federal Student Aid. Additionally, these standards of SAP are noted below.

Application of Grades and Credits for SAP

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

Rate of Progress for Program Completion Requirements

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

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

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

### Certificate/Diploma Program - Quarter Credit Hours

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

### Associate Degree Program - Quarter Credit Hours

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

### Maximum Time to Complete Program

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

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

### Program Maximum Allowable Attempted Credits

- **Carpentry Diploma - 81 QCH**
- **Computer Programming & Development Associate of Occupational Studies - 154.5 QCH**
- **Diesel Mechanic Associate of Occupational Studies - 137.25 QCH**
- **Medical Assistant w/ Limited Radiography Technician Associate of Occupational Studies - 138 QCH**
- **Medical Assistant w/ Office Management Associate of Applied Science Degree - 139.5 QCH**
- **Medical Assisting Professional Diploma - 78 QCH**
- **Medical Billing and Coding Associate of Occupational Studies - 135 QCH**
- **PowerSports Equipment and Small Engine Mechanic Diploma - 90 QCH**

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

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

Credit that has been transferred into the Institution by the student has no effect on the grade point average requirement for SAP. Transfer credit is considered when computing the rate of progress towards completion calculation in SAP and the maximum timeframe allowed for a program of study. For example, a student transfers from Program A to Program 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 B into Program B. Program B requires 180 credits to graduate. Thus, the maximum time frame for this student’s new program will be one and a half times (150%) x 180 = 270 credits. The 30 external transfer credits and 20 internal transfer credits will be added to the attempted and earned hours when the rate of progress and maximum time frame are being calculated; the 10 associated credits earned in Program A will be included in the grade point average, rate of progress and the maximum time frame calculations.

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

Academic Warning/Probation

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

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

FA Probation - Academic Probation is a status designated for a student who has appealed and been granted an approved SAP Appeal. The FA probation - Academic 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 Academic’s for review/approval.

Corporate Academic will forward the appeal to Corporate Financial Aid for review/approval. All SAP appeals must be reviewed and approved by Corporate Academic and Corporate Financial Aid. Approvals will be sent to campus personnel for processing.
Re-entering students who were not meeting SAP while on Financial Aid
Warning - Academic Warning when they withdraw from the program are
required to submit a SAP Appeal prior to re-enrollment. Students seeking re-
enrollment requiring a SAP Appeal are not subject to the seven (7) day limi-
tation 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 appro-
priate 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 determi-
nation 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 Direc-
tor). 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 ap-
peal.

Re-entering students are eligible to appeal for re-instatement into the pro-
gram 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 Educa-
tion.

Reinstatement

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

Dismissed students who are readmitted will sign a new Enrollment Agree-
ment 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 allowa-
ble number of credits for the program of study but did not accomplish one
of the following graduation requirements:

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

Completers are not eligible to receive Federal Student Aid.

Academic Honors

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

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

Externships or Other Formal Experiential
Learning Activities

All externships and other formal experiential learning activities will be regis-
tered 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. 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 gradu-
adate 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 gradu-
adate 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 toward completion of the ex-
ternship. 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 extenuat-
ing 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 a academic grades (A-F) for that term. Stu-
dents in a clock-hour program may request an LOA at any time during the
externship as long as no other Quarter Credit Hour course(s) are being at-
tempted 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 Edu-
cation 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 infor-
mation.

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 in-
tended 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 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 Office of Financial Aid and submitted to the Campus Director for final approval.

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

Students Receiving Veterans Benefits

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

Articulation Agreements

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

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

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

Vatterott Career College - Memphis Appling Farms

Certificate

Commercial Driver's License

Diploma

Carpentry
Medical Assistant Professional
PowerSports Equipment and Small Engine Mechanic

Associate of Occupational Studies (AOS)

Computer Programming and Development AOS
Diesel Mechanic (AOS)
Medical Assistant w/ Limited Radiography Technician (AOS)
Medical Assistant w/ Office Management (AOS)
Medical Billing & Coding (AOS)

Vatterott Career College, Memphis Appling Farms 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.

Commercial Driver's License

The Commercial Driver's License training program provides learners with the opportunity to complete a portion or all of the training necessary to assist them in securing a Commercial Driver's License (CDL). The training consists of classroom, range, and behind the wheel (BTW) driving experience. Successful completers will be eligible to test for the Commercial Driver's License. The program totals 160 clock hours in 5 weeks.

Theory classes are limited in size to a 30:1 student/teacher ratio and the Behind the Wheel Driving course is limited to a 4:1 ratio.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDL-100</td>
<td>Basic Knowledge and Skills of Commercial Driving</td>
<td>60</td>
</tr>
<tr>
<td>CDL-101</td>
<td>Vehicle Knowledge and Behind the Wheel Driving</td>
<td>35</td>
</tr>
<tr>
<td>CDL-105</td>
<td>Behind the Wheel Driving</td>
<td>35</td>
</tr>
<tr>
<td>CDL-110</td>
<td>Additional Certifications</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>160</td>
</tr>
</tbody>
</table>

Carpentry

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

The program consists of 40 weeks, 52 Quarter Credit Hours of theory and associated labs along with 2 Quarter Credit Hours of General Education Instruction for a total of 54 Quarter Credit Hours. Instruction is designed for entry every 10 weeks.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRP-100</td>
<td>Introduction to Carpentry</td>
<td>5</td>
</tr>
<tr>
<td>CRP-105</td>
<td>Carpentry Basics</td>
<td>5</td>
</tr>
<tr>
<td>CRP-110</td>
<td>Carpentry Framing</td>
<td>5</td>
</tr>
<tr>
<td>CRP-115</td>
<td>Carpentry Finishing</td>
<td>5.5</td>
</tr>
<tr>
<td>CRP-117</td>
<td>Cabinet Making and Installation</td>
<td>2.5</td>
</tr>
<tr>
<td>CRP-120</td>
<td>Introduction to Concrete Technology</td>
<td>5</td>
</tr>
<tr>
<td>CRP-125</td>
<td>Concrete Formwork and Finishing</td>
<td>4.5</td>
</tr>
<tr>
<td>CRP-130</td>
<td>Site Preparation and Layout</td>
<td>5</td>
</tr>
<tr>
<td>CRP-135</td>
<td>Advanced Carpentry</td>
<td>5</td>
</tr>
<tr>
<td>CRP-140</td>
<td>Sustainable Building Concepts</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-124</td>
<td>Technical Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>LS-100</td>
<td>Learning Strategies</td>
<td>5</td>
</tr>
<tr>
<td>Total Number of Quarter Credit Hours Required for Graduation</td>
<td>54</td>
<td></td>
</tr>
</tbody>
</table>
Medical Assisting Professional         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 enrolling in this program must sign the Attestation of Understanding regarding state regulations on criminal records and possible background checks prior to the externship. 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.

The program consists of 40 weeks, 46 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>
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<tbody>
<tr>
<td>PST-120</td>
<td>Fuel Systems</td>
<td>5</td>
</tr>
<tr>
<td>PST-125</td>
<td>Transmissions</td>
<td>5</td>
</tr>
<tr>
<td>PST-130C</td>
<td>Outdoor &amp; Power Equipment</td>
<td>5</td>
</tr>
<tr>
<td>PST-135</td>
<td>Watercraft Engine Systems</td>
<td>5</td>
</tr>
<tr>
<td>PST-140</td>
<td>Basic Welding and Fabrication</td>
<td>5</td>
</tr>
<tr>
<td>PST-145</td>
<td>Diesel Engine Repair</td>
<td>5</td>
</tr>
<tr>
<td>PST-150</td>
<td>Powersports and Small Engine Capstone</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation 60

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

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

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

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>CP-120</td>
<td>Microsoft Office</td>
<td>5</td>
</tr>
<tr>
<td>CP-121</td>
<td>Programming Fundamentals</td>
<td>5</td>
</tr>
<tr>
<td>CP-122</td>
<td>Web Site Design Fundamentals</td>
<td>5</td>
</tr>
<tr>
<td>CP-123</td>
<td>Introduction Programming</td>
<td>5</td>
</tr>
<tr>
<td>CP-124</td>
<td>Introduction to Databases</td>
<td>5</td>
</tr>
<tr>
<td>CP-125</td>
<td>Introduction to Web Page Coding</td>
<td>5</td>
</tr>
<tr>
<td>CP-126</td>
<td>Software Testing</td>
<td>5</td>
</tr>
<tr>
<td>CP-127</td>
<td>SQL Programming</td>
<td>5</td>
</tr>
<tr>
<td>CP-128</td>
<td>Systems Analysis and Design</td>
<td>5</td>
</tr>
<tr>
<td>CP-220</td>
<td>Advanced Programming</td>
<td>5</td>
</tr>
<tr>
<td>CP-221</td>
<td>Software Application Security</td>
<td>5</td>
</tr>
<tr>
<td>CP-222</td>
<td>Technical Writing</td>
<td>5</td>
</tr>
<tr>
<td>CP-223</td>
<td>Advanced Excel and Data Sources</td>
<td>5</td>
</tr>
<tr>
<td>CP-224</td>
<td>Advanced Web Page Coding</td>
<td>5</td>
</tr>
<tr>
<td>CP-225</td>
<td>Introduction to Mobile App Development</td>
<td>5</td>
</tr>
<tr>
<td>CP-226</td>
<td>IT Project Management Basics</td>
<td>5</td>
</tr>
<tr>
<td>CP-227</td>
<td>Advanced SQL Programming and Custom Report Writing</td>
<td>5</td>
</tr>
<tr>
<td>GE-115</td>
<td>Microeconomic Principles</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-116</td>
<td>Ethics</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-101</td>
<td>English Composition I</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-205</td>
<td>College Algebra</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation 103

Powersports Equipment and Small Engine Mechanic         Diploma

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

The program consists of 40 weeks and 60 Quarter Credit Hours of theory and associated labs. Instruction is designed for entry every 10 weeks.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>PST-115C</td>
<td>Chassis Systems</td>
<td>5</td>
</tr>
<tr>
<td>PST-120</td>
<td>Fuel Systems</td>
<td>5</td>
</tr>
<tr>
<td>PST-125</td>
<td>Transmissions</td>
<td>5</td>
</tr>
<tr>
<td>PST-130C</td>
<td>Outdoor &amp; Power Equipment</td>
<td>5</td>
</tr>
<tr>
<td>PST-135</td>
<td>Watercraft Engine Systems</td>
<td>5</td>
</tr>
<tr>
<td>PST-140</td>
<td>Basic Welding and Fabrication</td>
<td>5</td>
</tr>
<tr>
<td>PST-145</td>
<td>Diesel Engine Repair</td>
<td>5</td>
</tr>
<tr>
<td>PST-150</td>
<td>Powersports and Small Engine Capstone</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation 103
Diesel Mechanic  Associate of Occupational Studies, A.O.S.

This program is designed to prepare the graduate in theory and working knowledge for entry-level employment as a diesel mechanic, diesel technician, working on heavy trucks in a fleet or dealership or similar related employment within the trucking or transportation industry.

This course consists of 70 weeks with 78 quarter credit hours of theory and 13.5 quarter credit hours of General Education instruction in the areas described below. Each term is 10 weeks in length for a total of 91.5 quarter credit hours. 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>DM-100</td>
<td>Diesel Mechanic Basics</td>
<td>9</td>
</tr>
<tr>
<td>DM-101</td>
<td>Electrical and Electronic Systems for Medium to Heavy Duty Trucks</td>
<td>9</td>
</tr>
<tr>
<td>DM-200</td>
<td>Diesel Engines and Fuel Systems</td>
<td>13</td>
</tr>
<tr>
<td>DM-201</td>
<td>Drivelines &amp; Brakes for Medium to Heavy Trucks I</td>
<td>13</td>
</tr>
<tr>
<td>DM-202</td>
<td>Drivelines &amp; Brakes for Medium to Heavy Trucks II</td>
<td>13</td>
</tr>
<tr>
<td>DM-203</td>
<td>Steering and Suspension</td>
<td>13</td>
</tr>
<tr>
<td>DM-EXT-100</td>
<td>Externship</td>
<td>8</td>
</tr>
<tr>
<td>GE-101</td>
<td>English Composition I</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-201</td>
<td>English Composition II</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-205</td>
<td>College Algebra</td>
<td>4.5</td>
</tr>
</tbody>
</table>

The objective of this program is to provide students with the skills and knowledge in basic entry-level x-ray procedures, equipment operation, and radiation safety along with the core curriculum of medical assisting. Graduates will be able to work in various medical settings, including private medical offices and medical clinics. Their job duties may include patient coordination and administrative tasks, physician assisting, and limited scope radiography functions. The general education coursework provided in this program equips graduates with advanced math and writing skills.

Proof of Hepatitis B inoculation series initiation, TB testing and any other vaccination requirements required by the externship location are required before starting the externship.

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

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

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. An effort is made to minimize the risk to patients and healthcare personnel. Additional information regarding policies on blood borne and infectious diseases is available upon request. Students enrolling in this program must sign the Allied Health Externship/Employment Disclosure Form prior to enrollment stating that the student is in good health and in proper physical condition. Students enrolling in this program must also sign the Allied Health General Health statement 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 medical theory and 13.5 Quarter Credit Hours of General Education coursework totaling 90 Quarter Credit Hours. Instruction is designed for entry every 10 weeks.

### Course Catalog

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<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>
<td>4.5</td>
</tr>
<tr>
<td>GE-105</td>
<td>Introduction to Psychology</td>
<td>4.5</td>
</tr>
<tr>
<td>AGE-136</td>
<td>Math for the Medical Environment</td>
<td>3.0</td>
</tr>
<tr>
<td>GE-101</td>
<td>English Composition I</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-123</td>
<td>Interpersonal Communications in Healthcare</td>
<td>3.0</td>
</tr>
<tr>
<td>GE-205</td>
<td>College Algebra</td>
<td>4.5</td>
</tr>
<tr>
<td>ME-105</td>
<td>Medical Terminology</td>
<td>3.0</td>
</tr>
<tr>
<td>ME-108</td>
<td>Introduction to Medical Billing and Coding</td>
<td>3.0</td>
</tr>
<tr>
<td>ME-115</td>
<td>Computer Applications for Healthcare</td>
<td>3.0</td>
</tr>
<tr>
<td>ME-121</td>
<td>Anatomy and Physiology</td>
<td>4.0</td>
</tr>
<tr>
<td>ME-125</td>
<td>Clinical Medical Assisting</td>
<td>6.0</td>
</tr>
<tr>
<td>ME-140</td>
<td>Pharmacology</td>
<td>3.0</td>
</tr>
<tr>
<td>ME-150</td>
<td>Medical Law and Ethics</td>
<td>3.0</td>
</tr>
<tr>
<td>ME-155</td>
<td>Laboratory Procedures</td>
<td>6.0</td>
</tr>
<tr>
<td>ME-175</td>
<td>Medical Office Procedures</td>
<td>3.0</td>
</tr>
<tr>
<td>ME-180</td>
<td>Externship and Exam Preparation</td>
<td>4.0</td>
</tr>
<tr>
<td>ME-190</td>
<td>Medical Externship</td>
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</tr>
<tr>
<td>ME-215</td>
<td>Medical Office Management</td>
<td>4.5</td>
</tr>
<tr>
<td>ME-220</td>
<td>Electronic Medical Records</td>
<td>3.0</td>
</tr>
<tr>
<td>ME-225</td>
<td>HIPAA/OSHA/Clinic Regulations</td>
<td>2.0</td>
</tr>
<tr>
<td>ME-250</td>
<td>Comprehensive Insurance Billing</td>
<td>4.5</td>
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**Total Number of Quarter Credit Hours Required for Graduation 90**

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**Medical Billing and Coding**  
**Associate of Occupational Studies**

The objective of this program is to prepare the student for entry-level employment as a Medical Biller/Coder performing administrative duties including Medical Billing and Coding within the health care field. Graduates from the Medical Billing/Coding program will have a working knowledge of administrative duties such as ICD coding, hospital and insurance billing; a fundamental knowledge of medical terminology and healthcare delivery systems, an understanding of anatomy, physiology, and pathology/pharmacology, and a comprehensive knowledge of current procedural terminology.

Student must complete a Criminal Background check prior to enrollment.

The program consists of 70 weeks, 76.5 Quarter Credit Hours of medical theory and 13.5 Quarter Credit Hours of General Education, totaling 90 Quarter Credit Hours. Instruction is designed for entry every 10 weeks.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
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<tbody>
<tr>
<td>MC-112</td>
<td>Intro to ICD CM Coding and CPT Coding</td>
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</tr>
<tr>
<td>MC-114</td>
<td>Intro to Current Procedural Terminology</td>
<td>4.5</td>
</tr>
<tr>
<td>MC-117</td>
<td>Auditing</td>
<td>4.5</td>
</tr>
<tr>
<td>MC-130</td>
<td>Insurance and Coding Exam Review</td>
<td>4.5</td>
</tr>
<tr>
<td>MC-175</td>
<td>Law &amp; Ethics</td>
<td>4.5</td>
</tr>
<tr>
<td>MC-190</td>
<td>Intro to Health Information Technology</td>
<td>4.5</td>
</tr>
<tr>
<td>MC-191</td>
<td>Medical Office Administration</td>
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<tr>
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<td>Communication in the Healthcare Setting</td>
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<td>Office Management in the Healthcare Setting</td>
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<tr>
<td>MC-222</td>
<td>Medical Terminology and Anatomy and Physiology</td>
<td>4.5</td>
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<tr>
<td>MC-230</td>
<td>Pathology</td>
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<td>MC-240</td>
<td>Pharmacology</td>
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<td>MC-250</td>
<td>Comprehensive Insurance Billing</td>
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<tr>
<td>MC-260</td>
<td>Advanced Computers</td>
<td>4.5</td>
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<tr>
<td>MC-295</td>
<td>Medical Billing and Coding Capstone</td>
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<tr>
<td>GE-101</td>
<td>English Composition I</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-105</td>
<td>Intro to Psychology</td>
<td>4.5</td>
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<tr>
<td>GE-205</td>
<td>College Algebra</td>
<td>4.5</td>
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</tbody>
</table>

**Total Number of Quarter Credit Hours Required for Graduation 90**
Course Descriptions

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

**ACC-102: Introduction to Accounting**  
4.5 Quarter Credit Hours

This course provides an introduction to business accounting. Topics include accounting concepts and principles, financial statements, internal control design, and accounting for partnerships.

**AGE-136 Math for the Medical Environment**  
3 Quarter Credit Hours

Medical Environment provides a basic introduction Math for the Medical Environment. It 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 per cent calculations, interest and averages. In introducing these topics, the text focuses on examples and exercises immediately relevant to medical settings. The text then applies these skills to solving applied problems of ratio and proportion, as well as unit conversions. The remainder of the text addresses explicitly medical topics such as the use of instruments for measurement, the use of graphs and charts, and dosage calculations. There is also a chapter on basic accounting and business for medical office management and a chapter on health science careers. The course’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.

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

This course focuses on human resource management skills used by business managers in day-to-day operations. The course applies problem solving and critical thinking skills while focusing on the different aspects of human resource management and practice.

**BUS-240: Customer Service**  
4.5 Quarter Credit Hours

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

**CDL-100: Basic Knowledge and Skills of Commercial Driving**  
60 hours

This course will provide training on all of the basic operations of commercial driving; reading and interpreting control systems, checking and maintaining vehicle systems and components, diagnosing and reporting malfunctions, handling and documenting cargo, dealing with accident scenes and reporting procedures, planning trips, managing life on the road and hours of service requirements, using effective communication and public relations skills.

**CDL-101: Vehicle Knowledge and Behind the Wheel Driving**  
35 hours

This course will provide lab and commercial driving experience. Students will perform basic vehicle inspections, exercise basic controls, exercise shifting, back and dock tractor trailers, uncouple trailers, manage and adjust vehicle speed, manage and adjust vehicle space relations, identify and adjust to extreme driving hazards, experience night operations and perform emergency maneuvers including skid control and recovery.

**CDL-105: Behind the Wheel Driving**  
35 hours

This course will provide commercial driving experience. Students will execute shifting, back and dock tractor trailers, manage and adjust vehicle speed, manage and adjust vehicle space relations, identify and adjust to extreme driving hazards, experience night operations and perform emergency maneuvers including skid control and recovery.

**CDL-110: Additional Certifications**  
30 hours

Hazardous Material handling, bus driver training, air brake training, and double and triples training.

**CP-120: Microsoft Office**  
5 Quarter Credit Hours

This course will help students develop introductory skills in the Microsoft Office Suite (Word, Excel, Access, and PowerPoint). The students' knowledge of computer concepts, file management, and Internet usage will be reinforced through demonstrations and lab exercises.

**CP-121: Programming Fundamentals**  
5 Quarter Credit Hours

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

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

This course will introduce student to development tools and techniques used to publish Web pages. Students will learn to use basic hypertext markup language, scripting and presentation technologies to create web sites with the aid of a software authoring application. Topics covered include: XHTML, CSS, JavaScript, server hosting, site publication, site maintenance and Search Engine Optimization.

**CP-123: Introduction to Programming**  
5 Quarter Credit Hours

This course is designed to give students the general knowledge required to understand many of the general programming concepts required in any programming language. Students will gain the ability to design, create, test and debug a fully functioning program. Topics covered include: Algorithm development; Variables; Arithmetic Expressions; Forms and Controls; Conditions and Looping; Variables and Scope; Arrays; Object Oriented Programming. Prerequisite: CP-121

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

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

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

In this course students will learn basic web design using HTML (Hypertext Markup Language) and CSS (Cascading Style Sheets). Students will be introduced to planning and designing effective website pages implementing web pages by writing HTML and CSS code; enhancing web pages with the use of page layout techniques, text formatting, graphics, images, and multimedia; and producing a functional, multi-page website. Upon successful completion of this course, students will have a good foundation in web design using HTML and CSS. Prerequisite: CP-122

**CP-126: Software Testing**  
5 Quarter Credit Hours

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

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

This course teaches students relational database fundamentals and SQL programming skills through hands on exercises which will reinforce learning and develop real competency. This course will cover the following topics: relational database architecture, database design techniques, and simple and complex query skills. Students will gain an understanding of SQL functions, join techniques, database objects and constraints, and will be able to write useful SELECT, INSERT, UPDATE and DELETE statements. Prerequisite: CP-124

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

A methodical approach to developing computer systems including feasibility study, systems planning, analysis, design, testing, implementation and software maintenance will be covered in this course. Students will also learn strategies and techniques of systems analysis and design for producing logical methodologies for dealing with complexity in the development of information systems. The course approaches the development of information systems from a problem-solving perspective. Upon successful completion of this course, students will have a solid understanding of the concepts and what it means to develop and implement an information system in an organization.
CRP-220: Advanced Programming 5 Quarter Credit Hours

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

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

CRP-222: Software Application Security 5 Quarter Credit Hours

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

CRP-223: Technical Writing 5 Quarter Credit Hours

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

CRP-229: Advanced Excel and Data Sources 5 Quarter Credit Hours

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

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

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

Prerequisite: CP-122 and CP-125

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

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

Prerequisite: CP-127 and CP-224

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

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

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

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

Prerequisite: CP-124 and CP-127

CRP-100: Introduction to Carpentry 5 Quarter Credit Hours

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

CRP-105: Carpentry Basics 2.5 Quarter Credit Hours

This course introduces students to wall systems, ceiling joist and roof framing, basic stair layout and building envelope systems. An overview of the following topics will be covered in this course: procedure for laying out and framing wall; types of roofs and instructions for working on different roof types; types of stairs; stair building code requirements; stair measurement, calculation and fabrication. This course will also explain the types of windows, doors, and exterior doors along with providing instructions for the installation of each.
DM-101: Electrical and Electronic Systems for Medium to Heavy Duty Trucks 9 Quarter Credit Hours

This course is designed to provide both hands-on and theory-based applications of electrical systems and components used on heavy duty trucks. The student will gain knowledge of the fundamentals of electricity, the fundamentals of electronics and computers used on heavy duty trucks, batteries and charging systems, cranking systems, chassis electrical circuits, diagnostic and repair of electrical circuits, multiplexing and ECM’s, series and parallel circuits, multimeters, schematic and pictorial diagrams, relays, troubleshooting and test equipment, basic electrical testing methods, voltage drop, and Ohm’s law.

DM-200: Diesel Engines and Fuel Systems 13 Quarter Credit Hours

Students will understand the engine cycle and engine cooling concepts. Students will become familiar with troubleshooting, and engine maintenance as well as fuel systems, engine basics, engine power train components, engine feedback assemblies, engine housings, engine lubrication systems, engine coolant systems, engine breathing systems, engine retarders, diesel engine run in and performance testing, and diesel fuel injection basics. Students will gain the necessary knowledge to troubleshoot and maintain diesel engines.

DM-201: Drivelines & Brakes for Medium to Heavy Duty Trucks I 13 Quarter Credit Hours

This course is designed to provide both hands-on and theory-based applications of brake systems, wheels, tires, and drive line systems. Students will be exposed to the design variations used by different manufacturers including hydraulic and air brake systems, basic brake operations and preventive maintenance procedures as well as brake operations, applications of tires, wheels, wheel ends, and drive lines. Students will gain the necessary knowledge to troubleshoot, diagnose, and repair brake systems and subsystems, drive shafts, ABS, wheel bearings, maintenance and adjustments of brakes systems, wheel seals, and UJ joints.

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

This course is designed to provide both hands-on and theory-based instruction on steering and alignment, suspension systems, vehicle chassis frames, heavy duty truck trailers, fifth wheels and coupling systems, heavy duty heating, ventilation and air conditioning systems, essentials of welding, and cutting metal. Students will become familiar with basic welding and cutting techniques, heating and air-conditioning systems, frames, fifth wheel and coupling devices, repair and maintenance of steering and suspension systems, alignments, and trailer maintenance.

DM-EXT100: Diesel Mechanic Extenship 8 Quarter Credit Hours

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

ENG-099: Introduction to Writing Non-Credit Course

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

GE-101: English Composition I 4.5 Quarter Credit Hours

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

GE-105: Intro to Psychology 4.5 Quarter Credit Hours

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

GE-115: Microeconomic Principles 4.5 Quarter Credit Hours

This course is designed to introduce basic concepts and issues in microeconomics with an emphasis on analyzing and applying economic principles to real-world problems. It enables students to apply economics to their daily lives. 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-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 formulas and relationships. The course’s emphasis is on providing students with a practical and useful working knowledge of these concepts for use in the rest of their program as well as on the job.

GE-201: English Composition II 4.5 Quarter Credit Hours

This English Composition II course builds on lessons learned in English Composition I. In addition to reviewing the writing process, students learn research techniques, citation techniques, documentation formats, and critical analysis of written topics. Students give special attention to the development of a mature style of writing and the research, mechanics, and writing of documented argumentation papers.

GE-205: College Algebra 4.5 Quarter Credit Hours

This college algebra course focuses on algebraic concepts essential for success in the workplace and other courses. Using practical examples and applications, students practice fundamental operations with number systems, formulas, algebraic expressions and linear equations. This course also explores problems involving factoring, inequalities, exponents, radicals, functions, quadratic equations and graphs.
This course covers the basic role of safety in the workplace. Students will be trained on the use of safe work practices and procedures as well as how to properly inspect and use safety equipment. Students will learn about and perform common workplace duties using safe work procedures including: lifting heavy objects, fighting small workplace fires, and working around electrical hazards. Also, as part of the learning strategies, course students will be given training on study skills best practices, training on new technology, eBooks, student portal, course companion software, and how to develop and use a "Skills and Achievement Portfolio" to achieve future employment goals.

MA-099: Basic College Mathematics  Non-Credit Course
This mathematics course focuses on algebraic concepts essential for success in the workplace and future courses. Using practical examples and applications, students practice fundamental operations with number systems, formulas, algebraic expressions and linear equations.

MC-112: Intro to ICD CM Coding and CPT Coding  4.5 Quarter Credit Hours
This course provides the student with a basic understanding of coding and classification systems in order to assign valid diagnostic and procedural codes.

MC-114: Intro to Current Procedural Terminology  4.5 Quarter Credit Hours
This course provides the student with a basic understanding of the general principles of CPT and HCPCS coding systems.

MC-117: Auditing  4.5 Quarter Credit Hours
This course will help familiarize students in the field of Evaluation & Management for billing & coding. Course covers concepts & theories including: an introduction to E/M coding and breakdown with practice and application of those concepts. Physician’s bill evaluation and management (E/M) codes every day and is an essential part of a practice’s revenue cycle.

MC-130: Insurance and Coding Exam Review  4.5 Quarter Credit Hours
This course will aid in preparing for the CPC Certification and highlights important content necessary to pass the CPC exam. Content areas include anatomy and terminology, reimbursement issues, and an overview of CPT, ICD-10-CM, and HCPCS coding. This course will simulate the examination experience to give added confidence when taking the CPC exam.

MC-175: Law & Ethics  4.5 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 documentation of allied health professional. Ethical components of the course include those that a professional may face on the job. The course will also cover common areas of liability and litigation in different healthcare settings.

MC-190: Intro to Health Information Technology  4.5 Quarter Credit Hours
This course is designed as an introduction to health information technology — both as a work-based task-oriented function and as part of a larger profession of health information management. Theories and concepts covered in this course include: environment of health information, structure and processing of health information, maintenance and analysis of health information, and legal and supervisory issues.

MC-191: Medical Office Administration  4.5 Quarter Credit Hours
This lecture-based course covers the skills and knowledge required to perform administrative tasks in a medical office setting. Topics will include how to receive patients, schedule appointments, handle medical records, and process insurance claims.

MC-200: Computers and Healthcare Delivery Systems  4.5 Quarter Credit Hours
This course provides the student with a historical development of healthcare delivery systems, including concepts and theory related to financing, regulatory agencies, and organizations related to the providing of healthcare. Students are also introduced to software such as Medisoft for patient file creation, file maintenance, and insurance billing.

MC-201: Communication in the Healthcare Setting  4.5 Quarter Credit Hours
This course is designed to provide students with all the necessary tools to effectively communicate with patients and other healthcare professionals. Course covers theories and concepts including: building a framework for challenges of communication, and overcoming those obstacles, gathering information about the patient, educating patients, written communication, communicating in the workplace, and communicating to get the job you want.

MC-218: Office Management in the Healthcare Setting  4.5 Quarter Credit Hours
This lecture-based course is an overview of effective business practices to offer in a medical setting that will result in quality patient care. The course will include instruction on current and emerging developments in medical office management, including billing and coding, documentation, ethical and legal issues, and technological advances. It will also provide an overview of effective management practices.

MC-222: Medical Terminology and Anatomy and Physiology  4.5 Quarter Credit Hours
This course provides the student with a basic understanding of medical terminology and its relationship to disease processes, diagnostic procedures, laboratory tests, abbreviations, drug, and treatment modalities. This course provides the student with a basic understanding of the structures and functions of the human body.

MC-230: Pathology  4.5 Quarter Credit Hours
This course provides the student with a basic understanding pharmacology and its relationship to specific pathology of the human body, with an emphasis on pathology.

MC-240: Pharmacology  4.5 Quarter Credit Hours
This course provides the student with a basic understanding of medical billing procedures. Also covered are procedures to comply with insurance billing regulations.

MC-250: Comprehensive Insurance Billing  4.5 Quarter Credit Hours
This course provides the student with a basic understanding of hospital medical billing procedures. Also covered are procedures to comply with insurance billing regulations.

MC-260: Advanced Computers  4.5 Quarter Credit Hours
This course will build upon skills learned in the Computers and Healthcare Delivery Systems course. Advanced computer systems to include medical software programs such as Medisoft will be explored. This course will include comprehensive HIPAA coverage.

MC-270: Advanced Current Procedural Terminology & ICD Coding  4.5 Quarter Credit Hours
This course builds upon the introductory module by providing information on the classifications of evaluation and management services and documentation. This course also addresses higher level methodology related to reimbursement.

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

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

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

ME-115: Computer Applications for Healthcare  3.0 Quarter Credit Hours
This course provides the student with an overview of the historical development of healthcare delivery systems, including concepts and theory related to point-of-care data entry and regulatory agencies and organizations related to the provision of healthcare. Students are introduced to Microsoft Office, using Microsoft Word, Microsoft Excel, Microsoft Access, and Microsoft Power Point. Students are also introduced to Medisoft software and Microsoft office concepts for use in the physician’s office environment.
This course is designed to introduce the student to the structures and functions of the various systems of the body and how these systems maintain homeostasis. It will cover introductory terms, chemistry (brief), cells and tissues, and explain the systems from the integumentary to the reproductive. It will also introduce the student to the human body structures related to the cardiovascular and lymphatic system, digestive system, the eyes and ears, the musculoskeletal system, the nervous system, urinary system, the endocrine system and common physiological terms as well as associated pathological conditions. Also covered will be the importance of a good diet and nutrition, and how a poor diet and nutrition can affect the health of the body.

### ME-125: Clinical Medical Assisting 6.0 Quarter Credit Hours

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

### ME-140: Pharmacology 3.0 Quarter Credit Hours

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

### ME-150: Medical Law and Ethics 3.0 Quarter Credit Hours

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

### ME-155: Laboratory Procedures 6.0 Quarter Credit Hours

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

### ME-175: Medical Office Procedures 3.0 Quarter Credit Hours

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

### ME-180: Extremity and Exam Preparation 4.0 Quarter Credit Hours

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

### ME-190: Medical Extremity 8.0 Quarter Credit Hours

Students will use the knowledge and skills learned in the program and complete a minimum of 240 hours of externship at an approved site. Prerequisite: ME-125 and ME-155

### ME-211: Radiography Procedures I 5.0 Quarter Credit Hours

This course is designed to introduce the student to the radiological procedures. Students will gain an understanding of the patient preparations required to perform various specialized procedures. Emphasis will be placed on radiation safety and monitoring during procedures. The student will also study advanced anatomy & physiology concepts to understand, in more detail, the functions of the major systems of the human body. This course emphasizes the operation of cellular organs systems and the human body's integration and regulation of cellular organ systems to maintain homeostasis. This course covers the cellular, muscular, neurologic, cardiovascular, respiratory, urinary, digestive, endocrine, and reproductive systems. Prerequisite: All ME-100 level courses in the program.

### ME-213: Radiation Biology, Safety and Pathology 4.5 Quarter Credit Hours

This course is designed to present basic principles of radiation protection and safety for the radiation therapist. This course incorporates radiation health and safety requirements of federal and state regulatory agencies, accreditation agencies, and health care organizations. Course content also includes basic concepts and principles of radiation biology. In addition, the student will study radiation pathology which includes basic disease concepts, theories of disease causation and system-by-system pathophysiologic disorders most frequently encountered in clinical practice. Students will also identify different pathologies using various radiographic modalities. Prerequisite: All ME-100 level courses in the program

### 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-216: Radiography Procedures II 5.0 Quarter Credit Hours

This course is designed to instruct students in basic patient radiological positioning and procedures as they apply to the chest, upper, and lower extremities. This course continues to focus on radiation safety and monitoring. This course introduces various types of radiography including mammography, ultrasound or magnetic resonance imaging (MRI) and computed tomography (CT). Prerequisite: All ME-100 level courses in the program and ME-211

### ME-217: Limited Radiography 6.0 Quarter Credit Hours

This course is designed to show the student all aspects of taking and developing x-rays. This course incorporates basic principles of physics and chemistry. Course topics include medical equipment used for x-rays, safety, protection, darkroom, film processing, and quality. In this course, anatomy in relation to the positioning necessary take an x-ray of the chest, spine, sinuses, extremities and abdomen are discussed and demonstrated. Prerequisite: All ME-100 level courses in the program and ME-211, ME-216

### ME-220: Electronic Medical Records 3.0 Quarter Credit Hours

This course will build upon ME 115 Computer Applications for Healthcare and familiarize students with the Medisoft patient file creation and file maintenance software. Prerequisite: ME-115

### ME-225: HIPAA/OSHA/Clinic Regulations 2.0 Quarter Credit Hours

This course will cover all HIPAA/OSHA local and state requirements for Health Care Facility Management. Prerequisite: ME-175

### ME-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 CMS1500 form and UB-04 form for billing purposes. Prerequisite: ME-108

### ME-257: Radiography Practicum 6.0 Quarter Credit Hours

This course is designed to allow clinical practice of limited radiography procedures and taking x-rays. It is not intended to be a job trial situation, but provides the student with additional theory and skills prior to graduation. This is the final required course for the completion of the degree program. A faculty member will visit each site for evaluation of the student. Students must complete a minimum of 180 hours of radiography practicum. Prerequisite: All ME-100 level course, ME-211, ME-216

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

This course will provide instruction on the basic operation of a variety of small engines, motors, power sport equipment, motorcycles, and lawn and farm machinery. Students in this course will receive classroom instruction and instructor led lab demonstration on the operation, assembly/dismantle, troubleshooting, and repair of a variety of equipment and engines. Students will perform instructor supervised lab projects to demonstrate comprehension of the material.
This course provides introductory training on basic electrical concepts and how sensors change the way engines run. Students will learn about fundamentals of electricity, common types of ignition systems, various electrical components and various sensors (from function to basic problem diagnostics). Some of the topics that will be covered include:

- Introduction to Electricity
  - What is it?
  - How does it work? Direct Current? Alternating Current?
- Different systems in powersports that use electricity
- Introduction to sensors
- Different type of sensors
- How they function
- How to diagnose simple failures

**PST-110C: Advanced 2 & 4 Stroke Engine Theory and Performance**  5 Quarter Credit Hours

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

Some of the topics that will be covered include:

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

**PST-115C: Chassis Systems**  5 Quarter Credit Hours

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

Some of the topics that will be covered include:

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

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

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

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

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

**PST-130C: Outdoor & Power Equipment**  5 Quarter Credit Hours

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

Some of the topics that will be covered include:

- Modern motorcycle technology
- Outdoor power equipment technology
- Service department etiquette
- Service procedures
- Machine maintenance

**PST-135: Watercraft Engine Systems**  5 Quarter Credit Hours

This course prepares students to provide routine maintenance, troubleshoot, and repair industry standard equipment on seasonal and recreational watercraft equipment. Students will learn to identify and service common operating systems of jet skis, and outboard engines.

**PST-140: Basic Welding and Fabrication**  5 Quarter Credit Hours

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

**PST-145: Diesel Engine Repair**  5 Quarter Credit Hours

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

**PST-150: Powersports and Small Engine Capstone**  5 Quarter Credit Hours

As part of this capstone course, students will prepare a presentation for their peers on a topic learned as part of their training. The students will also perform a series of lab projects to demonstrate comprehension of the material learned in the program. The course will consist of classroom, library, and lab training and demonstrations.
## Academic Calendar

<table>
<thead>
<tr>
<th>Term Start Date</th>
<th>Term End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/11/2016</td>
<td>3/20/2016</td>
</tr>
<tr>
<td>2/22/2016</td>
<td>5/1/2016</td>
</tr>
<tr>
<td>5/2/2016</td>
<td>7/10/2016</td>
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<td>9/18/2016</td>
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<tr>
<td>8/8/2016</td>
<td>10/16/2016</td>
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<td>10/17/2016</td>
<td>12/25/2016</td>
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<td>11/28/2016</td>
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<tr>
<td>1/2/2017</td>
<td>3/12/2017</td>
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<tr>
<td>3/13/17</td>
<td>5/21/2017</td>
</tr>
<tr>
<td>5/22/2017</td>
<td>7/30/2017</td>
</tr>
<tr>
<td>8/1/2017</td>
<td>10/8/2017</td>
</tr>
<tr>
<td>10/9/2017</td>
<td>12/17/2017</td>
</tr>
</tbody>
</table>
Class Schedule

**Morning Classes**: Monday through Thursday, 8:00 a.m. to 12:30 p.m.
**Afternoon Classes**: Monday through Thursday, 1:00 p.m. to 5:30 p.m.
**Evening Classes**: Monday through Thursday, 4:00 p.m. to 10:30 p.m.
**Commercial Driver's License Morning Classes**: Monday through Thursday, 8:00 a.m. to 5:00 p.m.
**Commercial Driver's License Morning Classes**: Monday through Friday, 5:30 p.m. to 10:30 p.m.
  - Saturday (weeks 1, 2 & 5) - 8:00 a.m. to 1:00 p.m.
  - Saturday (weeks 3 & 4) - 8:00 a.m. to 6:30 p.m.

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

Holidays

Classes are not held on the following holidays:

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

Administrative Staff

Christinetta Shelton, Vice President of Operations
Rekia McClain, Campus Director
Judith Hunter, Director of Admissions
Raneisha Wallace, Director of Education
Candace Fultz, Director of Financial Aid
Kathy Moton, Campus Accountant
John McClelland, Senior Education Coordinator
Dwain Miller, Financial Aid Representative
LaTonya Fulton, Registrar/Retention Officer
Rich Mason, IT Specialist
Elizabeth Hill, Learning Resource Center Coordinator
Mardess White, Day Receptionist
Rhonda Parr, Night Receptionist

Faculty

Cedrick White - Diesel Mechanic Program Director
  Associate Degree, Diesel Technology, Nashville Diesel College
  J eremy Thomas - Diesel Mechanic Instructor
  Associate Degree, University of Phoenix
  James Tate - CDL/Diesel Mechanic Instructor
  US Army CDL Training

Michael Griffin - Diesel Mechanic Instructor
  Diploma, Northwest Community College
  Latorya Parker - Information Systems Security Instructor
  Master's Degree, Technology Management, University of Phoenix
  Diane Higgs - Computer Programming Instructor
  Bachelor's Degree, Christian Brothers University
  Robert Hardin - Powersports Equipment and Small Engine Mechanic Program
  Certificate in Computer Technology, Memphis Institute of Technology
  ASE Certified
  Angela Williams-Johnson - Medical Assistant Program Director
  Bachelor's Degree, University of Memphis
  Laila Green - Medical Assistant Instructor
  Associate Degree, Concorde
  Kathleen Pierce - Medical Assistant Instructor
  Bachelor's Degree, Health Administration/IT, University of Phoenix
  Edmond Lyonga - Accounting Instructor
  Bachelor's Degree, Mountain State University
  Patricia A. Johnson - Medical Assistant Instructor
  Bachelor's Degree, University of Alabama
  Sharon McBride - Medical Billing & Coding Instructor
  Master's Degree, University of Memphis
Gil King - Medical Assistant Instructor
Bachelor's Degree, University of Arkansas

David Charles - Medical Assistant Instructor
Associate, High Tech Institute

Kelvin Kerr - Medical Assistant with Limited Radiography Technology
Associate, Pima Medical Institute

Austin O'Dell - Medical Assistant Instructor
Bachelor Degree, University of Memphis

Mary Thompson - Medical Assistant Instructor
Bachelor Degree, Ashford University

Melinda Norris - GE Instructor
Master's Degree-University of Memphis

Perlina Love - GE Instructor
Master's Degree-Capella University

John Colenberg - HR Instructor
Master's Degree-Bellhaven

Dianna Crawford - GE Instructor
Master's Degree-Dowling College

Dr. Bruce Walker - GE Instructor
Doctorate, University of Memphis
## Appendix B: Tuition & Fees

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree</th>
<th>Weeks</th>
<th>Tuition</th>
<th>Registration Fee</th>
<th>Lab/Tech Fee¹</th>
<th>Books &amp; Supplies²</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commercial Driver’s License</td>
<td>Certificate</td>
<td>5</td>
<td>$3,850</td>
<td>$0</td>
<td>$0</td>
<td>$400</td>
<td>$4250</td>
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<tr>
<td>Carpentry</td>
<td>Diploma</td>
<td>40</td>
<td>$14,040</td>
<td>$100</td>
<td>$1,458</td>
<td>$2,300</td>
<td>$17,898</td>
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<tr>
<td>Medical Assisting Professional</td>
<td>Diploma</td>
<td>40</td>
<td>$16,600</td>
<td>$100</td>
<td>$1,000</td>
<td>$2,200</td>
<td>$19,900</td>
</tr>
<tr>
<td>Powersports Equipment and Small Engine Mechanic</td>
<td>Diploma</td>
<td>40</td>
<td>$17,400</td>
<td>$100</td>
<td>$1,000</td>
<td>$3,000</td>
<td>$21,500</td>
</tr>
<tr>
<td>Computer Programming and Development</td>
<td>AOS</td>
<td>70</td>
<td>$31,930</td>
<td>$100</td>
<td>$2,060</td>
<td>$5,800</td>
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</tr>
<tr>
<td>Diesel Mechanic</td>
<td>AOS</td>
<td>70</td>
<td>$23,790</td>
<td>$100</td>
<td>$1,830</td>
<td>$11,140</td>
<td>$36,860</td>
</tr>
<tr>
<td>Medical Assistant with Limited Radiography Technology</td>
<td>AOS</td>
<td>70</td>
<td>$28,336</td>
<td>$100</td>
<td>$1,750</td>
<td>$5,200</td>
<td>$35,386</td>
</tr>
<tr>
<td>Medical Assistant with Office Management</td>
<td>AOS</td>
<td>70</td>
<td>$29,050</td>
<td>$100</td>
<td>$1,750</td>
<td>$4,000</td>
<td>$34,900</td>
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<tr>
<td>Medical Billing and Coding</td>
<td>A.O.S.</td>
<td>70</td>
<td>$28,530</td>
<td>$100</td>
<td>$1,980</td>
<td>$3,570</td>
<td>$34,180</td>
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</tbody>
</table>

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

²Books 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.

²Supplies 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.

### Commercial Driver’s License - Outside Party Fees

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Physical</td>
<td>$56.50*</td>
</tr>
<tr>
<td>Drug Screening</td>
<td>$59.50*</td>
</tr>
<tr>
<td>Background Check</td>
<td>$50.00*</td>
</tr>
<tr>
<td>CDL Permit</td>
<td>$14.00*</td>
</tr>
<tr>
<td>CDL License</td>
<td>$46.00*</td>
</tr>
<tr>
<td>MVR</td>
<td>$5.00*</td>
</tr>
<tr>
<td>Haz Mat</td>
<td></td>
</tr>
<tr>
<td>Endorsement (Optional)</td>
<td>$2.50*</td>
</tr>
<tr>
<td>Doubles/Triples (Optional)</td>
<td>$2.50*</td>
</tr>
<tr>
<td>Tanker</td>
<td>$2.50*</td>
</tr>
<tr>
<td>Passenger</td>
<td>$2.50*</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$241.00</strong>*</td>
</tr>
</tbody>
</table>

*The outside party fees amounts above are estimated fees paid directly to an outside party by the student. The amounts above are estimates and are subject to change.
The information below is to replace the current corresponding information in the Program Offerings and Course Description section of the catalog.

**Program Offerings**

**Computer Programming and Development**

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

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

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>CP-120</td>
<td>Microsoft Office</td>
<td>5</td>
</tr>
<tr>
<td>CP-121</td>
<td>Programming Fundamentals</td>
<td>5</td>
</tr>
<tr>
<td>CP-122</td>
<td>Web Site Design Fundamentals</td>
<td>5</td>
</tr>
<tr>
<td>CP-123</td>
<td>Introduction Programming</td>
<td>5</td>
</tr>
<tr>
<td>CP-124</td>
<td>Introduction to Databases</td>
<td>5</td>
</tr>
<tr>
<td>CP-125</td>
<td>Introduction to Web Page Coding</td>
<td>5</td>
</tr>
<tr>
<td>CP-126</td>
<td>Software Testing</td>
<td>5</td>
</tr>
<tr>
<td>CP-127</td>
<td>SQL Programming</td>
<td>5</td>
</tr>
<tr>
<td>CP-128</td>
<td>Systems Analysis and Design</td>
<td>5</td>
</tr>
<tr>
<td>CP-220</td>
<td>Advanced Programming</td>
<td>5</td>
</tr>
<tr>
<td>CP-221</td>
<td>Software Application Security</td>
<td>5</td>
</tr>
<tr>
<td>CP-222</td>
<td>Technical Writing</td>
<td>5</td>
</tr>
<tr>
<td>CP-223</td>
<td>Advanced Excel and Data Sources</td>
<td>5</td>
</tr>
<tr>
<td>CP-224</td>
<td>Advanced Web Page Coding</td>
<td>5</td>
</tr>
<tr>
<td>CP-225</td>
<td>Introduction to Mobile App Development</td>
<td>5</td>
</tr>
<tr>
<td>CP-226</td>
<td>IT Project Management Basics</td>
<td>5</td>
</tr>
<tr>
<td>CP-227</td>
<td>Advanced SQL Programming and Custom Report Writing</td>
<td>5</td>
</tr>
<tr>
<td>AGE-210</td>
<td>Business Communications</td>
<td>4.5</td>
</tr>
<tr>
<td>AGE-215</td>
<td>Technical Math</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-101</td>
<td>English Composition I</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-201</td>
<td>English Composition II</td>
<td>4.5</td>
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</tbody>
</table>

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

**Course Descriptions**

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

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

Vatterott Career College – Memphis Appling Farms
Program Offerings and Course Description Addendum
**AGE-215: Technical Math**  
4.5 Quarter Credit Hours

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

**GE-201: English Composition II**  
4.5 Quarter Credit Hours

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

Diesel Mechanic

This program is designed to prepare the graduate in theory and working knowledge for entry-level employment as a diesel mechanic, diesel technician, working on heavy trucks in a fleet or dealership or similar related employment within the trucking or transportation industry.

This course consists of 70 weeks with 78 quarter credit hours of theory and lab and 13.5 quarter credit hours of General Education instruction in the areas described below. Each term is 10 weeks in length for a total of 91.5 quarter credit hours. 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>DM-100</td>
<td>Diesel Mechanic Basics</td>
<td>9</td>
</tr>
<tr>
<td>DM-101</td>
<td>Electrical and Electronic Systems for Medium to Heavy Duty Trucks</td>
<td>9</td>
</tr>
<tr>
<td>DM-200</td>
<td>Diesel Engines and Fuel Systems</td>
<td>13</td>
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<tr>
<td>DM-201</td>
<td>Drivelines &amp; Brakes for Medium to Heavy Trucks I</td>
<td>13</td>
</tr>
<tr>
<td>DM-202</td>
<td>Drivelines &amp; Brakes for Medium to Heavy Duty Trucks II</td>
<td>13</td>
</tr>
<tr>
<td>DM-203</td>
<td>Steering and Suspension</td>
<td>13</td>
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<tr>
<td>DM-EXT-100</td>
<td>Externship</td>
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<tr>
<td>GE-101</td>
<td>English Composition I</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-201</td>
<td>English Composition II</td>
<td>4.5</td>
</tr>
<tr>
<td>AGE-215</td>
<td>Technical Math</td>
<td>4.5</td>
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</table>

Total Number of Quarter Credit Hours Required for Graduation 91.5

Course Descriptions

AGE-215: Technical Math

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

Program Offerings

Medical Assistant with Limited Radiography Technology

The objective of this program is to provide students with the skills and knowledge in basic entry-level x-ray procedures, equipment operation, and radiation safety along with the core curriculum of medical assisting. Graduates will be able to work in various medical settings, including private medical offices and medical clinics. Their job duties may include patient coordination and administrative tasks, physician assisting, and limited scope radiography functions. The general education coursework provided in this program equips graduates with advanced math and writing skills.

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

Note: Past criminal history may affect one’s ability to obtain employment in this field. Students are encouraged to be immunized against and tested for infectious diseases, such as mumps, measles, rubella and tuberculosis prior to contact with patients and infectious objects or materials, in an effort to minimize the risk to patients and healthcare personnel. Additional information regarding policies on blood borne and infectious diseases is available upon request. Students enrolling in this program must sign the Allied Health Externship/Employment Disclosure prior to enrollment regarding state regulations on criminal records, possible background checks, possible physical or drug screen, infectious diseases or physical condition. Students enrolling in this program must also sign the Allied Health General 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 70 weeks, 75.5 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>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGE-210</td>
<td>Business Communications</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-101</td>
<td>English Composition I</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-105</td>
<td>Introduction to Psychology</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-123</td>
<td>Interpersonal Communications in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>ME-105</td>
<td>Medical Terminology</td>
<td>3</td>
</tr>
<tr>
<td>ME-108</td>
<td>Introduction to Medical Billing and Coding</td>
<td>3</td>
</tr>
<tr>
<td>ME-115</td>
<td>Computer Applications for Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>ME-121</td>
<td>Anatomy and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>ME-125</td>
<td>Clinical Medical Assisting</td>
<td>6</td>
</tr>
<tr>
<td>ME-136</td>
<td>Math for the Medical Environment</td>
<td>3</td>
</tr>
<tr>
<td>ME-140</td>
<td>Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>ME-150</td>
<td>Medical Law and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>ME-155</td>
<td>Laboratory Procedures</td>
<td>6</td>
</tr>
<tr>
<td>ME-175</td>
<td>Medical Office Procedures</td>
<td>3</td>
</tr>
<tr>
<td>ME-180</td>
<td>Externship and Exam Preparation</td>
<td>4</td>
</tr>
<tr>
<td>ME-190</td>
<td>Medical Externship</td>
<td>8.0</td>
</tr>
<tr>
<td>ME-211</td>
<td>Radiography Procedures I</td>
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<tr>
<td>ME-213</td>
<td>Radiation Biology, Safety, and Pathology</td>
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</tbody>
</table>

Vatterott Career College – Memphis Appling Farms
Program Offerings and Course Description Addendum
Addendum - Program Offerings and Course Description
Effective: 06-2017

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tr>
<td>ME-216</td>
<td>Radiography Procedures II</td>
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<td>ME-217</td>
<td>Limited Radiography</td>
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<td><strong>Total</strong></td>
<td><strong>Number of Quarter Credit Hours Required for Graduation</strong></td>
<td><strong>92</strong></td>
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**Course Descriptions**

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

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

**ME-136 Math for the Medical Environment** 3 Quarter Credit Hours

Medical Environment provides a basic introduction to college level mathematics, with a focus on techniques and applications relevant to students in fields related to medical science. Like any course in college mathematics, it begins with a review of whole numbers, fractions and decimals. It then introduces the basics of percent calculations, interest and averages. In introducing these topics, the text focuses on examples and exercises immediately relevant to medical settings. The course then applies these skills to solving applied problems of ratio and proportion, as well as unit conversions. The remainder of the text addresses explicitly medical topics such as the use of instruments for measurement, the use of graphs and charts, and dosage calculations. There is also a chapter on basic accounting and business for medical office management and a chapter on health science careers. The course’s emphasis is on providing students with a practical and useful working knowledge of these concepts for use in the rest of their program, as well as on the job.
The information below is to replace the current corresponding information in the Program Offerings and Course Description section of the catalog.

**Program Offerings**

**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 sign the Allied Health Externship/Employment Disclosure prior to enrollment regarding state regulations on criminal records, possible background checks, possible physical or drug screen, infectious diseases or physical condition. Students enrolling in this program must also sign the Allied Health General Health prior to enrollment stating that the student is in good health and in proper physical condition to participate in the program.

The program consists of 70 weeks, 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.

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<thead>
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<td>Introduction to Accounting</td>
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<td>BUS-215</td>
<td>Human Resource Management</td>
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<td>BUS-240</td>
<td>Customer Service</td>
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<td>GE-105</td>
<td>Introduction to Psychology</td>
<td>4.5</td>
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<tr>
<td>GE-101</td>
<td>English Composition I</td>
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</tr>
<tr>
<td>GE-123</td>
<td>Interpersonal Communications in Healthcare</td>
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<td>AGE-210</td>
<td><strong>Business Communications</strong></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>
<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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<tr>
<td>ME-125</td>
<td>Clinical Medical Assisting</td>
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<td>ME-136</td>
<td><strong>Math for the Medical Environment</strong></td>
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<td>ME-140</td>
<td>Pharmacology</td>
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<td>Medical Office Procedures</td>
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<td>Externship and Exam Preparation</td>
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<td>ME-190</td>
<td>Medical Externship</td>
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</table>
Course Descriptions

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

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

**ME-136 Math for the Medical Environment**  
3 Quarter Credit Hours

Medical Environment provides a basic introduction. 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 per cent calculations, interest and averages. In introducing these topics, the text focuses on examples and exercises immediately relevant to medical settings. The course then applies these skills to solving applied problems of ratio and proportion, as well as unit conversions. The remainder of the text addresses explicitly medical topics such as the use of instruments for measurement, the use of graphs and charts, and dosage calculations. There is also a chapter on basic accounting and business for medical office management and a chapter on health science careers. The course’s emphasis is on providing students with a practical and useful working knowledge of these concepts for use in the rest of their program, as well as on the job.
The information below is to replace the current corresponding information in the Program Offerings and Course Description section of the catalog.

**Program Offerings**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
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<tbody>
<tr>
<td>GE-123</td>
<td>Interpersonal Communications in Healthcare</td>
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</tr>
<tr>
<td>ME-105</td>
<td>Medical Terminology</td>
<td>3.0</td>
</tr>
<tr>
<td>ME-108</td>
<td>Introduction to Medical Billing and Coding</td>
<td>3.0</td>
</tr>
<tr>
<td>ME-115</td>
<td>Computer Applications for Healthcare</td>
<td>3.0</td>
</tr>
<tr>
<td>ME-121</td>
<td>Anatomy and Physiology</td>
<td>4.0</td>
</tr>
<tr>
<td>ME-125</td>
<td>Clinical Medical Assisting</td>
<td>6.0</td>
</tr>
<tr>
<td>ME-136</td>
<td>Math for the Medical Environment</td>
<td>3.0</td>
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<tr>
<td>ME-140</td>
<td>Pharmacology</td>
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<tr>
<td>ME-150</td>
<td>Medical Law and Ethics</td>
<td>3.0</td>
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<td>ME-155</td>
<td>Laboratory Procedures</td>
<td>6.0</td>
</tr>
<tr>
<td>ME-175</td>
<td>Medical Office Procedures</td>
<td>3.0</td>
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<tr>
<td>ME-180</td>
<td>Extremity and Exam Preparation</td>
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<tr>
<td>ME-190</td>
<td>Medical Extremity</td>
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<tr>
<td><strong>Total Number of Quarter Credit Hours Required for Graduation</strong></td>
<td><strong>52</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Course Descriptions**

**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 per cent calculations, interest and averages. In introducing these topics, the text focuses on examples and exercises immediately relevant to medical settings. The course then applies these skills to solving applied problems of ratio and proportion, as well as unit conversions. The remainder of the text addresses explicitly medical topics such as the use of instruments for measurement, the use of graphs and charts, and dosage calculations. There is also a chapter on basic accounting and business for medical office management and a chapter on health science careers. The course’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.
Addendum - Program Offerings and Course Description  
Effective: 06-2017

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

Program Offerings

Medical Billing and Coding

The objective of this program is to prepare the student for entry-level employment as a Medical Biller/Coder performing administrative duties including Medical Billing and Coding within the health care field. Graduates from the Medical Billing/Coding program will have a working knowledge of administrative duties such as ICD coding, hospital and insurance billing; a fundamental knowledge of medical terminology and healthcare delivery systems, an understanding of anatomy, physiology, and pathology/pharmacology, and a comprehensive knowledge of current procedural terminology.

Student must complete a Criminal Background check prior to enrollment.

The program consists of 70 weeks, 76.5 Quarter Credit hours of medical theory and 13.5 Quarter Credit Hours of General Education, totaling 90 Quarter Credit Hours. Instruction is designed for entry every 10 weeks.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>MC-112</td>
<td>Intro to ICD CM Coding and CPT Coding</td>
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</tr>
<tr>
<td>MC-114</td>
<td>Intro to Current Procedural Terminology</td>
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</tr>
<tr>
<td>MC-117</td>
<td>Auditing</td>
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<tr>
<td>MC-130</td>
<td>Insurance and Coding Exam Review</td>
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</tr>
<tr>
<td>MC-175</td>
<td>Law &amp; Ethics</td>
<td>4.5</td>
</tr>
<tr>
<td>MC-190</td>
<td>Intro to Health Information Technology</td>
<td>4.5</td>
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<td>MC-191</td>
<td>Medical Office Administration</td>
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<tr>
<td>MC-200</td>
<td>Computers and Healthcare Delivery Systems</td>
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<tr>
<td>MC-201</td>
<td>Communication in the Healthcare Setting</td>
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</tr>
<tr>
<td>MC-218</td>
<td>Office Management in the Healthcare Setting</td>
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<tr>
<td>MC-222</td>
<td>Medical Terminology and Anatomy and Physiology</td>
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<td>MC-230</td>
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<td>MC-240</td>
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<td>MC-250</td>
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<td>MC-260</td>
<td>Advanced Computers</td>
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<td>MC-295</td>
<td>Medical Billing and Coding Capstone</td>
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<td>English Composition 1</td>
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<td>GE-105</td>
<td>Intro to Psychology</td>
<td>4.5</td>
</tr>
<tr>
<td>AGE-215</td>
<td>Technical Math</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation 90

Course Descriptions

AGE-215: Technical Math 4.5 Quarter Credit Hours

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

Vatterott Career College – Memphis Appling Farms
Program Offerings and Course Description Addendum
Online Course Option

Students enrolled in certain programs may have the option of completing up to 75% of their program of study through online courses. Online courses are supported by a third-party, Vatterott College - Sunset Hills, based in suburban St. Louis, MO. These online courses are specifically designed for the student who will be accessing online courses from a standard home or work personal computer. For more information, contact the academic department for recommended PC specifications to ensure the best accessibility to online resources and an optimal learning experience in online courses and for additional information about this option. For more information regarding the expectations for online learners, see the Vatterott College - Sunset Hills catalog.
The below information is to replace the current corresponding information in the Student Information & Services section of the catalog.

Non-Discrimination

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

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

- Questions or concerns regarding the College’s compliance with Title IX may be directed to the following:
  1. Title IX Coordinator
     8580 Evans Ave.
     Berkeley, MO 63134
     314-264-1874
     titleixcoordinator@vatterott.edu
  2. Campus Director (Title IX Officer)
     For contact information regarding each location’s Campus Director, please call 314-264-1500 or visit www.vatterott.edu

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

    Administrator of Student Affairs
    8580 Evans Ave.
    Berkeley, MO 63134
    855-752-7030
    studentaffairs@vatterott.edu

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

Office for Civil Rights (Tennessee)
U.S. Department of Education
61 Forsyth Street S.W., Suite 19T10
Atlanta, GA 30303-8927
404-974-9406

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 Career College – Appling Farms
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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<th>Term Start Date</th>
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**Break between terms 12/25-1/7**

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**Break between terms 8/6-8/12**

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

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</table>
Addendum – Course Description  
Effective: October 2017

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

**ME-257: Radiography Practicum  6.0 Quarter Credit Hours**

This course is designed to allow clinical practice of limited radiography procedures and taking x-rays. It is not intended to be a job trial situation, but provides the student with additional theory and skills prior to graduation. This is the final required course for the completion of the degree program. A faculty member will visit each site for evaluation of the student. Students must complete a minimum of 180 hours of radiography practicum. Prerequisite: All ME-100 level course (except ME-180 and ME-190) in the program and ME-211, ME-216
Title IX Policy

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.notalone.gov/ – Not Alone – Together Against Sexual Assault
- http://www.rainn.org – Rape, Abuse, and Incest National Network (800) 656-4673
- http://www.justice.gov/ovw/sexual-assault – Department of Justice Sexual Assault
- http://www.loveisrespect.org/ – Love is Respect – call (866) 331-9474 or text LOVEIS to 22522

VI. Privacy and Confidentiality

Vatterott encourages victims of sexual harassment and discrimination to talk to somebody about what happened so that he or she may get the support they need, and so that Vatterott can respond appropriately. Because issues arising under Title IX are often sensitive in nature, Vatterott maintains the highest level of privacy regarding all reports of sexual discrimination and/or sexual harassment. While Vatterott strictly prohibits the disclosure of private information obtained through an investigation, it should be noted that circumstances may arise when law and/or policy requires the disclosure of sensitive information.
Addendum – Student Information & Services
Effective: October, 2017

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

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

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

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

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

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

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

VII. Victim Rights & Options

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

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

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

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

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

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

VIII. **Complaint and Resolution Procedures**

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

**Informal Procedures**

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

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

- Clearly say “no” to the individual exhibiting unwelcome behavior
- Communicate with the offender either orally or in writing providing him or her of the following:
If you would like to proceed informally but with the assistance of a third party, you may contact your Title IX Officer or Title IX Coordinator. These individuals are familiar with Vatterott’s Title IX policies and are available to assist victims of sexual harassment and sexual assault. Additionally, these individuals can provide information pertinent to informal actions and remedies that you may pursue as well as additional information regarding Vatterott’s procedures for sexual harassment and discrimination.

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

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

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

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

**Formal Investigation & Determination**

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

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

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

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

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

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

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

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

**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
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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.

**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 (herein after 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.”
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;
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- 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
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experienced sexual harassment or discrimination to promptly come forward with inquiries, reports, or complaints and to seek assistance from Vatterott officials. Furthermore, all Vatterott employees are responsible employees and have an obligation to communicate reports of sexual misconduct to the Title IX Coordinator. Employees who become aware of instances or allegations of sexual harassment by or against a person under his or her supervisory authority must submit a report to those charged with responding to such allegations and reports. These individuals include the Human Resources Department, the Title IX Officer or the Title IX Coordinator.

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

XII. Definitions – Vatterott adheres to the following definitions applicable to this policy:

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

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

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

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

Sexual Harassment - unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature.
Sexual harassment includes sexual violence/assault, sexual exploitation, domestic violence, dating violence, stalking where motivated by sex or involving sexual conduct, and gender harassment/stereotyping.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Specifically Prohibited Conduct:**

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

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

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

**If you have any questions regarding this policy, please do not hesitate to contact the Title IX Coordinator via email at titleixcoordinator@vatterott.edu.**
Addendum – Program Offerings & Course Descriptions
Effective: November, 2017

The below addenda is to replace the current corresponding information in the Program Offerings and Course Description sections of the catalogs.

**CP-220: Introduction to C# Programming**  
5 Quarter Credit Hours

This course builds on some concepts learned in the Introduction to Programming course. The course will focus on C# basics. Topics covered include: methods and behaviors, class development, collections, event programming, object-oriented programming features; including inheritance, abstract methods and polymorphic programming, and interfacing with databases including SQL and Linq.  
Prerequisite: CP-121, CP-122, CP-123 and CP-125
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.