Published: July 11, 2016
Copyright: July, 2016

Catalog Changes/Addendum

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

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

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

Robert Donnell
Campus Director
Dear Vatterott Students,

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

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

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

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

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

Sincerely,

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

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

Graduates

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

Employers

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

About Vatterott College.................................................................6
Admissions Information.................................................................9
Financial Information.................................................................12
Student Information & Services..................................................17
Academic Information.................................................................28
Program Offerings.................................................................36
Course Descriptions .................................................................43
Academic Calendar, Schedule, and Holidays...............................56
Appendix A: Administrative Staff & Faculty...............................57
Appendix B: Non-Accredited Courses.........................................60
Appendix C: Tuition & Fees.......................................................62
ABOUT VATTEROTT COLLEGE
ABOUT VATTEROTT COLLEGE

Our Philosophy

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

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

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

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

History of Vatterott College

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

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

In December 1981, the Midwest School of Lettering and Design was purchased and a Commercial Sign Painting course was added to program offerings. In 1984, two additional courses – Computerized Office Systems and MicroComputer Repair – were added.

In January, 1985, the school opened its new facility at 3925 Industrial Drive in St. Ann, Missouri. The main building included 16,000 square feet of classrooms, laboratories, and the school’s main administrative offices, while an adjacent building of 7500 square feet provided classroom and separate facilities for the Heating, Air Conditioning & Refrigeration program.

In 1987 Paralegal and Data Entry/Word Processing programs expanded course offerings. Vatterott Educational Centers received free-standing accreditation in 1988, becoming a main campus.

When associate degree (specialized) granting authority was issued by the Accrediting Commission of the National Association of Trade and Technical Schools in 1989, the school changed its name to Vatterott College and began offering Occupational Associate degrees in Computer Technology, Electrical Mechanics, and Heating, Air Conditioning & Refrigeration Technology. Additional associate degree programs followed as well as bachelor degree offerings beginning in 2000.


In October 2007, Vatterott College relocated to a 96,000 square foot custom-built new facility in Berkeley, Missouri. A Cosmetology program and salon were added.

Since moving to the new location, the following programs have been added: Medical Billing and Coding and Pharmacy Technician (2012); Automotive Technology, Medical Assistant with Limited Radiography Technology, Medical Assistant with Office Management (2013); Auto Body and Alternative Fuel Vehicle Repair Technician and Building Maintenance Technology (2014).

Accreditation, Authorization and Approvals

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

Certifications

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

Campus Location

Vatterott College – North Park Campus
8580 Evans Avenue
Berkeley, Missouri 63134
[314] 264-1000

Administrative Offices
8580 Evans Avenue
Berkeley, Missouri 63134
[314] 264-1000

Campus Facilities

Vatterott College at North Park Campus – Main Campus

The facilities located at 8580 Evans Avenue, Berkeley, MO contain approximately 96,000 square feet and are located in a convenient setting adjacent to major thoroughfares and accessible from all parts of the metro area. Students will find at this campus setting classrooms which are designed to facilitate learning and which consist of lecture rooms and instructional laboratories. Small, informal classes encourage student/faculty interaction and students receive individual attention to help them reach their potential. The computer labs are equipped with various types of computers appropriate to the demands of different design professions. All labs are equipped with industry current equipment to support the program of study. The library houses books, periodicals, pamphlets, CD-ROM support materials, as well as access to the internet. Library-resource materials are available to students beyond normal school hours. Maximum class size is 30 students. Enrollment Capacity: 1040 students per session. Theory classes are limited in size to a 30:1 student/teacher ratio and labs are limited to a 20:1 ratio.

Vatterott College ex’treme Institute by Nelly – St Louis

Vatterott College ex’treme Institute by Nelly – St Louis is certified to operate by the Missouri Department of Higher Education as a branch campus of Vatterott College-Berkeley, and recognized by the Accrediting Commission of Career Schools and Colleges (ACCSC) as a satellite location of Vatterott College-Berkeley.

The Institute, which began enrollment in the fall of 2011, was conceived and developed in collaboration with industry experts as a means to make the practical training methods and hands-on experience once acquired only through internships and apprenticeships available to the amateur enthusiast, and as a resource for the seasoned engineer looking to acquire additional skills or to stay abreast of emerging trends. The Institute seeks to achieve this mission by providing its students with a dynamic, interactive, and above all, successful educational experience.
Housed in approximately 9,000 square feet of visible and accessible space, the campus is located at the following address, in close proximity to downtown St. Louis:
800 N. 3rd Street
St. Louis, MO 63102
(314) 264-1500

The Institute’s courses and series are designed with the intent of providing hands-on learning under supervision of industry experts, and a self-taught mode of learning is utilized to train students in a variety of techniques. While the Institute is recognized by ACCSC as a satellite location of Vatterott College-Berkeley, its courses and series have not been reviewed by ACCSC and are not accredited or credit-bearing offerings. They are offered for continuing education, professional development, or recreational activity purposes only.

Additional information relating to the Institute may be obtained through its website at http://www.eibynelly.com, or by calling 888-669-0633.

Corporate Education Group

Corporate Education Group (CEG) is a continuing education division of Vatterott College – Berkeley. Originally founded at Boston University as the Boston University Corporate Education Center, CEG is a premier provider of corporate training and consulting services, collaborating with clients to optimize individual, team, and organizational performance through courses in the areas of project management, business analysis, business process management, PRINCE2®, and leadership and management. In addition, CEG offers courseware customization and tailoring, action planning, competency modeling, assessments, coaching and mentoring, focus groups and other professional services.

In an effort to maximize the availability of its programming for students and their organizations, CEG’s training solutions are offered in multiple formats, including:

- On-ground instructional courses open to the public, conducted at conference facilities located around the United States and abroad.
- Virtual instructor-led training consisting of instructor-led, synchronous online training that can be accessed from any location.
- Self-paced, asynchronous online courses enabling students to learn at their pace in a convenient environment, with less disruption to workflow.

CEG also tailors and customizes curriculum for companies and other organizations by incorporating specific practices, including terminologies, methodologies, templates, case studies, exercises, discussions, and more.

CEG’s administrative offices are located at the following address
1 Executive Drive, Suite 30
Chelmsford, MA 01824
1.800.288.7246

While Vatterott College – Berkeley is certified to operate by the Missouri Department of Higher Education, and accredited by ACCSC, it is important to note that CEG’s courses are neither accredited nor credit-bearing. CEG’s courses are offered for continuing education or professional development purposes only.

Statement of Ownership

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

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

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

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

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

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

Admission for the Computer Programming and Development Program

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

Re-Entering Students

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

Non-Degree Non-Program Students

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

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

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

Institutional Calendar

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

Tuition & Fees Policy

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

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

Effective 07-2016 Vatterott College Northpark
Add/Drop Period

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

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

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

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

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

Student Financial Planning

The Office of Financial Aid’s goal is to assist every eligible student in procuring financial aid 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 filing out a FAFSA. Eligibility is determined by a standard U.S. Department of Education formula which considers factors such as family size, income, and other resources to determine financial need. The actual amount of the award is based upon the cost of attendance, enrollment status, the expected family contribution, and the amount of money appropriated by Congress to fund the program. The Pell Grant makes it possible to provide a foundation of financial aid to help defray the cost of a postsecondary education. Unlike loans, students are typically not required to pay back Pell Grants.

Federal Supplemental Educational Opportunity Grant

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

Federal Student Loans

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

A subsidized loan is awarded on the basis of financial need as determined by the FAFSA. If a student is eligible for a subsidized loan, the interest on the loan is “subsidized” (interest-free) while the student is enrolled at least half-time at an eligible school, for the first six months after the student graduates/withdraws from school, and if the student qualifies to have payments deferred.

Unlike a subsidized loan, an unsubsidized loan is not based on financial need. The student is responsible for the interest from the time the unsubsidized loan is disbursed until it is paid in full. The student may choose to pay the interest on a quarterly basis or allow it to accrue (accumulate) and be capitalized (that is, added to the principal amount of the loan). Capitalizing the interest will increase the amount the student must repay over time.

Federal Parent Loans

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

Private Loans

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

Institutional Scholarships

High School Graduate Scholarship

The High School Graduate Scholarship is a general scholarship in the amount of $1,000.00, which will be applied to the scholarship recipient’s student account upon enrollment at the Institution. The scholarship, which will be disbursed in the form of a tuition credit, is non-transferable and carries no cash value. In order to be eligible for the scholarship, candidates must have graduated from an accredited high school in the previous twelve (12) months, prior to enrollment at the Institution. Applicants are required to complete an application. For additional information about the High School Graduate Scholarship or to obtain an application, please contact the Director of Education.

Presidential Achievement Scholarship

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

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

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

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

Academic Revitalization Scholarship

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

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

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

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

Other Financial Resources

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

Veterans’ Education Benefits

Vatterott College is approved for the training of veterans and veteran’s spouse or children in accordance with the rules and regulations administered by the United States Department of Veterans Affairs (VA). Representatives of the VA, State Approving Agency, and the Office of Financial Aid, are available to assist service members, veterans, and their eligible spouse/dependent(s) in applying for veterans' education benefits. Students should contact the Office of Financial Aid regarding filing of proper applications/forms to ensure benefit determinations are issued well in advance of the start date for the class in which the student desires to enroll.

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

Post 9/11 GI Bill – Yellow Ribbon Program

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

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

Government Sponsored Programs

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

Company Tuition Reimbursement

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

Federal Student Aid Eligibility

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

- Complete and submit a Free Application for Federal Student Aid (FAFSA);
- Meet the Basis of Admissions for the Institution and be enrolled as a regular student in an eligible program of study on at least a half-time basis (except for Pell and FSEOG);
- Possess a high school diploma, a General Education Development (GED) certificate, or meet other standards established by the state and approved by the U.S. Department of Education;
- Have a valid Social Security Number and be a U.S. citizen or national, or an eligible non-citizen. Verification of eligible non-citizen status may be required;
- Be registered for the Selective Service, if required;
- Not have been convicted under Federal or State law of possession or sale of illegal drugs while receiving FSA;
- Not have borrowed in excess of the aggregate loan limits for the FSA programs including not being in default or owe a repayment of an FSA grant or loan;
- Maintain satisfactory academic progress;
- Provide the Office of Financial Aid any required documentation in cases of verification and/or resolving conflicting information or comment codes;
- Notify the Office of Financial Aid of changes in enrollment status or 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 Ombudsmen are also discussed. If the student is unable to meet with the Office of Financial Aid, an exit interview will be mailed which includes instructions on how to access loan information through interactive electronic means.

Satisfactory Academic Progress and Financial Aid

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

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

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

Institutional Refund Policy

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

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

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

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

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

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

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

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

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

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

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

2. A grade of incomplete with the designation “withdrawn-military” for the courses in the program in which the student is enrolled at the time of withdrawal and the right to re-enroll in those 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. Only if the instructor or instructors of the courses determine that the student has satisfactorily completed at least 90 percent of the required coursework and demonstrated sufficient mastery of the course material to receive credit for the course.
Funding Agency - Return of Funds Policies

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

Withdrawal Date

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

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

A student’s last day of attendance will be the last recorded day the student attended an on-ground class.

Consumer Information

Most of the information dissemination activities required by the Higher Education Act (HEA) of 1965, as amended have been satisfied within this catalog. However, student finance personnel are available, in accordance with federal regulations, to discuss consumer information in more detail with current and prospective students.
STUDENT INFORMATION & SERVICES
Student Information & Services

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

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

Hours of Operation

The campus administrative offices are open from 9 a.m. to 6 p.m., Monday through Thursday, from 9 a.m. to 5 p.m. Friday, and 9 a.m. to 1 p.m. on Saturday.

Inclement Weather and Campus Closure Policy

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

Housing

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

Orientation

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

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

Student Portal

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

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

Faculty

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

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

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

Academic Assistance

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

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

Retention Services

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

The Retention department is responsible for the following duties:

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

Career Services

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

It must be stressed that the Institution cannot and will not guarantee students 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 internships/externships 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 internships/externships or employment following completion of the program.

Some agencies and employers may require candidates to submit to a drug test. Some programs may require additional education, licensure and/or certification for employment in certain positions. Those decisions are outside of the control of the Institution.
Learning Resource Center/Library

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

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

Course Schedules

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

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

Transfer of Credit to Other Institutions

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

Transcript Request Policy

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

Student Records Access and Release

The Family Educational Rights and Privacy Act of 1974, as amended (“FERPA”), is a federal law that protects student information and afford students who are currently or were formerly enrolled, regardless of their age or status in regard to parental dependency, the following rights with respect to their education records:

- The right to inspect and review the student’s education records within 45 days of the day the Institution receives a request for access.
- The right to request the amendment of education records the student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.
- The right to provide written consent before the Institution discloses personally identifiable information from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.
- The right to file a complaint with the U.S. Department of Education concerning alleged failure by the Institution to comply with the requirements of FERPA.

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

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

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

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

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

FERPA also permits institutions, within established guidelines, to disclose without a student’s consent information the Institution deems “directory information.” The Institution has identified the following items as “directory information:” name, address, telephone number, e-mail address, date and place of birth, dates of attendance, field of study, credit hours earned, degrees earned, honors and awards received, participation in official school activities, and most recent previous educational agency or institution. Students may request that directory information not be released.

To request restriction of directory information, students should complete a Request to Restrict Release of Student Directory Information form, which can be obtained from, and once completed, should be submitted to, the Registrar.

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

Drug-Free Environment

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

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

Student Conduct Policy

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

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

Any unpaid balance for tuition, fees and supplies becomes due and payable immediately upon a student’s dismissal from the Institution. The Institution will also determine if any Federal Student Aid funds need to be returned (see Financial Information section of this catalog).

Rules, Regulations, and Expectations

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

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

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

Promptness and preparation are expected. Students are expected to be on time for every class. A student is considered tardy if he/she is 15 minutes late for class. A student may be suspended and, if the pattern is not corrected, expelled if continued tardiness impairs the instructor’s ability to teach or any student’s ability to learn.

Professional attitude and professional appearance are expected. All students are encouraged to reflect the proper image of their future careers by dressing appropriately and maintaining personal hygiene.

Torn and provocative clothes are not permissible. The following items of clothing are also unacceptable: hats (unless approved by instructors), tank tops, tube tops, halters, and shirts with abusive or offensive language. Any students enrolled in a program that requires a uniform must wear the uniform to class every day.

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

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

Safety

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

All machinery and equipment are provided with proper safety devices, which are to be used whenever the machinery and equipment are operated. The instructor is to be notified immediately of any accident, fire, or personal injury. The Institution reminds all students that they are ultimately responsible for their own actions regarding their safety and welfare.

Campus Security

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

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

Non-Discrimination

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

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

- Questions or concerns regarding the College’s compliance with Title IX may be directed to the following:
  1. Title IX Coordinator
     8580 Evans Avenue
     Berkeley, MO 63134
     (314) 264-1740
     titleixordinator@vatterott.edu
  2. Campus Director (Title IX Officer)
     8580 Evans Avenue
     Berkeley, MO 63134
     (314) 264-1000

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

EFFECTIVE 07-2016 VATTEROTT COLLEGE NORTH PARK
Accommodations for Individuals with Disabilities

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

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

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

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

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

What is a disability?

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

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

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

What is a reasonable accommodation?

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

Title IX Policy

I. Title IX of the Education Amendments of 1972

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

II. Vatterott’s Policy Statement

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

III. Handling of Complaints Covered by this Policy

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

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

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

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

IV. Reporting of Complaints Covered by this Policy

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

You may also report incidents of harassment, discrimination, or retaliation by calling Vatterott’s Ethics Hotline at 1-866-861-8610 (or St. Louis local 314-264-1514). If you do so, you can either identify yourself or leave a message anonymously.

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

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

V. Options for Reporting and Availability of Support

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

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

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

http://www.notalone.gov/ – Not Alone – Together Against Sexual Assault

http://www.rainn.org – Rape, Abuse, and Incest National Network (800) 656-4673

http://www.justice.gov/ovw/sexual-assault – Department of Justice Sexual Assault

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

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


VI. Privacy and Confidentiality

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

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

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

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

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

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

Off-Campus Counselors and Advocates

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

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

VII. Victim Rights & Options

Regardless of whether an individual elects to pursue a criminal complaint, or whether the offense is alleged to have occurred on or off campus, Vatterott will assist victims of sexual misconduct. If an individual is a victim of sexual assault, domestic violence, dating violence, or stalking, his or her first priority should be to locate a place of safety. He or she next should obtain any necessary medical treatment.

The College strongly advocates that subsequent to securing safety and medical care, any victim of sexual assault, domestic violence, dating violence, or stalking should report the incident immediately to the Title IX Coordinator.
Time is a critical factor for evidence collection and preservation. Preserving evidence is very important, as it may be necessary to the proof of sexual assault, domestic violence, dating violence, or stalking, or in obtaining a protection order.

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

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

VIII. Complaint and Resolution Procedures

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

Informal Procedures

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

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

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

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

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

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

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

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

Formal Investigation & Determination

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

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

The complainant and the accused party may have an advisor present during the investigation, provided that the involvement of the advisor does not result in undue delay of the meeting or proceeding. However, it is important to note that advisors may not advocate on behalf of either party and may only serve in a support role. All advisors will be required to sign a standard form attesting that they have been informed and acknowledge that they may not advocate on behalf of the party and that no information disclosed during the hearing must be kept strictly confidential. If the advisor violates the rules or engages in behavior or advocacy that harasses, abuses, or intimidates either party, a witness, or an individual resolving the complaint, that advisor may be prohibited from further participation.

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

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

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

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

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

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

Hearings are closed to the public. The complainant and the accused party have the right to be present during the hearing but do not have the right to be present during deliberations. If necessary, arrangements can be made so as to prevent the complainant and the accused party from being present in the hearing room at the same time.

Special Considerations for Title IX Hearings:
1. **Panel Composition and Training.** All allegations of Title IX violations found to require a hearing subsequent to a thorough investigation will be heard before the Panel.
2. **Advisors.** The complainant and the accused party may have an advisor of their choice present during the hearing proceedings. However, it is important to note that advisors may not advocate on behalf of either party and may only serve in a supportive 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.

\(^1\) Reasonable cause is defined as “some credible information to support each element of the offense, even if that information is merely a credible witness or complainant statement.”

**Possible Sanctions.** Possible sanctions for a person found guilty of behavior in violation of this Policy include but are not limited to the following:
- Issuance of an oral or written reprimand to be placed in the personnel file;
- Mandatory attendance at a sexual harassment sensitivity program;
- An apology to the victim;
- Issuance of an oral or written warning;
- Transfer or change of job, class, or externship location;
- Demotion in employment or leadership position;
- Suspension, probation, termination, dismissal, or expulsion;
- Any other sanction deemed appropriate by Vatterott.

While counseling is not considered a sanction, it may be offered or required in combination with the imposed sanctions. Where alcohol and/or drugs are related to acts of sexual harassment, such counseling may include required participation in a substance abuse program.

**Appeals.** Either party may appeal the Panel’s decision. All appeals must be submitted in writing to the General Counsel and Chief Administrator within seven (7) business days of the Panel’s determination and clearly set forth grounds for the appeal. Appropriate grounds for appeal include procedural error, previously unavailable relevant evidence that could significantly impact the outcomes of the hearing or a claim that the sanction imposed was substantially disproportionate to the finding. Disagreement with the Panel’s decision does not constitute grounds for appeal. The Title IX Coordinator will process the appeal and both parties will be informed simultaneously in writing of any changes arising from said appeal as well as the final determination. Results become final after seven (7) business days.

All appeals will be reviewed and decided within ten (10) business days of receipt.

**IX. Ongoing Criminal Investigations**

In instances of sexual misconduct that may also constitute criminal conduct, the reporting party is encouraged to file a report with the appropriate law enforcement agency and may request the assistance of a Vatterott representative in doing so. The pendency of a criminal investigation does not relieve Vatterott of its responsibilities under Title IX. To the extent that doing so does not interfere with any ongoing criminal investigation, Vatterott will proceed with its own investigation and resolution of the complaint.

**X. Retaliation**

Retaliation against reporting parties or those cooperating with an investigation is strictly prohibited. Violation of this policy may result in Vatterott taking immediate disciplinary action, up to and including suspension and/or expulsion for students or termination for employees.

Retaliation includes, but is not limited to threats, harassment, or intimidation, taken against the reporting party or any third party or parties as a result of their cooperation with an investigation.

**XI. Obligations of Vigilance and Reporting**

Vatterott can only respond to instances and allegations of harassment or discrimination if it is made aware of such occurrences. Therefore, Vatterott encourages anyone who believes that he or she has experienced sexual harassment or discrimination to promptly come forward with inquiries, reports, or complaints and to seek assistance from Vatterott officials. Furthermore, all Vatterott employees are responsible employees and have an obligation to communicate reports of sexual misconduct to the Title IX Coordinator.
Employees who become aware of instances or allegations of sexual harassment by or against a person under his or her supervisory authority must submit a report to those charged with responding to such allegations and reports. These individuals include the Human Resources Department, the Title IX Officer or the Title IX Coordinator.

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

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

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

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

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

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

**Sexual Harassment** - unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature.

Sexual harassment includes sexual violence/assault, sexual exploitation, domestic violence, dating violence, stalking where motivated by sex or involving sexual conduct, and gender harassment/stereotyping.

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

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

- 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:

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

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

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

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

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

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

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

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

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

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

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

If you have any questions regarding this policy, please do not hesitate to contact the Title IX Coordinator via email at titleixCoordinator@vatterott.edu.

**Student Disciplinary Appeal**

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

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

If you choose to appeal your suspension or termination from training, please mail your written letter of appeal to:

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

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

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

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

**Reinstatement from Disciplinary Dismissal**

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

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

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

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

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

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

The Director of Education will review the grievance or complaint, seek resolution, and notify the student of the remedy within 10 days. 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 Missouri Department of Higher Education, 205 Jefferson Street, P.O. Box 1469, Jefferson City, MO. 65102-1469 Phone: (573) 751-2361 Fax: (573) 751-6635.

All student complaints shall be handled in accordance with the above procedure and, upon exhaustion of the above, are subject to the Arbitration Agreement executed by all students as part of their Enrollment Agreement. The Arbitration Agreement sets forth that the student and Vatterott College agree that the exclusive means of enforcing any state, federal, regulatory or other right(s) will be in accordance with and governed by the Arbitration Agreement. A copy of the Arbitration Agreement can be obtained by requesting a copy in writing directed to the Institution’s Campus Director.

Photographs

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

Institution Policies

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

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

Assessment Testing

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

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

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

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

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

Transfer Credit Policy

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

Transfer credits must be earned in courses that are similar in nature to the courses offered by the Institution. Technical/occupational 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 30% of the required program credits must be completed at Vatterott.

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

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

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

Military Training and Experience

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

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

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

Internal Proficiency Credit (Test-Out)

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

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

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

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

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

External Proficiency Credit

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

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

Proficiency credit for certain courses may be granted to students who hold current specific industry-recognized professional certification.

Such certifications may be reviewed by the Director of Education or designee for proficiency credit. Where available, the ACE College Credit Recommendation Service should be used to assess such certifications or training. Evaluations and supporting documentation should be retained in the student’s academic file.

Term

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

Attendance Policy

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

In the instance that a student is absent from all classes for two consecutive weeks (14 calendar days) within a term, on the 14th day following the student’s last date of attendance the Institution will place the student on heightened monitoring for potential dismissal from the Institution.

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

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

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

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

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

*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.

Make-Up Work

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

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

Make-up work shall:

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

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

Directed Studies Coursework

Independent study may only be offered within a credit hour program and must include comprehensive educational objectives and a written outline of the competencies to be achieved. A maximum of ten percent (10%) of credit hours required for graduation may be earned through Independent Study. The Institution’s policy prohibits students from transferring in more than fifty percent (50%) of the credits 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 10 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

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

Earned quality points are calculated for each course by multiplying the grade value of the course by the credit hours of the course.

Grades of F (failure), WF (withdrawal/failure) and I (incomplete) are counted as attempted credits in rate of progress calculations but are not counted as hours successfully completed. A grade of F (failure), WF (withdrawal/failure) and I (incomplete) are counted as hours attempted, but are not counted as hours successfully completed. Grades of W (Withdrawal), WF (withdrawal/failure) and F (failure) are counted as hours attempted and earned.

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

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.

Evaluation of work and class participation is optional, but class attendance 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.

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

Grade reports are available to students at the completion of each term. Grades are based on the quality of work as shown by written tests, laboratory work, term papers, and projects as indicated on the course syllabus. Both the term GPA and CGPA only include courses that are required for graduation in the student’s current program of study and exclude developmental courses and any other courses considered to be ineligible by licensing, state, or provincial authorities. CGPA’s help determine whether a student is meeting the standards of academic progress, eligibility for graduation and academic honors. The GPA may range from 0.00 through 4.0.

Audit Grade

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

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

Withdrawal Grade

A student enrolled in courses after the add/drop deadline who wishes to withdraw must apply through the Director of Education or designee. If the withdrawal occurs within the add/drop period as stated in the Application of Grades and Credits section, the course remains on the transcript and is designated with a “W.” A course withdrawal after the add/drop period receives a designator of “WF.”
Failing Grade
A student who receives a failing grade (F) in a required course must repeat the course and receive a passing grade or receive transfer credit for the course in order to graduate. A course for which an “F” is awarded is included in the term GPA and CGPA. When the student repeats the course with a passing grade or receives transfer credit, the CGPA will be adjusted accordingly. The failure grade will remain on the transcript.

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

Instructors submitting “I” grades must receive approval from the Director of Education or designee and documentation of the “I” grade must be placed in the student’s academic file. For students not enrolled in an externship or other formal experiential learning activity, 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 that 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.”

For calculating rate of progress for students enrolled in clock hour programs, a grade of W (Withdrawn) will not be counted as hours attempted. For calculating rate of progress for students enrolled in credit hour programs, a grade of W (Withdrawn) will be counted as hours attempted and earned. A student who receives a failing grade (F) in a required course must repeat 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.

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.

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

Program Maximum Allowable Attempted Credits
Auto Body & Alternative Fuel Vehicle Repair Technician Associate of Occupational Studies Degree - 158.25 QCH
Automotive Technology Diploma - 104.25 QCH
Building Maintenance Technology Associate of Occupational Studies Degree - 162 QCH
Business Management Associate of Occupational Studies Degree – 135 QCH
Combination Welding Diploma - 108 QCH
Combination Welding Technology Associate of Occupational Studies Degree - 162 QCH
Computer Programming & Development Associate of Occupational Studies Degree - 154.5 QCH
Computer Systems & Network Technology Associate of Occupational Studies Degree - 162 QCH
Electrical Mechanics Diploma - 108 QCH
Electrical Mechanics Technology Associate of Occupational Studies Degree - 162 QCH
Heating, Air Conditioning, & Refrigeration Mechanic Diploma - 108 QCH
Heating, Air Conditioning, & Refrigeration Technology Associate of Occupational Studies Degree - 162 QCH
Medical Assistant with Cardiovascular Technology Associate of Occupational Studies Degree - 138 QCH
Medical Assistant with Office Management Associate of Occupational Studies Degree - 139.5 QCH
Medical Assistant with Ophthalmic Technology Associate of Occupational Studies Degree - 141 QCH
Medical Assistant with Limited Radiography Technology Associate of Occupational Studies Degree - 138 QCH
Medical Billing & Coding Associate of Occupational Studies Degree - 135 QCH
Pharmacy Technician Associate of Occupational Studies Degree - 162 QCH
Web Design & Multimedia Application Development Associate of Occupational Studies Degree - 162 QCH

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>

Program Maximum Allowable Attempted Credits

<table>
<thead>
<tr>
<th>Program</th>
<th>Maximum Attempted Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auto Body &amp; Alternative Fuel Vehicle Repair</td>
<td>158.25 QCH</td>
</tr>
<tr>
<td>Automotive Technology</td>
<td>104.25 QCH</td>
</tr>
<tr>
<td>Building Maintenance Technology</td>
<td>162 QCH</td>
</tr>
<tr>
<td>Business Management</td>
<td>135 QCH</td>
</tr>
<tr>
<td>Combination Welding</td>
<td>108 QCH</td>
</tr>
<tr>
<td>Combination Welding Technology</td>
<td>162 QCH</td>
</tr>
<tr>
<td>Computer Programming &amp; Development</td>
<td>154.5 QCH</td>
</tr>
<tr>
<td>Computer Systems &amp; Network Technology</td>
<td>162 QCH</td>
</tr>
<tr>
<td>Electrical Mechanics</td>
<td>108 QCH</td>
</tr>
<tr>
<td>Electrical Mechanics Technology</td>
<td>162 QCH</td>
</tr>
<tr>
<td>Heating, Air Conditioning, &amp; Refrigeration</td>
<td>108 QCH</td>
</tr>
<tr>
<td>Heating, Air Conditioning, &amp; Refrigeration</td>
<td>162 QCH</td>
</tr>
<tr>
<td>Medical Assistant with Cardiovascular</td>
<td>138 QCH</td>
</tr>
<tr>
<td>Medical Assistant with Office Management</td>
<td>139.5 QCH</td>
</tr>
<tr>
<td>Medical Assistant with Ophthalmic</td>
<td>141 QCH</td>
</tr>
<tr>
<td>Medical Assistant with Limited Radiography</td>
<td>138 QCH</td>
</tr>
<tr>
<td>Medical Billing &amp; Coding</td>
<td>135 QCH</td>
</tr>
<tr>
<td>Pharmacy Technician</td>
<td>162 QCH</td>
</tr>
<tr>
<td>Web Design &amp; Multimedia Application</td>
<td>162 QCH</td>
</tr>
</tbody>
</table>

Effective 07-2016
How Transfer Credits or Change of Program Affect SAP

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

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

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

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

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

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

Academic Warning/Probation

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

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

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

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

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

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

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

If at any point it is determined that it is mathematically impossible for the student to meet the minimum SAP requirements, the student will be dismissed from the Institution. The Institution also reserves the right to place students on or remove them from academic monitoring based on their academic performance, not-withstanding these published standards.

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

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

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

SAP Appeal for Reinstatement

SAP appeals must include:

1. Official SAP Appeal form prepared by the Director of Education;
2. A letter of appeal prepared and signed by the student stating the reason(s) for past academic issues and what has changed that will allow the student to achieve SAP standards;
3. Supporting documentation of extenuating circumstances (e.g. injury/illness, death of a relative, or other special circumstances), dated during term(s) of unsatisfactory progress;
4. An academic plan signed by the student and Director of Education detailing specific requirements for the student to meet SAP within the next term(s);
5. SAP calculation prepared by Director of Education used to develop the academic plan;
6. Completed Financial Aid/Academic Warning Advising affidavit; and
7. An unofficial transcript with final grades for the most recently completed term.

All appeal documents must be submitted to the Director of Education at the campus. The complete SAP Appeal must be received within seven (7) days of the end of the previous term. The campus Director of Education will forward the complete appeal packet to Corporate Academics for review/approval.

Corporate Academics will forward the appeal to Corporate Financial Aid for review/approval. All SAP appeals must be reviewed and approved by Corporate Academics and Corporate Financial Aid. Approvals will be sent to campus personnel for processing.
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 CGPA
- Dean’s List: 3.0 – 3.9 CGPA

Externships or Other Formal Experiential Learning Activities
All externships and other formal experiential learning activities will be registered in the student system. Attendance or participation is to be tracked and posted at least once a week and final grades will be recorded at the end of the enrollment period. Students who are unable to complete their externship or other formal experiential learning activity by the end of the term of enrollment will be granted an Incomplete Grade “I” for up to 10 additional weeks to complete their remaining requirements. The student will not be charged any additional tuition for the externship or other formal experiential learning activity. Once the student completes all of the requirements for the externship or other formal experiential learning activity within the additional 10 week period, the Incomplete Grade “I” will be changed to the appropriate letter grade.

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

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

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

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

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

The Institution reserves the right to grant a retroactive LOA due to unforeseen and extenuating circumstances where the student was unable to request the LOA timely. The student must provide the Institution with documentation of the unforeseen and extenuating circumstances along with all required LOA paperwork.
The school will determine the LDA of the student based on the documentation submitted with the request. On a case-by-case basis, students enrolled in a credit-hour program may be granted a retroactive LOA after commencement of the term, in accordance with the requirements outlined above, which may include expunging the student’s record of registration for the term.

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

Leave of Absence Due to Military Obligations

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

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

Returning from a Leave of Absence

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

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

Failure to Return from a Leave of Absence

A student who fails to return 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 towards 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 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

Vatterott College - NorthPark Campus

**Diploma**

Automotive Technology
Combination Welding
Electrical Mechanics
Heating, Air Conditioning, and Refrigeration Mechanic

**Associate of Occupational Studies (AOS)**

Auto Body and Alternative Fuel Vehicle Repair Technician
Building Maintenance Technology
Business Management
Combination Welding Technology
Computer Programming and Development
Computer Systems and Network Technology
Electrical Mechanics Technology
Heating, Air Conditioning, and Refrigeration Technology
Medical Assistant with Cardiovascular Technology (Non-Invasive)
Medical Assistant with Office Management Technology
Medical Assistant with Ophthalmic Technology
Medical Assistant with Limited Radiography Technology
Medical Billing and Coding
Pharmacy Technician
Web Design and Multimedia Application Development

Vatterott College, NorthPark Campus, only offers those specific programs of study listed above and expressly discussed in the Course Descriptions section of this catalog. Other Vatterott College campuses only offer those specific programs of study specified in their respective current catalogs.

The Institution reserves the right to alter the scope and sequence of course offerings at any time.

---

### Automotive Technology Diploma

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

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

**Total Number of Quarter Credit Hours Required for Graduation** 69.5

### Combination Welding Diploma

The objective of this program is to prepare graduates with the skills needed for entry-level employment as a welder. The program consists of 60 weeks, 72 Quarter Credit Hours of Combination Welding theory and associated lab work. Instruction is designed for entry every 10 weeks.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>WE-120</td>
<td>Basic Gas Metal Arc</td>
<td>12</td>
</tr>
<tr>
<td>WE-122</td>
<td>Basic Shielded Metal Arc</td>
<td>12</td>
</tr>
<tr>
<td>WE-123</td>
<td>Advanced Gas Metal Arc &amp; FCAW Welding</td>
<td>12</td>
</tr>
<tr>
<td>WE-124</td>
<td>Advanced Shield Metal Arc Welding</td>
<td>12</td>
</tr>
<tr>
<td>WE-125</td>
<td>Gas Tungsten Arc Welding (TIG)</td>
<td>12</td>
</tr>
<tr>
<td>WE-126</td>
<td>SMAW-P, GMAW</td>
<td>12</td>
</tr>
</tbody>
</table>

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

### Electrical Mechanics Diploma

The objective of this program is designed to prepare the graduate with the theory and working knowledge of Electrical Installation, Maintenance and Repair to begin a career as an entry-level electrician. Students may receive nationally-recognized certifications through the National Center for Construction Education and Research. The program consists of 60 weeks, 72 Quarter Credit Hours of theory and associated lab instruction in the areas of electrical theory; residential, commercial, and industrial wiring methods and regulations, and motor control. Instruction is designed for entry every 10 weeks.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>EM-112</td>
<td>Residential I</td>
<td>12</td>
</tr>
<tr>
<td>EM-114</td>
<td>Residential II</td>
<td>12</td>
</tr>
<tr>
<td>EM-115</td>
<td>Commercial I</td>
<td>12</td>
</tr>
<tr>
<td>EM-116</td>
<td>Industrial I</td>
<td>12</td>
</tr>
<tr>
<td>EM-117</td>
<td>Commercial II</td>
<td>12</td>
</tr>
<tr>
<td>EM-118</td>
<td>Industrial II</td>
<td>12</td>
</tr>
</tbody>
</table>

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

---

**Effective 07-2016**

VATTEROTT COLLEGE NORTHPARK
Auto Body and Alternative Fuel Vehicle Repair Technician

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

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

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT-101</td>
<td>Equipment, Safety &amp; Shop Practices</td>
<td>2.5</td>
</tr>
<tr>
<td>AT-102</td>
<td>Intro to Engines</td>
<td>5</td>
</tr>
<tr>
<td>AT-103</td>
<td>Intro to Transmissions &amp; Drivelines</td>
<td>5</td>
</tr>
<tr>
<td>AT-107</td>
<td>Intro to Brakes &amp; Suspension</td>
<td>5</td>
</tr>
<tr>
<td>AT-108</td>
<td>Intro to HVAC &amp; Electrical</td>
<td>5</td>
</tr>
<tr>
<td>AT-122</td>
<td>Engine Repair</td>
<td>5.5</td>
</tr>
<tr>
<td>AT-123</td>
<td>Manual Transmissions</td>
<td>5.5</td>
</tr>
<tr>
<td>AT-127</td>
<td>Steering &amp; Suspension</td>
<td>5</td>
</tr>
<tr>
<td>AT-128</td>
<td>Heating &amp; Air Conditioning</td>
<td>5.5</td>
</tr>
<tr>
<td>AT-132</td>
<td>Engine Performance</td>
<td>5.5</td>
</tr>
<tr>
<td>AT-133</td>
<td>Automatic Transmissions</td>
<td>5.5</td>
</tr>
<tr>
<td>AT-137</td>
<td>Brake Systems</td>
<td>5</td>
</tr>
<tr>
<td>AT-138</td>
<td>Electrical Systems</td>
<td>5.5</td>
</tr>
<tr>
<td>AT-205</td>
<td>Alternative Fuels I</td>
<td>5</td>
</tr>
<tr>
<td>AT-210</td>
<td>Alternative Fuel Vehicle Repair</td>
<td>5</td>
</tr>
<tr>
<td>AT-215</td>
<td>Auto Body Repair</td>
<td>2.5</td>
</tr>
<tr>
<td>AT-225</td>
<td>Advanced Collision Repair</td>
<td>2.5</td>
</tr>
<tr>
<td>AT-235</td>
<td>Auto Repair Practicum</td>
<td>5.5</td>
</tr>
<tr>
<td>AT-236</td>
<td>Auto Repair Capstone</td>
<td>2</td>
</tr>
<tr>
<td>GE-101</td>
<td>English Composition I</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-105</td>
<td>Introduction to Psychology</td>
<td>4.5</td>
</tr>
<tr>
<td>BM-111</td>
<td>Electricity Principles I</td>
<td>6</td>
</tr>
<tr>
<td>BM-112</td>
<td>Electricity Principles II</td>
<td>6</td>
</tr>
<tr>
<td>BM-113</td>
<td>Plumbing Fundamentals I</td>
<td>6</td>
</tr>
<tr>
<td>BM-114</td>
<td>Plumbing Fundamentals II</td>
<td>6</td>
</tr>
<tr>
<td>BM-115</td>
<td>Carpentry I</td>
<td>6</td>
</tr>
<tr>
<td>BM-116</td>
<td>Carpentry II</td>
<td>6</td>
</tr>
<tr>
<td>BM-117</td>
<td>Air Conditioning and Refrigeration Systems I</td>
<td>6</td>
</tr>
<tr>
<td>BM-118</td>
<td>Air Conditioning and Refrigeration Systems II</td>
<td>6</td>
</tr>
<tr>
<td>BM-119</td>
<td>Electric Motors, Lighting and Control Technology I</td>
<td>6</td>
</tr>
<tr>
<td>BM-130</td>
<td>Electric Motors, Lighting and Control Technology II</td>
<td>6</td>
</tr>
<tr>
<td>BM-131</td>
<td>Heating I</td>
<td>6</td>
</tr>
<tr>
<td>BM-132</td>
<td>Heating II</td>
<td>6</td>
</tr>
<tr>
<td>BM-211</td>
<td>Commercial Refrigeration I</td>
<td>4</td>
</tr>
<tr>
<td>BM-212</td>
<td>Commercial Refrigeration II</td>
<td>3.5</td>
</tr>
<tr>
<td>BM-213</td>
<td>The Business / Challenges of the Skilled Trades Industry I</td>
<td>4</td>
</tr>
<tr>
<td>BM-214</td>
<td>The Business / Challenges of the Skilled Trades Industry II</td>
<td>3.5</td>
</tr>
<tr>
<td>BM-215</td>
<td>Industry Credentials and Certifications I</td>
<td>4</td>
</tr>
<tr>
<td>BM-216</td>
<td>Industry Credentials and Certifications II</td>
<td>3.5</td>
</tr>
<tr>
<td>GE-101</td>
<td>English Composition I</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-201</td>
<td>English Composition II</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-205</td>
<td>College Algebra</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation 108

Building Maintenance Technology

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

The program consists of 90 weeks, 94.5 Quarter Credit Hours of Building Maintenance Technology theory and associated lab work and 13.5 Quarter Credit Hours of General Education totaling 108 Quarter Credit Hours. Instruction is designed for entry every 10 weeks.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>BM-118</td>
<td>Commercial Refrigeration I</td>
<td>4</td>
</tr>
<tr>
<td>BM-212</td>
<td>Commercial Refrigeration II</td>
<td>3.5</td>
</tr>
<tr>
<td>BM-213</td>
<td>The Business / Challenges of the Skilled Trades Industry I</td>
<td>4</td>
</tr>
<tr>
<td>BM-214</td>
<td>The Business / Challenges of the Skilled Trades Industry II</td>
<td>3.5</td>
</tr>
<tr>
<td>BM-215</td>
<td>Industry Credentials and Certifications I</td>
<td>4</td>
</tr>
<tr>
<td>BM-216</td>
<td>Industry Credentials and Certifications II</td>
<td>3.5</td>
</tr>
<tr>
<td>GE-101</td>
<td>English Composition I</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-201</td>
<td>English Composition II</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-205</td>
<td>College Algebra</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation 108

Business Management

The objective of this program is to prepare the student for entry level employment in the field of business management. Graduates of this program will have a working knowledge of fundamental business principles, financial accountability, business ethics, organizational behavior, business law, marketing, retail management, and customer service. The program consists of 70 weeks, 76.5 Quarter Credit Hours of Business Management theory (including five business electives) and 13.5 Quarter Credit Hours of General Education (including two general electives), totaling 90 Quarter Credit Hours. Instruction is designed for entry every 10 weeks.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC-102</td>
<td>Intro to Accounting</td>
<td>4.5</td>
</tr>
</tbody>
</table>

EFFECTIVE 07-2016  VATTEROTT COLLEGE NORTHPARK
**Combination Welding Technology**  
**Associate of Occupational Studies, A.O.S.**

The objective of this program is to prepare the student for employment as an entry-level welder. Graduates will also acquire additional knowledge of advanced welding techniques and project management. The program consists of 90 weeks, 94.5 Quarter Credit Hours of Combination Welding Theory and associated lab work, and 13.5 Quarter Credit Hours of General Education totaling 108 Quarter Credit Hours. Instruction is designed for entry every 10 weeks.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>WE-120</td>
<td>Basic Gas Metal Arc</td>
<td>12</td>
</tr>
<tr>
<td>WE-122</td>
<td>Basic Shielded Arc</td>
<td>12</td>
</tr>
<tr>
<td>WE-123</td>
<td>Advanced Gas Metal Arc &amp; FCAW Welding</td>
<td>12</td>
</tr>
<tr>
<td>WE-124</td>
<td>Advanced Shielded Metal Arc Welding</td>
<td>12</td>
</tr>
<tr>
<td>WE-125</td>
<td>Gas Tungsten Arc Welding (TIG)</td>
<td>12</td>
</tr>
<tr>
<td>WE-126</td>
<td>SMAW-P, GMAW</td>
<td>12</td>
</tr>
<tr>
<td>WE-201</td>
<td>Advanced Welding Techniques &amp; Applications</td>
<td>7.5</td>
</tr>
<tr>
<td>WE-202</td>
<td>Advanced Blueprint Reading, Layout, Cutting and Fit-Up Techniques</td>
<td>7.5</td>
</tr>
<tr>
<td>WE-203</td>
<td>Welding Project Management</td>
<td>7.5</td>
</tr>
<tr>
<td>GE-101</td>
<td>English Composition I</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-205</td>
<td>College Algebra</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation: 108

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

The objective of this program is to prepare the student for employment as a Computer Programmer, Software Developer, and Web Developer with the knowledge and skills needed to create, modify, and test the code, forms, and scripts for computer applications and web pages to run. The program consists of 70 weeks and 85 Quarter Credit Hours of theory and associated lab work and 18 Quarter Credit Hours of general education instruction. Instruction is designed for entry every 10 weeks.

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

Total Number of Quarter Credit Hours Required for Graduation: 103

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

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

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT-101</td>
<td>MS Office</td>
<td>12</td>
</tr>
<tr>
<td>CT-102</td>
<td>DOS Fundamentals</td>
<td>12</td>
</tr>
<tr>
<td>CT-103</td>
<td>Linux</td>
<td>12</td>
</tr>
<tr>
<td>CT-104</td>
<td>Desktop Operating Systems</td>
<td>12</td>
</tr>
<tr>
<td>CT-105</td>
<td>Peripherals and Data Communications</td>
<td>12</td>
</tr>
<tr>
<td>CT-106</td>
<td>PC Troubleshooting and Configuration</td>
<td>12</td>
</tr>
<tr>
<td>CT-202</td>
<td>Windows Networking</td>
<td>7.5</td>
</tr>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation: 108
Electrical Mechanics Technology

Associate of Occupational Studies, A.O.S.

This program is designed to prepare the graduate with the theory and working knowledge in Electrical Installation, Maintenance and Repair to go into the field as an entry-level electrician or maintenance technician. The graduate will also be able to wire and troubleshoot programmable logic controllers (PLCs).

The program consists of 90 weeks, 94.5 Quarter Credit Hours of Theory and associated lab instruction in the areas of electrical theory, residential, commercial, and industrial, wiring methods and regulations, motor control, computer aided drafting, direct digital controls and programmable controllers. Additionally students will receive 13.5 Quarter Credit Hours of General Education totaling 108 Quarter Credit Hours. Instruction is designed for entry every 10 weeks.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>EM-112</td>
<td>Residential I</td>
<td>12</td>
</tr>
<tr>
<td>EM-114</td>
<td>Residential II</td>
<td>12</td>
</tr>
<tr>
<td>EM-115</td>
<td>Commercial I</td>
<td>12</td>
</tr>
<tr>
<td>EM-116</td>
<td>Industrial I</td>
<td>12</td>
</tr>
<tr>
<td>EM-117</td>
<td>Commercial II</td>
<td>12</td>
</tr>
<tr>
<td>EM-118</td>
<td>Industrial II</td>
<td>12</td>
</tr>
<tr>
<td>EM-202</td>
<td>Programmable Logic Controllers</td>
<td>7.5</td>
</tr>
<tr>
<td>EM-203</td>
<td>National Electrical Code (NEC) Review/Project Management</td>
<td>7.5</td>
</tr>
<tr>
<td>EM-220</td>
<td>Blue Print Reading and Application</td>
<td>7.5</td>
</tr>
<tr>
<td>GE-101</td>
<td>English Composition I</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-201</td>
<td>English Composition II</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-205</td>
<td>College Algebra</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation 108

Medical Assistant with Cardiovascular Technology (Non-invasive)

Associate of Occupational Studies, A.O.S.

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

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

Note: Past criminal history may affect one’s ability to obtain employment in this field. Students are encouraged to be immunized against and tested for infectious diseases, such as mumps, measles, rubella and tuberculosis prior to contact with patients and infectious objects or materials, in an effort to minimize the risk to patients and healthcare personnel. Additional information regarding policies on blood borne and infectious diseases is available upon request. Students enrolling in this program must 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, 72.5 Quarter Credit Hours of theory and associated labs along with 19.5 Quarter Credit Hours of General Education instruction. Instruction is designed for entry every 10 weeks.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME-105</td>
<td>Medical Terminology</td>
<td>3.0</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>
<td>8.0</td>
</tr>
<tr>
<td>ME-200</td>
<td>Cardiovascular Anatomy &amp; Physiology</td>
<td>4.5</td>
</tr>
<tr>
<td>ME-222</td>
<td>Patient Education and Safety</td>
<td>4.5</td>
</tr>
<tr>
<td>ME-230</td>
<td>Cardiac Medications</td>
<td>3.0</td>
</tr>
<tr>
<td>ME-233</td>
<td>Electrocardiogram Techniques and Recognition</td>
<td>5.0</td>
</tr>
<tr>
<td>ME-232</td>
<td>Stress Test and Cardiac Monitoring</td>
<td>6.0</td>
</tr>
<tr>
<td>ME-255</td>
<td>Cardiac Capstone</td>
<td>3.5</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-120</td>
<td>English Composition</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation 108
ing policies on blood borne and infectious diseases is available
patients and healthcare personnel. Additional information regard-
sles, rubella and tuberculosis prior to contact with patients and
ployment in this field. Students are encouraged to be immunized
Note: Past criminal history may affect one’s ability to obtain em-
starting the second phase.
Proof of Hepatitis B inoculation series initiation is required before
advanced math and writing skills.
Coursework provided in this program equips graduates with ad-
the student is in good health and in proper physical condi-
the student is in good health and in proper physical condi-
the student is in good health and in proper physical condi-
program consists of 70 weeks, 73.5 Quarter Credit Hours of
tory and associated labs along with 19.5 Quarter Credit Hours of
General Education instruction. Instruction is designed for entry eve-
10 weeks.

<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</td>
</tr>
<tr>
<td>GE-120</td>
<td>English Composition</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-123</td>
<td>Interpersonal Communications in Healthcare</td>
<td>3</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</td>
</tr>
<tr>
<td>ME-108</td>
<td>Introduction to Medical Billing and Coding</td>
<td>3</td>
</tr>
<tr>
<td>ME-115</td>
<td>Computer Applications for Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>ME-121</td>
<td>Anatomy and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>ME-125</td>
<td>Clinical Medical Assisting</td>
<td>6</td>
</tr>
<tr>
<td>ME-140</td>
<td>Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>ME-150</td>
<td>Medical Law and Ethics</td>
<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>Extenship and Exam Preparation</td>
<td>4</td>
</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</td>
</tr>
<tr>
<td>ME-225</td>
<td>HIPAA/OSHA/Clinic Regulations</td>
<td>2</td>
</tr>
<tr>
<td>ME-250</td>
<td>Comprehensive Insurance Billing</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation 92

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

The objective of this program is to provide and enhance the stu-
ent’s medical knowledge and to provide the student with the skil-
aries against and tested for infectious diseases, such as mumps, mea-
sles, rubella and tuberculosis prior to contact with patients and
fectious objects or materials, in an effort to minimize the risk to
patients and healthcare personnel. Additional information regard-
ing policies on blood borne and infectious diseases is available
upon request. Students enrolling in this program must also sign the
Allied Health Externship/Employment Disclosure prior to enrollment
regarding state regulations on criminal records, possible back-
ground checks, possible physical or drug screen, infectious diseas-
es or physical condition. Students enrolling in this program must
also sign the Allied Health General Health prior to enrollment sta-
ing that the student is in good health and in proper physical condi-
to participate in the program.
The program consists of 70 weeks, 74.5 Quarter Credit Hours of
tory and associated labs along with 19.5 Quarter Credit Hours of
General Education instruction. Instruction is designed for entry eve-
10 weeks.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME-105</td>
<td>Medical Terminology</td>
<td>3</td>
</tr>
<tr>
<td>ME-108</td>
<td>Introduction to Medical Billing and Coding</td>
<td>3</td>
</tr>
<tr>
<td>ME-115</td>
<td>Computer Applications for Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>ME-121</td>
<td>Anatomy and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>ME-125</td>
<td>Clinical Medical Assisting</td>
<td>6</td>
</tr>
<tr>
<td>ME-140</td>
<td>Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>ME-150</td>
<td>Medical Law and Ethics</td>
<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>Extenship and Exam Preparation</td>
<td>4</td>
</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</td>
</tr>
<tr>
<td>ME-225</td>
<td>HIPAA/OSHA/Clinic Regulations</td>
<td>2</td>
</tr>
<tr>
<td>ME-250</td>
<td>Comprehensive Insurance Billing</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation 94

Medical Assistant with Ophthalmic Technology
Associate of Occupational Studies, A.O.S.

The Medical Assistant with Ophthalmic Technology program pre-
individuals to provide support services under the supervision of a
rificial physician specializing in ophthalmology. The curricu-
regarding state regulations on criminal records, possible back-
ground checks, possible physical or drug screen, infectious diseas-
es or physical condition. Students enrolling in this program must
also sign the Allied Health General Health prior to enrollment sta-
ing that the student is in good health and in proper physical condi-
to participate in the program.
The program consists of 70 weeks, 74.5 Quarter Credit Hours of
tory and associated labs along with 19.5 Quarter Credit Hours of
General Education instruction. Instruction is designed for entry eve-
10 weeks.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME-105</td>
<td>Medical Terminology</td>
<td>3</td>
</tr>
<tr>
<td>ME-108</td>
<td>Introduction to Medical Billing and Coding</td>
<td>3</td>
</tr>
<tr>
<td>ME-115</td>
<td>Computer Applications for Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>ME-121</td>
<td>Anatomy and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>ME-125</td>
<td>Clinical Medical Assisting</td>
<td>6</td>
</tr>
<tr>
<td>ME-201</td>
<td>Ocular Anatomy and Physiology</td>
<td>4.5</td>
</tr>
<tr>
<td>ME-222</td>
<td>Patient Education and Safety</td>
<td>4.5</td>
</tr>
<tr>
<td>ME-240</td>
<td>Introduction to Ophthalmic Medical Assisting</td>
<td>4.5</td>
</tr>
<tr>
<td>ME-241</td>
<td>Ophthalmic Optics and Refractory</td>
<td>4.5</td>
</tr>
<tr>
<td>ME-242</td>
<td>Introduction to Diseases of the Eye</td>
<td>4.5</td>
</tr>
<tr>
<td>ME-243</td>
<td>Basic Ophthalmic Pharmacology</td>
<td>3.0</td>
</tr>
<tr>
<td>ME-256</td>
<td>Ophthalmic Capstone</td>
<td>3.0</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-120</td>
<td>English Composition</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation 94
Medical Assistant with Limited Radiography Technology
Associate of Occupational Studies, A.O.S.

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 statement 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, 72.5 Quarter Credit Hours of theory and associated labs along with 19.5 Quarter Credit Hours of General Education instruction. Instruction is designed for entry every 10 weeks.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<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</td>
</tr>
<tr>
<td>GE-120</td>
<td>English Composition</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-123</td>
<td>Interpersonal Communications in Healthcare</td>
<td>3</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</td>
</tr>
<tr>
<td>ME-108</td>
<td>Introduction to Medical Billing and Coding</td>
<td>3</td>
</tr>
<tr>
<td>ME-115</td>
<td>Computer Applications for Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>ME-121</td>
<td>Anatomy and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>ME-125</td>
<td>Clinical Medical Assisting</td>
<td>6</td>
</tr>
<tr>
<td>ME-140</td>
<td>Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>ME-150</td>
<td>Medical Law and Ethics</td>
<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-211</td>
<td>Radiography Procedures I</td>
<td>5</td>
</tr>
<tr>
<td>ME-213</td>
<td>Radiation Biology, Safety, and Pathology</td>
<td>4.5</td>
</tr>
<tr>
<td>ME-216</td>
<td>Radiography Procedures II</td>
<td>5</td>
</tr>
<tr>
<td>ME-217</td>
<td>Limited Radiography</td>
<td>6</td>
</tr>
<tr>
<td>ME-257</td>
<td>Radiography Practicum</td>
<td>6</td>
</tr>
</tbody>
</table>

Students Must Select 1 of the Following Externship Options

<table>
<thead>
<tr>
<th>Course #</th>
<th>Externship</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME-190</td>
<td>Medical Externship</td>
<td>8</td>
</tr>
<tr>
<td>MA-290</td>
<td>Medical Assisting Externship</td>
<td>5</td>
</tr>
<tr>
<td>MA-295</td>
<td>Medical Assisting Externship II</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation 92

Medical Billing and Coding
Associate of Occupational Studies, A.O.S.

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

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

<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>
<td>4.5</td>
</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>
<td>4.5</td>
</tr>
<tr>
<td>MC-200</td>
<td>Computers and Healthcare Delivery Systems</td>
<td>4.5</td>
</tr>
<tr>
<td>MC-201</td>
<td>Communication in the Healthcare Setting</td>
<td>4.5</td>
</tr>
<tr>
<td>MC-218</td>
<td>Office Management in the Healthcare Setting</td>
<td>4.5</td>
</tr>
<tr>
<td>MC-222</td>
<td>Medical Terminology, Anatomy and Physiology</td>
<td>4.5</td>
</tr>
<tr>
<td>MC-230</td>
<td>Pathology</td>
<td>4.5</td>
</tr>
<tr>
<td>MC-240</td>
<td>Pharmacology</td>
<td>4.5</td>
</tr>
<tr>
<td>MC-250</td>
<td>Comprehensive Insurance Billing</td>
<td>4.5</td>
</tr>
<tr>
<td>MC-260</td>
<td>Advanced Computers</td>
<td>4.5</td>
</tr>
<tr>
<td>MC-295</td>
<td>Medical Billing and Coding Capstone</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>Intro to Psychology</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-205</td>
<td>College Algebra</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation 90
Pharmacy Technician

Associate of Occupational Studies, A.O.S.

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

Students must complete a Criminal Background check prior to enrollment.

The program is 90 weeks in length, including 87 quarter credit hours of theory and lab instruction, 13.5 quarter credit hours of General Education instruction in the areas described below and 7.5 quarter credit hours of externship for a total of 108 credit hours. Instruction is designed for entry every 10 weeks.

Web Design and Multimedia Application Development

Associate of Occupational Studies, A.O.S.

The objective of this program is to prepare the graduate for entry-level employment as a computer programmer or related positions such as a database administrator, a network administrator, a network technician, a web designer, a multimedia developer, a help desk specialist, etc. in the information technology field. A graduate of this program will have exposure to various programming languages, database packages, web and multimedia developing tools, and an introduction to computer networking.

The program consists of 90 weeks, 94.5 Quarter Credit Hours of Computer Programming and Network Technology theory and associated lab work and 13.5 Quarter Credit Hours of General Education totaling 108 Quarter Credit Hours.

Course Descriptions

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

ACC-102: Intro to Accounting 4.5 Quarter Credit Hours

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

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

Math for the Medical Environment provides a basic introduction to college level mathematics, with a focus on techniques and applications relevant to the fields related to medical science. Like 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 ratios and proportions, 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.

AT-101: Equipment, Safety & Shop Practices 5 Quarter Credit Hours

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

AT-102: Intro to Engines 5 Quarter Credit Hours

This course introduces the student to engine designs and operating principles. Engine parts, gaskets, seals, terminology and basic diagnosis and repair are covered. Use of appropriate specialty tools and equipment are discussed. Additional engine systems covered include ignition, fuel, exhaust, lubrication and air induction.

AT-103: Intro to Transmissions & Drivelines 5 Quarter Credit Hours

This course introduces the student to theory, terminology and operating principles of various rear-wheel drive transmissions and drive line components. Drive shafts, universal joints, constant velocity joints, and rear-wheel drive automatic and manual transmissions are covered with the use of appropriate specialty tools and equipment.

AT-107: Intro to Brakes & Suspension 5 Quarter Credit Hours

This course introduces the various suspension, steering and brake designs utilized in both front and rear-wheel drive vehicles. Covers the terminology and theory of operation of the various steering, suspension and brake designs. Alignment procedures for both front-wheel and four-wheel alignments are discussed. Prerequisite: AT 105

AT-108: Intro to HVAC & Electrical 5 Quarter Credit Hours

This course introduces the theory and operating principles of electrical, heating and air conditioning systems. Stressed topics include basic service and diagnosis of all three systems. The course also covers current industry and environmental standards specific to handling of automotive refrigerants.

AT-122: Engine Repair 5.5 Quarter Credit Hours

This class provides an in-depth study of four-stroke automotive engine designs. Diagnosis and repair of oil consumption and leakage, abnormal noise, loss of power, and mechanical component failure. Lab experiences focus on various types of in-chalet repairs as well as identifying instances when engine replacement may be necessary. Prerequisite: AT-102
In this course, the focus will be on the fundamentals of auto body and collision repair. Students will perform repair, provide mock estimates, and perform other repair center duties. Students will be evaluated on their repair skills as well as their customer interactions.

**AT-225: Advanced Collision Repair**  
**5 Quarter Credit Hours**

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

**AT-235: Auto Repair Practicum**  
**5.5 Quarter Credit Hours**

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

**AT-236: Auto Repair Capstone**  
**2 Quarter Credit Hours**

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

**BM-111: Electricity Principles I**  
**6 Quarter Credit Hours**

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

- Electrical Safety Equipment Lockouts
- Basic Math and Basic Quantities
- Electrical Materials and Devices
- Ohm's Law and Usage
- Series and Parallel Circuits
- Different Types of Electrical Circuits
- Circuit Characteristics
- Electrical Instrumentation and Measurements

**BM-112: Electricity Principles II**  
**6 Quarter Credit Hours**

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

- Resistive-Inductive Series & Parallel Circuits
- Transformers and Electromagnetism
- Capacitors
- Single Phase Motors

**BM-113: Plumbing Fundamentals I**  
**6 Quarter Credit Hours**

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

- Tools and Materials
- Blueprint Reading and Drafting
- Valves
- Layout and Material Organization
- Fixtures

**BM-114: Plumbing Fundamentals II**  
**6 Quarter Credit Hours**

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

- Water Service & Distribution Installation
- Drains and Sewers
- Fixture and Equipment Installation
- Plumbing Repairs and Troubleshooting
- Hydronic Heating Systems
BM-115: Carpentry I 6 Quarter Credit Hours

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

- Power Tools
- Hand Tools
- Blueprints, Codes, and Building Layout
- Building Materials (Wood Lumber and Engineered Lumber)

BM-116: Carpentry II 6 Quarter Credit Hours

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

- Framing
- Wall Finish and Repair
- Safety
- Decks, Porch and Fence Construction
- Cabinet and Countertop Installation

BM-117: Air Conditioning and Refrigeration Systems I 6 Quarter Credit Hours

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

- Introduction to Air Conditioning & Refrigeration Cycle
- Refrigeration Components: Theory of Heat
- General Safety Tools and Equipment
- Tubing and Piping

BM-118: Air Conditioning and Refrigeration Systems II 6 Quarter Credit Hours

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

- Refrigerant and Oil Chemistry and Management
- Solubility and Brazing
- Flaring and Swaging
- System Charging
- Calibrating Instruments

BM-119: Electric Motors, Lighting and Control Technology I 6 Quarter Credit Hours

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

- Basic Electricity and Magnetism
- Basic Automatic Controls

BM-130: Electric Motors, Lighting and Control Technology II 6 Quarter Credit Hours

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

- Electrical AC Motors
- Application of Motors
- Lighting Systems
- Preventive Maintenance and Troubleshooting Procedures

BM-131: Heating I 6 Quarter Credit Hours

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

Introduction to Automatic Controls
Oil & Electric Heat
Principles of Combustion
Furnace Components and Piping Installation
Gas Controls
Gas Heat and Combustion Principles

BM-132: Heating II 6 Quarter Credit Hours

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

Troubleshooting all Heat Systems
Hydronic Heat
Venting of Furnaces
Safety Controls
Wiring Diagrams
Indoor Air Quality

BM-211: Commercial Refrigeration I 4 Quarter Credit Hours

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

Commercial Refrigeration Equipment & Systems
Refrigerant Piping
Refrigeration Dehydration, Recovery, Recycle & Reclaiming

BM-212: Commercial Refrigeration II 3.5 Quarter Credit Hours

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

Commercial Refrigeration Equipment & Systems
Commercial Refrigeration Compressors
Commercial Refrigeration Trouble Shooting

BM-213: The Business / Challenges of the Skilled Trades Industry I 4 Quarter Credit Hours

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

- Proprietorships, Partnerships, Corporations
- Estimating, Bidding, Scheduling
- Building Design and Code Considerations
- Project Management
- Developing a Business Plan
- Drawings, Plans, Permits, Licenses
- Financing Options
- Lien Waivers
- Budgets and Profit / Loss Statements

BM-214: The Business / Challenges of the Skilled Trades Industry II 3.5 Quarter Credit Hours

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

- Introduction to DDC and PLC Controls
- Types of Commercial Systems and Controls
- Advanced Wiring Diagrams
- Possible Code Considerations

BM-215: Industry Credentials and Certifications I 4 Quarter Credit Hours

This course is designed to prepare the students to qualify for certification testing that could enhance their career opportunities through industry recognized credentials of achievement. Certification testing includes those offered through the Air Conditioning and Refrigeration Institute (ARI) series of Industry Competency Exams (ICE) tests as well as Tracpipe, Refrigeration, Certified Technician Testing.

- Relevance of Credentials and Certifications
- Trac Pipe Training and Certification Test
- Economizer Heat Recovery Systems
- 3 Phase Electrical Panels and Breakers

EFFECTIVE 07-2016 VATTEROTT COLLEGE NORTH PARK
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS-107: Intro to E-Business</td>
<td>4.5 Quarter Credit Hours</td>
<td></td>
</tr>
<tr>
<td>BUS-110: Intro to Business</td>
<td>4.5 Quarter Credit Hours</td>
<td></td>
</tr>
<tr>
<td>BUS-125: Motivating Employees</td>
<td>4.5 Quarter Credit Hours</td>
<td></td>
</tr>
<tr>
<td>BUS-130: Multi-Media</td>
<td>4.5 Quarter Credit Hours</td>
<td></td>
</tr>
<tr>
<td>BUS-200: Business Management</td>
<td>4.5 Quarter Credit Hours</td>
<td></td>
</tr>
<tr>
<td>BUS-210: Business Information Systems</td>
<td>4.5 Quarter Credit Hours</td>
<td></td>
</tr>
<tr>
<td>BUS-215: Human Resource Management</td>
<td>4.5 Quarter Credit Hours</td>
<td></td>
</tr>
<tr>
<td>BUS-220: Organizational Behavior</td>
<td>4.5 Quarter Credit Hours</td>
<td></td>
</tr>
<tr>
<td>BUS-222: Business Law</td>
<td>4.5 Quarter Credit Hours</td>
<td></td>
</tr>
<tr>
<td>BUS-228: Small Business</td>
<td>4.5 Quarter Credit Hours</td>
<td></td>
</tr>
<tr>
<td>BUS-230: Retail Management</td>
<td>4.5 Quarter Credit Hours</td>
<td></td>
</tr>
<tr>
<td>BUS-234: Advanced Office Systems</td>
<td>4.5 Quarter Credit Hours</td>
<td></td>
</tr>
<tr>
<td>BUS-240: Customer Service</td>
<td>4.5 Quarter Credit Hours</td>
<td></td>
</tr>
<tr>
<td>BUS-290: Business Ethics</td>
<td>4.5 Quarter Credit Hours</td>
<td></td>
</tr>
<tr>
<td>CP-101: Integrated Software Applications</td>
<td>12 Quarter Credit Hours</td>
<td></td>
</tr>
<tr>
<td>CP-102: Programming Concepts Using Visual Basic</td>
<td>12 Quarter Credit Hours</td>
<td></td>
</tr>
<tr>
<td>CP-103: Database Management</td>
<td>12 Quarter Credit Hours</td>
<td></td>
</tr>
</tbody>
</table>

**BM-216: Industry Credentials and Certifications II** 3.5 Quarter Credit Hours

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

**BUS-107: Intro to E-Business** 4.5 Quarter Credit Hours

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

**BUS-110: Office Systems** 4.5 Quarter Credit Hours

This course provides the student with an in-depth knowledge of Microsoft Word, PowerPoint, and Excel. Emphasis is placed on applications in a business environment and on reports used to support decision-making.

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

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

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

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

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

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

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

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

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

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

**BUS-220: Organizational Behavior** 4.5 Quarter Credit Hours

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

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

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

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

This course provides the basic principles of operating a small business. Topics include buying, pricing, promotions, location decisions, and planning.
This course introduces students to the world of object-oriented programming and object-oriented systems development. It focuses on data and functional abstraction of individual objects in a development cycle. This course is also designed to assist students in developing specific customer service skills in their field of training.

Basic Program Construction
Object and Classes
Arrays
Introduction to GUI
Working with files
Creating Message Boxes and Forms
Passing by value, and passing by references
Introduction to Object-Oriented Programming (OOP)

CP-104: Programming Language C# 12 Quarter Credit Hours

This course introduces students to the world of object-oriented programming and object-oriented systems development. It focuses on data and functional abstraction of individual objects in a development cycle. This course is also designed to assist students in developing specific customer service skills in their field of training.

Basic Program Construction
Object and Classes
Arrays
Introduction to GUI
Working with files
Creating Message Boxes and Forms
Passing by value, and passing by references
Introduction to Object-Oriented Programming (OOP)

CP-105: Networking Fundamentals 12 Quarter Credit Hours

This course is designed to provide a basic understanding of Network architecture, hardware and software components, and protocols. Students will learn how to manage and troubleshoot network in Windows 2000 Server Environment. This course also introduces the student to the basic principles of language constructions and their applications through written communications.

The concepts behind Network Technology
How to Install Windows 2000 Server and Professional Networking Planning Fundamentals
Domain Topology Structure
Networking Administrative Procedures
Help desk operations
Network Management (Servers and Clients)
Troubleshooting computers and peripherals
Installing and upgrading Windows OS
Network Designs

CP-106: Linux/UNIX Application Development 12 Quarter Credit Hours

This course introduces students with a firm understanding of UNIX using Linux. Students will learn shell programming, database management, editing, and rapid application development using standard UNIX tools like awk, sed, etc. Students will also learn how to use Net beans to program in Java. This course is also designed to help students achieve greater personal and professional success through an increased knowledge of human behavior and employer expectations.

How to install Linux
The UNIX file system
How to access UNIX/Linux Operating System
Shell Script Programming
File processing
The vi Editor and the Emacs Editor
Linux GUI’s (X-Windows)
Administrative functions for Linux
Backing-up system data
Developing Programs in Java using Net beans/IDE
Managing system resources
Introduce Star Office Application

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 students 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 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; Programs and Controls; Condition 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 relational database concepts. Students will focus on the relational model of database management and querying databases using Structured Query Language (SQL). Students will examine and manipulate existing relational databases and create new relational databases.

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

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

CP-126: Software Testing 5 Quarter Credit Hours

This course shows how to define and assess software quality through various testing techniques. The following topics will be covered in this course: review/inspection technique for non-executable software, black-box and white-box testing techniques for executable software and test result analysis. Students will also be introduced to specific test case development techniques such as boundary value, equivalence class, control paths, and data-flow paths test. Different levels of testing such as functional, component and system/regression tests are discussed. Prerequisite: CP-124

CP-127: SQL Programming 5 Quarter Credit Hours

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

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

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

CP-201: Visual Basic.NET 7.5 Quarter Credit Hours

Students will learn how to use Visual Basic.NET to develop advanced business applications. Students also learn how to develop, test, and debug applications with multiple document interfaces. Learn object-oriented application development techniques and introduction programming principles for the .NET programming environment including exception handling.

Visual Basic.NET development environment
Create custom methods
Explore OOA and OOD
Understanding the UML
Learn about XML and Web Services
Use three-tier design in OO development
Use a relational database with VB.NET
Understand the Object class and inheritance

CP-202: Web Development Using ASP.NET 7.5 Quarter Credit Hours

This course introduces students to the modern Internet and Web technologies. Students will learn how to create dynamic data-driven Web sites and applications using Active Server Pages (ASP.NET), HTML, XML, Client side, and Server side scripting to interact with relational databases.

The Concepts behind ASP.NET and Visual Studio.NET
Arrays, Collections, Control Structures
User-defined Components using Visual Studio.NET
Web Servers and Server Controls
SQL and Databases for Data Driven Applications
File System Objects/ Auto-generating SQL
MS Access and SQL Server
Manage Ads and Table of Contents on the Web
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CP-203</td>
<td>Multimedia with Web Server Security</td>
<td>7.5</td>
</tr>
<tr>
<td></td>
<td>Students will create robust Web sites using the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>database features of Dreamweaver MX and other</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Macromedia tools. Students will also explore the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e-commerce capabilities of the Web Applications.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students will use these tools to turn the static</td>
<td></td>
</tr>
<tr>
<td></td>
<td>pages into powerful, interactive Web sites. They</td>
<td></td>
</tr>
<tr>
<td></td>
<td>will also develop and maintain their own exciting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Web pages using Application Development. In</td>
<td></td>
</tr>
<tr>
<td></td>
<td>addition, students will also be introduced to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the technologies and processes related to Internet</td>
<td></td>
</tr>
<tr>
<td></td>
<td>security.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Internet – Dynamic environment Preparing for</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interactive Web Pages</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Server-to-DatabaseConnections</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Building Web-enabled Interface for Databases</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electronic Portaling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Creating animation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adding E-commerce</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Providing E-mail services</td>
<td></td>
</tr>
<tr>
<td>CP-220</td>
<td>Advanced Programming</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>This course builds on lessons learned in the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction to Programming course. The course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>will focus on writing applications that interface</td>
<td></td>
</tr>
<tr>
<td></td>
<td>with a database management system. Topics covered</td>
<td></td>
</tr>
<tr>
<td></td>
<td>include: class development; inheritance and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>polymorphism; input validation; error handling;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>exception handling; relational databases and SQL;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>accessing data; collections and multi-threading.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prerequisite: CP-121, CP-122, CP-123 and CP-125</td>
<td></td>
</tr>
<tr>
<td>CP-221</td>
<td>Software Application Security</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Techniques for protecting data within a computer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and protecting data as it moves through a network</td>
<td></td>
</tr>
<tr>
<td></td>
<td>will be covered in this course. Students will</td>
<td></td>
</tr>
<tr>
<td></td>
<td>learn how to find, manage and address threats</td>
<td></td>
</tr>
<tr>
<td></td>
<td>through the use of threat modeling tools.</td>
<td></td>
</tr>
<tr>
<td>CP-222</td>
<td>Technical Writing</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>This course will offer students a comprehensive</td>
<td></td>
</tr>
<tr>
<td></td>
<td>introduction to technical communication. It will</td>
<td></td>
</tr>
<tr>
<td></td>
<td>grow their ability to organize and craft</td>
<td></td>
</tr>
<tr>
<td></td>
<td>information for manuals, journal articles,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>reports and other technical publications. Learn</td>
<td></td>
</tr>
<tr>
<td></td>
<td>document design, production principles and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>writing for the web.</td>
<td></td>
</tr>
<tr>
<td>CP-223</td>
<td>Advanced Excel and Data Sources</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>This course is designed to help students learn</td>
<td></td>
</tr>
<tr>
<td></td>
<td>how to use a combination of more complex</td>
<td></td>
</tr>
<tr>
<td></td>
<td>functions, formulas; nested IF statements,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>VLOOKUP, HLOOKUP and LOOKUP tables. Students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>will also learn how to begin to develop a</td>
<td></td>
</tr>
<tr>
<td></td>
<td>personalized Interface through the creation of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Active worksheet Buttons and Macros, manipulate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>spreadsheets in Excel to present selected data</td>
<td></td>
</tr>
<tr>
<td></td>
<td>using more Advanced Excel software tools like</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pivot Tables, Pivot Charts and What If analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>tools. Data Analysis using Scenarios, Data</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tables and Goal Seek will also be covered.</td>
<td></td>
</tr>
<tr>
<td>CP-224</td>
<td>Advanced Web Page Coding</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>This course provides students with a</td>
<td></td>
</tr>
<tr>
<td></td>
<td>comprehensive understanding of topics in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HTML, XHTML and dynamic HTML (DHTML) which they</td>
<td></td>
</tr>
<tr>
<td></td>
<td>will use to create Web pages and sites from</td>
<td></td>
</tr>
<tr>
<td></td>
<td>simple to complex. Students will also enhance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>their skills by applying these concepts to create</td>
<td></td>
</tr>
<tr>
<td></td>
<td>interactive features such as animated text,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>image and text rollovers, and transitions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prerequisite: CP-122 and CP-125</td>
<td></td>
</tr>
<tr>
<td>CP-225</td>
<td>Introduction to Mobile App Development</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Students in this course will learn to develop</td>
<td></td>
</tr>
<tr>
<td></td>
<td>mobile apps on the iOS and Android platforms.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students will be guided through developing an</td>
<td></td>
</tr>
<tr>
<td></td>
<td>actual working app on both platforms. They will</td>
<td></td>
</tr>
<tr>
<td></td>
<td>learn about the entire mobile app development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>lifecycle, including issues associated with</td>
<td></td>
</tr>
<tr>
<td></td>
<td>licensing and both public and enterprise</td>
<td></td>
</tr>
<tr>
<td></td>
<td>distribution.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prerequisite: CP-127 and CP-224</td>
<td></td>
</tr>
<tr>
<td>CP-226</td>
<td>IT Project Management Basics</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>This course provides students with a</td>
<td></td>
</tr>
<tr>
<td></td>
<td>comprehensive overview of the principles,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>processes, and practices of IT project</td>
<td></td>
</tr>
<tr>
<td></td>
<td>management. This course will help students'</td>
<td></td>
</tr>
<tr>
<td></td>
<td>master skills in project integration, scope,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>time, cost, quality, human resource,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>communications, risk, procurement, and stakeholder</td>
<td></td>
</tr>
<tr>
<td></td>
<td>management as well as all five process groups—</td>
<td></td>
</tr>
<tr>
<td></td>
<td>initiating, planning, executing, monitoring,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>controlling, and closing.</td>
<td></td>
</tr>
<tr>
<td>CP-227</td>
<td>Advanced SQL Programming and Custom Report</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course will help students advance their</td>
<td></td>
</tr>
<tr>
<td></td>
<td>skills in programming and problem solving with</td>
<td></td>
</tr>
<tr>
<td></td>
<td>T-SQL. Students will learn how to build more</td>
<td></td>
</tr>
<tr>
<td></td>
<td>advanced SQL queries, work with non-relational</td>
<td></td>
</tr>
<tr>
<td></td>
<td>data and hierarchies, and do advanced</td>
<td></td>
</tr>
<tr>
<td></td>
<td>reporting in SQL Server Reporting Services. It</td>
<td></td>
</tr>
<tr>
<td></td>
<td>will also provide best practices for using</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reporting Services. Prerequisite: CP-124 and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CP-127</td>
<td></td>
</tr>
</tbody>
</table>

CT-101: MS Office

Students will learn why computers and application software are studied, what a computer is, what a computer does, and how a computer knows what to do. This course is also designed to give working adults the knowledge and skills needed to be effective employees and members in organizations.

- Work in Windows
- Using Word: Create a document
- Using Excel: Create a research paper
- Create & format a worksheet with formulas
- Create a resume
- Create & add a 3-D Column chart Using PowerPoint:
- Create a presentation
- Create three multi-level bulleted list slides
- View the presentation in a slide show view

CT-102: DOS Fundamentals

Students will learn the most important topics of the Windows 2000 (or Windows XP) environment. Students will also be introduced to the technologies and processes related to Internet security. This course is also designed to give students through different problem solving techniques used in business as well as a personal environment.

- PC Operating System
- Operating System Software
- Command History
- File Management
- Batch Files
- Advanced Command Line Switches
- Using the Windows Environment
- ASCII text files
- Booting Process
- CMDS

CT-103: Linux

Students will understand the operation of Linux and will also become familiar with the Linux operating system. This course is also designed to give students the communication skills necessary for establishing and maintaining healthy relationships with co-workers and customers.

- History
- Logging In and Out
- Passwords
- Text Editing
- GUL (Graphical User Interface)
- Partitioning
- Creating Users
- Command Line Commands
- Initialization Files

CT-104: Desktop Operating Systems

Students will learn various aspects of the Microsoft desktop operating system. This course is also designed to assist students in developing specific customer service skills in their field of training.

- Installation and Upgrading
- Customizing the Desktop
- Networking
- Troubleshooting
- OS Architecture

CT-105: Peripherals and Data Communications

Students will learn to install and troubleshoot computer peripherals, utilize the Internet, and be introduced to data communications technology. This course also introduces the student to the basic principles of language constructions and their applications through written communications.

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

CT-106: PC Troubleshooting and Configuration

Students will learn to build, configure and troubleshoot IBM compatible computers. This course is also designed to help students achieve greater personal and professional success through an increased knowledge of human behavior and employer expectations.

- Configuration
- Resolving Resource Conflicts
- Floppy Drives
- Troubleshooting Techniques
- Hard Drives
- Hard Drive Interfaces
- SCSI Devices
- Software Installation and Troubleshooting
- Bus Architecture
- Multimedia Devices
- Diagnostic Tools
- Keyboards
- Motherboard Architecture
- Microprocessor Architecture
CT-202: Windows Networking  7.5 Quarter Credit Hours
Students will learn local area networking using the Microsoft Server operating systems.
- Windows 2000  Troubleshooting
- TCP/IP  Windows NT Server
- User Setup  Domain Controllers
- Peer-to-Peer Configuration  Network Security
- Sub-netting  Client/Server Configuration
- DHCP

CT-203: TCP/IP and Routing  7.5 Quarter Credit Hours
Students will learn the TCP/IP protocol stack and router configuration.
- TCP/IP Stack  Routing Fundamentals
- Application Layer Protocols  Routing Protocols
- Network Layer Protocols  Router Configuration
- IP Addressing  Routing TCP/IP
- Sub-netting  Troubleshooting
- DNS Address Resolution

CT-204: Exchange Server  7.5 Quarter Credit Hours
Students will learn the basics of local area networking using Exchange Server.
- Configure Exchange server  Configuring Mailboxes
- Work with Recipients  Configuring Connectors
- Work with Groups  Configuring Routing
- Work with Mailboxes
- Configuring Hubs and Transport Roles
- Monitor and Reporting  Disaster Recovery

EM-112: Residential I  12 Quarter Credit Hours
This course includes safety rules and regulations for electricians; provides an introduction to conduit bending and installation; covers the hardware and systems used by an electrician to mount and support boxes, receptacles and other electrical components; and offers a general introduction to the electrical concepts used in Ohm’s law applied to DC series circuits. Topics include:
- Electrical Safety/Fasteners and Anchors
- Hand Bending  Electrical Theory I

EM-114: Residential II  12 Quarter Credit Hours
This course introduces series, parallel, and series-parallel circuits; focuses on proper selection, inspection, use and maintenance of common electrical test equipment; provides a navigational road map for using the NEC®; and introduces the types and applications of raceways, wireways, and ducts. It focuses on the types and applications of conductors and proper wiring techniques; introduces electrical prints, drawings, and symbols; and details the electrical devices and wiring techniques common to residential construction and maintenance. Topics include:
- Electrical Theory II  Test Equipment
- National Electrical Code  Raceways, Boxes and Fittings
- Conductors  Electrical Blueprints
- Wiring Devices/Residential Wiring

EM-115: Commercial I  12 Quarter Credit Hours
This course focuses on forces that are characteristic of alternating-current systems and the application of Ohm’s law to AC circuits; identifies the purpose of grounding and bonding electrical systems; covers the types of bends in all sizes of conduit up to 6 inches; and explains how to select and size outlet boxes, pull boxes, and junction boxes in accordance with NEC®. It explains the transportation, storage, and setup of cable reels; identifies NEMA and NEC® installation requirements for cable tray; covers methods and techniques for both single- and three-phase services; and describes fuses and circuit breakers along with their practical applications. Course topics include:
- Alternating Current  Cable Tray
- Grounding  Conduit Bending
- Boxes and Fittings  Conductor Installation
- Installation of Electric Services  Circuit Breakers and Fuses

EM-116: Industrial I  12 Quarter Credit Hours
This course covers the electrical devices and wiring techniques common to industrial construction and maintenance; discusses AC and DC motors including the main parts, circuits, and connections; describes methods of terminating and splicing conductors of all types; and gives basic descriptions of various types of contactors and relays. It stresses the use of a variety of over current protection devices; covers single and multi-motor calculations to enable the trainee to size conductors; covers proper maintenance of motors in use and in storage; and provides information on selecting, sizing, and installing motor controllers. Course topics include:
- Commercial and Industrial Wiring  Motors; Theory and Application
- Conductor Terminations and Splices  Contractors and Relays
- Overcurrent Protection  Motor Calculations
- Motor Maintenance, Part One  Motor Controls

EM-117: Commercial II  12 Quarter Credit Hours
This course introduces the principles of human vision and the characteristics of light; identifies the industry standards for electrical work, including the topics of branch circuits, rating and derating; covers the types of conductors used in wiring systems, including insulation, current-carrying capacity, and temperature ratings; and identifies the number of conductors allowed in raceways, boxes, and fittings. It explains distribution equipment, including grounding, switchboard and ground fault maintenance; discusses transformer types; covers specific types of incandescent, fluorescent, and HID lamps; includes basic calculation procedures for commercial applications; identifies various lighting installations, applications, and wiring systems; and covers fire alarm control units, and Digital Alarm Communicator Systems (DACS). Course topics include:
- Raceway, Box, and Fitting Fill Rigs
- Conductor Selection and Calculations
- Branch Circuits – Load Calculations
- Electric Lighting Distribution Equipment
- Conductor Selection and Calculations
- Practical Applications of Lighting Distribution System Transformers
- Lamps, Ballasts, and Components
- Fire Alarm Systems
- Load Calculations – Feeders and Services

EM-118: Industrial II  12 Quarter Credit Hours
In this course, all classes of hazardous location are covered and NEC® installation requirements for electric generators and storage batteries are explained. The student learns the function and operation of basic electronic devices; the various types of transformers and their applications; and studies applications and operating principles of solid-state controls. The course covers various heat tracing systems along with their applications; describes motor cleaning, testing, and preventative maintenance; and offers an overview of the NEC® and cable manufacturers’ requirements for high voltage terminations and splices. Topics include:
- Hazardous Locations  Standby and Emergency Systems
- Basic Electronic Theory  Specialty Transformers
- Advanced Motor Controls  Heat Tracing and Freeze Protection
- Motor Maintenance, Part Two  High-Voltage Terminations/Splices

EM-202: Programmable Logic Controllers  7.5 Quarter Credit Hours
Students will study PLC’s. Operations, configuration, and programming will be examined. Hands-on training with the PLC and programming the computer will allow the student to understand and correct problems that arise in the industrial use of PLC’s.
- Relay Operation  Jump Instructions
- Programming Devices  Numbering Systems
- Memory Organization  Processor Units
- Inputs/Outputs (I/O)  Latching/Unlatching Instructions
- Programming Considerations  Timer/Comparative Instructions
- Math Functions  Relay Type Instructions

EM-203: National Electrical Code (NEC) Review/Project Management  7.5 Quarter Credit Hours
Students will receive an in-depth review of the NEC and will be able to apply the working and dedicated space requirements of the code given various industrial case studies. Additionally, students will receive training in costing of electrical projects: time line for projects, and bid proposal.
- Determining Working Clearances  Equipment for General Use
- Free Space Requirements  Cost Analysis
- Acceptable Industrial Wiring Methods
- Project Management  Construction Timelines
- Temporary Wiring  Approved Wiring Methods for Hazardous Locations
- Hazardous (classified) Locations
EM-220 Blue Print Reading and Application 7.5 Quarter Credit Hours
Students will be introduced to the basic concepts and tools needed to read blueprints and house designs. The students will be exposed to basic computer skills. The students will gain the ability to supply documentation for electrical and HVAC installations and operations that can be used as a reference by others. Students will learn the building codes related to their field.

Basic Math
Geography
Sketching & Lettering
Geometry
Basic House Design
Dimensioning
Blueprint Reading
Introduction to Computers
HVAC Plans
Building Codes
Working Drawings
Job Packet/Workflow

GE-101: English Composition I 4.5 Quarter Credit Hours
In this English Composition I course, students develop written communication skills. The course materials place an emphasis on the principles of effective communication which includes understanding the writing process and analysis of readings, as can be applied personally and professionally.

GE-105: Introduction 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/memory, emotion, states of consciousness, personality theories, cognition, life-span development, and applied psychology.

GE-110: Introduction to Sociology 4.5 Quarter Credit Hours
This introductory sociology course explores sociological processes that underpin everyday life. The course focuses on globalization, cultural diversity, critical thinking, new technology and the growing influence of mass media.

GE-115: Microeconomic Principles 4.5 Quarter Credit Hours
This course is designed to introduce basic concepts and issues in microeconomics with an emphasis on analyzing and applying economic principles to real-world problems. It enables students to apply economics to their daily lives. Students will study supply and demand analysis, price-setting, profit, firm behavior, labor market, and consumer choice.

GE-116: Ethics 4.5 Quarter Credit Hours
This course is designed to provide a practical overview of principle ethical theories and concepts of human conduct as well as a critical evaluation of these theories and concepts as they apply to problems and decisions in contemporary professional life. Students will learn to apply critical thinking skills, ethical reasoning, and professional codes of conduct to resolve a variety of personal, social, and professional ethics issues.

GE-120: English Composition II 4.5 Quarter Credit Hours
This course is designed to meet the writing needs of a wide variety of students in the following ways: 1) prepares students who will continue in college to write acceptable college-level expository essays, 2) provides career students with a strong base for technical and business writing, 3) familiarizes all students with the writing skills that will be valuable in their everyday experience, 4) provides students with some awareness of the way language functions and affects their lives. To help reach these goals, the course will focus on the elements of clear writing, well-organized expository essays, the necessary critical thinking that must always precede expository writing, analytical reading, and, when necessary, a review of the principles of grammar.

GE-123: Interpersonal Communications in Healthcare 3 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 applications. It then introduces basic algebraic concepts including solving systems of one and two variables, simplifying equations, and practical applications of basic mathematical formulas. Also included are basic geometric forms and relationships. The course’s emphasis is on providing students with a practical and useful working knowledge of these concepts for use in the rest of their program as well as on the job.

GE-126: Computer Concepts 2 Quarter Credit Hours
In the computer concepts course, students learn basic computer applications and concepts. The workings of the computer and its system are an essential skill in today’s workplace. The course materials place an emphasis on today’s most popular applications that pervade the workplace. Students learn all the workings of the computer so as to be able to use computers in their chosen career.

GE-201: English Composition II 4.5 Quarter Credit Hours
Prerequisite: GE-201 English Composition I. 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.

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

GR-104: Green Awareness 3 Quarter Credit Hours
Designed for technicians, multi-craft trade personnel, building managers, or anyone interested in understanding the fundamentals of energy conservation and management. Attendees will learn to define new “green” energy terminology and understand the role of green awareness in reducing a personal and commercial carbon footprint, identify decisions and actions that impact the environment, and describe the life cycle phases of a building as well as the impacts on the green environment over its life cycle. Participants will also learn to conduct appropriate energy audits, energy consumption and demand analyses, and life cycle cost analyses to determine the energy efficiency of a building or system, identify green alternatives to conventional building practices and describe the pros and cons of those alternatives and ways to maximize the energy efficiency and water conservation of existing equipment in a given project, specifying the most efficient systems available for the application and the available budget.

HV-112: Basic Electricity for HVAC/R 12 Quarter Credit Hours
This course teaches power generation and distribution, and electrical components; explains the theory of solid-state electronics, as well as the operation, use and testing of the various electronic components used in HVAC; and covers transformers, single-phase and three-phase power distribution, capacitors, the theory and operation of induction motors. Additionally, the student learns how to solve problems involving the measurement of lines, area, volume, weights, angles, pressure, vacuum, and temperature.

HV-114: Basic Refrigeration for HVAC/R 12 Quarter Credit Hours
Presenting the basic principles of heating, ventilation, and air conditioning, this course covers heat transfer, refrigeration, and pressure-temperature relationships. It teaches tools, materials, and safety precautions and depicts step-by-step procedures for soldering and brazing piping; covers the selection, preparation, joining, and support of copper and plastic piping and fittings; introduces the basic principles, processes, and devices used to control humidity and air cleanliness; and presents indoor air quality and its effect on the health and comfort of building occupants. It discusses techniques for reading and using blueprints, specifications, and shop drawings.

HV-115: Residential Air Conditioning 12 Quarter Credit Hours
Explaining the factors that affect the heating and cooling loads of a building, this course describes the process by which the heating and cooling loads are calculated; explains air properties, related gas laws, and psychrometric principles and charts; and introduces the trainee to various heat recovery/reclaim devices and energy reduction apparatuses. It explains how to analyze circuit diagrams for electronic and microprocessor-based controls and covers the operation, testing, and adjustment of conventional and electronic thermostats, as well as the operation of common electrical, electronic, and pneumatic circuits used to control HVAC systems. It describes the purpose of planned maintenance and outlines the procedures for servicing gas and oil furnaces, electric heating equipment, cooling equipment, and heat pumps.
HV-115: Residential Air Conditioning 12 Quarter Credit Hours
Explaining the factors that affect the heating and cooling loads of a building, this course describes the process by which the heating and cooling loads are calculated; explains air properties, related gas laws, and psychrometric principles and charts; and introduces the trainee to various heat recovery/claim devices and energy reduction apparatuses. It explains how to analyze circuit diagrams for electronic and microprocessor-based controls and covers the operation, testing, and adjustment of conventional and electronic thermostats, as well as the operation of common electrical, electronic, and pneumatic circuits used to control HVAC systems. It describes the purpose of planned maintenance and outlines the procedures for servicing gas and oil furnaces, electric heating equipment, cooling equipment, and heat pumps.

HV-116: Residential Heating 12 Quarter Credit Hours
This course focuses on heating fundamentals; the types of furnace designs and their components and presents the basic procedures for installing and servicing furnaces. It describes the tools and instruments used in troubleshooting gas heating appliances and teaches the principles of fossil-fuel furnace venting; covers various types of iron and steel pipe and fittings and provides step-by-step instructions for cutting, threading, and joining ferrous piping. It additionally presents the operation and testing of electric furnaces and their components and reviews the operation of electric heating appliances. It covers the principles of reverse cycle heating; describes the operation of the various types of heat pumps and reviews heat pump operation and heat pump control circuits.

HV-118: Commercial Refrigeration (HVAC/R) 12 Quarter Credit Hours
This course covers the operation of refrigeration systems, with emphasis on systems used in cold storage and other commercial food preservation applications and presents the basic techniques and equipment used in troubleshooting cooling equipment. It explains the operating principles of the different types of compressors used in comfort air conditioning systems and offers the operating principles, applications, installation, and adjustment of the various types of fixed and adjustable expansion devices. It presents the entire basic refrigerant handling and equipment servicing procedures that a technician must know in order to service HVAC systems and covers the application and installation of various types of fasteners, gaskets, seals, and lubricants and the adjustment of different types of belt drives, bearings, and couplings.

HV-119: Commercial Air Conditioning (HVAC/R) 9 Quarter Credit Hours
This course describes air distribution systems and their components, air flow measurements, ductwork installation principles, and the use of instruments for measuring temperature, humidity, pressure, and velocity and covers procedures for the startup of hot water and steam heating, chilled water, and forced air distribution systems. It covers operating principles, piping systems, preventive maintenance, and servicing of boilers, chillers, chilled water systems, steam systems, and steam traps and describes the systems, equipment, and operating sequences used in a variety of commercial air-side system configurations. It also explains how computers and microprocessor controls are used to manage zoned HVAC systems.

HV-201: Low Pressure Steam 7.5 Quarter Credit Hours
Students will gain a working knowledge of low pressure steam and its relationship to the operations of boiler maintenance.
- Steam Boiler Fundamentals
- Steam Boiler Fittings/Accessories
- Controls/Instrumentation
- Boiler Water Treatment
- Steam Boiler Daily Operations

HV-202: Industrial Mechanics 7.5 Quarter Credit Hours
Students will study the basic principles of hydraulic, hydrostatic, and hydrodynamic applications. The student will also become familiar with some of the mechanical building codes that govern the equipment and proper safety techniques. Students will gain knowledge of rigging devices and lubrication methods as well as preventative maintenance.
- Rigging Equipment
- Mechanical Hoisting
- Hydraulics and diagrams
- Mechanical Drives & Mechanical Drives
- Machine Vibrations
- Alignment Methods
- Lubrication
- Mechanical Building Codes

HV-203: Commercial Environmental Systems 7.5 Quarter Credit Hours
Students will understand systems that control the heating, ventilation and air conditioning equipment in commercial buildings. They will learn how these systems work, and the operating limits of Direct Digital Controls and pneumatic controlling of V A V, V V T and HVAC Systems. The student will also learn about indoor air quality (IAQ) and what affects it.
- Building Automation:
- Direct Digital Controls
- Variable Air Volume
- Variable Volume and Temperature
- Pneumatic System
- Integration with Electronic Controls
- Purification

MA-290: Medical Assisting Externship 5 Quarter Credit Hours
This course covers concepts and information required for the medical assistant to identify and practice administrative and clinical medical assistant duties in the medical office.

MA-295: Medical Assisting Externship II 3 Quarter Credit Hours
Students will use the knowledge and skills learned in the program and complete a minimum of 90 hours of externship at an approved site. Preerequisite: ME 125 and ME 155

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: introduction to E/M coding and breakdown with practice and application of those concepts. Physicians’ bill evaluation and management (E/M) codes every day and that 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 professionals. 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 of the necessary tools to effectively communicate with patients and other healthcare professionals. Course covers theories and concepts including: building a framework for communication, challenges of communication and overcoming those obstacles, gathering information about the patient, educating patients, written communication, communicating in the workplace, and communicating too 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 in 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 of 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 pharmacology and its relationship to specific pathology of the human body, with an emphasis on pharmacology.

**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 will build upon skills learned in the Computers and Healthcare Delivery Systems course. Advanced computer systems and medical software programs such as Medisoft will be explored. This course will include comprehensive HIPAA coverage.

4.5 Quarter Credit Hours  

This course builds upon the introductory module by providing information on the classifications of evaluation and management services and documentation. The course also addresses higher level methodology related to reimbursement.

**MC-295: Medical Billing and Coding Capstone**  
4.5 Quarter Credit Hours  

This course includes preparation for on-the-job experience by completing an online externship. Throughout the class, the student will build a portfolio which is a professional demonstration of the coding material they have been able to master. The portfolio is a powerful document to showcase the student's ability and to show to a potential employer.

**ME-105: Medical Terminology**  
3 Quarter Credit Hours  

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

**ME-108: Introduction to Medical Billing and Coding**  
3 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 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 PowerPoint. Students are also introduced to Medisoft software and Microsoft office concepts for use in the physician’s office environment.

**ME-121: Anatomy and Physiology**  
4 Quarter Credit Hours  

This course is designed to introduce the student to the structures and functions of the various systems of the body and how these systems maintain homeostasis. It will cover introductory terms, chemistry (biomolecules), 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 endocrine system and common pathological 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 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 Quarter Credit Hours  

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

**ME-150: Medical Law and Ethics**  
3 Quarter Credit Hours  

This course provides a foundation for handling common legal & ethical challenges in everyday practice. Legal concepts and theories in this course include: international & quasi-international torts, professional liability insurance, and required documentation. Ethical components of the course include issues that a 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 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 electrocardiology. In addition, this course will cover the importance of microbiology theory and infection control techniques within a clinic or lab setting.  
Prerequisite: ME 105

**ME-175: Medical Office Procedures**  
3 Quarter Credit Hours  

This course covers the skills and knowledge required to perform administrative tasks in a medical office. Topics include, but are not limited to, receiving patients, scheduling appointments, patient triage, handling medical records, processing insurance claims, and an introduction to medical office management.  
Prerequisite: ME 105
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<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</td>
</tr>
<tr>
<td>ME-200</td>
<td>Cardiovascular Anatomy &amp; Physiology</td>
<td>4.5</td>
</tr>
<tr>
<td>ME-217</td>
<td>Limited Radiography</td>
<td>6</td>
</tr>
<tr>
<td>ME-220</td>
<td>Electronic Medical Records</td>
<td>3</td>
</tr>
<tr>
<td>ME-222</td>
<td>Patient Education and Safety</td>
<td>4.5</td>
</tr>
<tr>
<td>ME-225</td>
<td>HIPAA/OSHA/Clinic Regulations</td>
<td>2</td>
</tr>
<tr>
<td>ME-230</td>
<td>Cardiac Medications</td>
<td>3.0</td>
</tr>
<tr>
<td>ME-231</td>
<td>Electrocardiogram Techniques and Recognition</td>
<td>5.0</td>
</tr>
<tr>
<td>ME-232</td>
<td>Stress Test and Cardiac Monitoring</td>
<td>6.0</td>
</tr>
<tr>
<td>ME-233</td>
<td>Radiation Biology, Safety and Pathology</td>
<td>4.5</td>
</tr>
<tr>
<td>ME-235</td>
<td>Medical Office Management</td>
<td>4.5</td>
</tr>
<tr>
<td>ME-240</td>
<td>Introduction to Ophthalmic Medical Assisting</td>
<td>4.5</td>
</tr>
<tr>
<td>ME-241</td>
<td>Ophthalmic Optics and Refractory</td>
<td>4.5</td>
</tr>
<tr>
<td>ME-242</td>
<td>Introduction to Diseases of the Eye</td>
<td>4.5</td>
</tr>
<tr>
<td>ME-243</td>
<td>Basic Ophthalmic Pharmacology</td>
<td>3.0</td>
</tr>
<tr>
<td>ME-250</td>
<td>Comprehensive Insurance Billing</td>
<td>4.5</td>
</tr>
<tr>
<td>ME-255</td>
<td>Cardiac Capstone</td>
<td>3.5</td>
</tr>
<tr>
<td>ME-256</td>
<td>Ophthalmic Capstone</td>
<td>3.0</td>
</tr>
</tbody>
</table>

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. 

Prerequisites: ME 125 and ME 155

Students will use the knowledge and skills learned in the program and complete a minimum of 240 hours of externship at an approved site. 

Prerequisites: ME 125 and ME 155

This course is designed to take the student beyond basic Anatomy & Physiology into a more detailed aspect of the functions of the cardiovascular system of the body. Emphasis will be on how the heart and blood system functions with the other organs in the body. 

Prerequisite: ME 121

This course is designed to introduce the student to the radiologic 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 organ systems and the human body's integration and regulation of cellular organ systems to maintain homeostasis. This course covers the cellular, muscular, neurological, cardiovascular, respiratory, urinary, digestive, endocrine, and reproductive systems. 

Prerequisite: All ME 100 level courses in the program

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 pathophysiological 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

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

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

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

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

This course covers the skills and knowledge required by the medical assistant to provide patient education and follow safety measures in the medical office environment. 

This course will cover all HIPPA/OSHA local and state requirements for Health Care Facility Management. 

Prerequisite: ME 175

Students will be introduced to the medications that are specifically used in caring for the cardiovascular system. 

Prerequisite: ME 140

This course will provide instruction to the student in the process of administering an electrocardiogram and how to interpret the results. 

Students will learn how to administer a stress test under the supervision of a licensed practitioner. The student will receive instruction in ECG recording over a prolonged period during which the patient can move around as well as how to record and monitor their progress. The student will learn how to use both the Holter monitor and the event recorder. 

This course is designed to instruct students in the specific strategies for performing medical assisting duties in regards to an ophthalmic clinic and to ophthalmic patients. 

This course will expose students to the machines specific to an ophthalmic clinic or office and how to use and maintain that machinery. 

This course is designed to instruct students on the diseases that are specific to the eye and the course of treatment for those diseases. 

Students will be introduced to the specific medications that are used for the care of the ophthalmic system. 

This course will train the student in the various types of insurance billing and reimbursement processes. Students will learn the rules and regulations of specific insurance types. Students will learn all clerical functions of a medical biller. Students will also learn and practice electronic billing and the use of the CMS-1500 form and UB-04 form for billing purposes. 

Prerequisite: ME 108

Students will demonstrate the knowledge and skills learned over the course of this program. They will take field trips to clinic locations to shadow and experience real world applications of the skills that they have learned in the program. They will be required to pass a comprehensive exam which covers the knowledge and skills in the program. 

Prerequisite: ME 231 and ME 232

Students will demonstrate the knowledge and skills learned over the course of this program. They will take field trips to clinic locations to shadow and experience real world applications of the skills that they have learned in the program. There will be required to pass a comprehensive exam which covers the knowledge and skills in the program. 

Prerequisites: ME-201 and ME-241
This course is designed to allow clinical practice of limited radiography procedures and taking x-rays. It is not intended to be a job training 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. Prerequisite: All ME 100 level courses in the program and ME 211, ME 216.

**PA-01: Medical Language** 12 Quarter Credit Hours

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

**Medical Terminology Keyboarding**

**PA-02: Medical Office Basics** 12 Quarter Credit Hours

This course will instruct the student in pharmacology including the brand and trade names, drug classes, uses, and effects of prescription drugs. This course includes a section on pharmaceutical math. This portion is designed to familiarize the student with the basic math functions including the metric system, basic algebra, and an introduction to dosage calculations. This course will also introduce the student to computer usage and basic computer knowledge.

**PA-03: Ethics and Billing** 12 Quarter Credit Hours

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

**Bookeeping Pharmaceutical Law, Liability, Ethics and Bioethics**

**PA-04: Pharmaceutical Office Management** 12 Quarter Credit Hours

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

**Pharmaceutical Office Management**

**PA-05: Pharmaceutical Career Planning** 12 Quarter Credit Hours

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

**Career Development Pharmacy Technology**

**PA-06: Advanced Computers** 12 Quarter Credit Hours

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

**Microsoft Office**

**PA-01: Pharmaceutical Procedures** 7.5 Quarter Credit Hours

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

**Pharmaceutical Procedures Approach to AIDS and Hepatitis B Preparing IV Solutions Labeling Medications Computerized Pharmacy Procedures Inventory of Drugs and Tracking of Narcotics Continuing Education**

**PA-02: General Patient Education** 7.5 Quarter Credit Hours

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

**Patient Education Taking histories Nutrition Therapeutic Communications Over-the-Counter Medications Herbal Therapies**

**PA-03: Externship** 7.5 Quarter Credit Hours

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

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

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

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

**WE-120: Basic Gas Metal Arc 12 Quarter Credit Hours**

Students will be introduced to welding theories, safety requirements, cutting techniques and welding terminology.

**WE-122: Basic Shield Metal Arc 12 Quarter Credit Hours**

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

**WE-123: Advanced Gas Metal Arc & FCAW Welding 12 Quarter Credit Hours**

Students will perform all position welds on advanced joint designs.

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

Students will perform all position welds on advanced joint designs.

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

Students will perform various advanced welding tasks utilizing ferrous and non-ferrous metals.

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

Students will perform various advanced welding tasks and receive an introduction to pressure vessel welding specifications.

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

This course prepares students for advanced certifications in the following areas:

- Pressure Vessel Welding
- American Welding Society Tolerances
- Advanced Math for Welders
- American Society of Mechanical Eng.
- Dissimilar Metals Tolerances
- Fit-Up and Layout
- Joint Design
### WE-202: Advanced Blueprint Reading, Layout, Cutting and Fit-up Techniques  
**7.5 Quarter Credit Hours**

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

<table>
<thead>
<tr>
<th>Techniques</th>
<th>Plasma cutter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proper Measurements</td>
<td>Chop Saw</td>
</tr>
<tr>
<td>Squaring</td>
<td>Band Saw</td>
</tr>
<tr>
<td>Leveling</td>
<td>Shear</td>
</tr>
<tr>
<td>Centering</td>
<td>Punch</td>
</tr>
<tr>
<td>Notcher</td>
<td></td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Project Design</th>
<th>Project Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feasibility Studies</td>
<td>Cost Analysis</td>
</tr>
<tr>
<td>Quality Control</td>
<td>Advanced Fit-Up and Layout</td>
</tr>
<tr>
<td>Advanced Joint Design</td>
<td>Material Analysis</td>
</tr>
</tbody>
</table>
# Academic Calendar

<table>
<thead>
<tr>
<th>Start Date</th>
<th>60 Weeks</th>
<th>70 Weeks</th>
<th>90 Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/11/2016</td>
<td>03/05/2017</td>
<td>05/14/2017</td>
<td>10/01/2017</td>
</tr>
<tr>
<td>02/22/2016</td>
<td>04/16/2017</td>
<td>06/25/2017</td>
<td>11/12/2017</td>
</tr>
<tr>
<td>03/21/2016</td>
<td>05/14/2017</td>
<td>07/23/2017</td>
<td>12/10/2017</td>
</tr>
<tr>
<td>05/02/2016</td>
<td>06/25/2017</td>
<td>09/03/2017</td>
<td>01/21/2018</td>
</tr>
<tr>
<td>05/30/2016</td>
<td>07/23/2017</td>
<td>10/01/2017</td>
<td>02/18/2018</td>
</tr>
<tr>
<td>07/11/2016</td>
<td>09/03/2017</td>
<td>11/12/2017</td>
<td>04/01/2018</td>
</tr>
<tr>
<td>08/08/2016</td>
<td>10/01/2017</td>
<td>12/10/2017</td>
<td>04/29/2018</td>
</tr>
<tr>
<td>09/19/2016</td>
<td>11/12/2017</td>
<td>01/21/2018</td>
<td>06/10/2018</td>
</tr>
<tr>
<td>10/17/2016</td>
<td>12/10/2017</td>
<td>02/18/2018</td>
<td>07/08/2018</td>
</tr>
<tr>
<td>11/28/2016</td>
<td>01/20/2018</td>
<td>04/01/2018</td>
<td>08/16/2018</td>
</tr>
<tr>
<td>2/6/2017</td>
<td>4/1/2018</td>
<td>6/10/2018</td>
<td>10/28/2018</td>
</tr>
<tr>
<td>3/13/17</td>
<td>5/6/2018</td>
<td>7/15/2018</td>
<td>12/2/2018</td>
</tr>
<tr>
<td>4/17/2017</td>
<td>6/10/2018</td>
<td>8/19/2018</td>
<td>1/6/2019</td>
</tr>
<tr>
<td>10/9/2017</td>
<td>12/2/2018</td>
<td>2/10/2019</td>
<td>6/30/2019</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. - 5:30 p.m.
- **Evening Classes**: Monday through Thursday, 6:00 p.m. to 10:30 p.m.

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

# Holidays

Classes are not held on the following holidays:

- New Year’s Day
- Martin Luther King’s Birthday
- President’s Day
- Good Friday
- Memorial Day
- Fourth of July
- Labor Day
- Columbus Day
- Veterans Day
- Thanksgiving
- Friday after Thanksgiving
- Christmas Eve
- Christmas Day
- New Year’s Eve
Appendix A: Administrative Staff & Faculty

**Administrative Staff**

Robert Donnell, Campus Director  
Greg Shepherd, Director of Education  
Brenetta Underwood, Director of Education  
Sherri Medlin, Director of Admissions  
Ian Heidemann, Sr. Enrollment Coordinator  
Jeff Malone, Sr. Enrollment Coordinator  
San Rodriquez, Sr. Enrollment Coordinator  
Jae Sparks, Sr. Enrollment Coordinator  
Deborah Best, Sr. Enrollment Coordinator  
Nicole Edwards, Sr. Enrollment Coordinator  
Vanessa Reames, Sr. Enrollment Coordinator  
Greg Elsenrath, Director of Financial Aid  
Alysshia Quinn, Assistant Director of Financial Aid  
Karen Geerling, Financial Aid Administrator  
Kristopher Bankhead, Financial Aid Administrator  
Cleola Butler, Financial Aid Administrator  
Kelly Lindsey, Director of Career Services  
Craig Carmody, Career Services Coordinator  
Misty Schneider, Career Services Coordinator  
Dan Sanchez, Director of Retention  
Tanecia Davis, Retention Coordinator  
Ginette Holmes, Retention Coordinator  
Denise Davis, Head Registrar  
Brandy Butler, Registrar  
Jacqueline McDonald, Accountant  
Keith Thompson, Accountant  
Brian McFerron, Learning Resource Center Manager  
Barbara Lewis, Learning Resource Coordinator  
Larinda Burnside, Receptionist

**Faculty**

**Keith Allen - Senior Welding Instructor**

Keith is the Senior Welding Instructor of the Welding Technology Program. He has been with Vatterott for 32 years, 26 of those teaching welding and 6 in the Corporate Administrator role. He has an Degree in Business Management, Certified Welder Educator, Certified Associate Welding Inspector, and a NCCER Master Trainer. He’s worked in the field for American Car Foundary, and Alberici Construction as a welder fabricator. Keith is also Certified in the following welding processes, SMAW, GMAW, FCAW, GTAW, as well as being a Certified Pipe welder.

**Brian Baker - HVAC Instructor**

Brian Baker graduated from Vatterott College St Ann MO in 2001. Brian started his own business, Baker Heating and Cooling in 2000. He is EPA certified universal, insured and bonded with his company. Brain received an associate’s degree in business administration from Maramec College. He is a single father of three lovely girls ages 23, 12, & 9. He has also gained valuable experience working for several HVAC companies in the St Louis area. Brian Baker became a Vatterott instructor in November 2009.

**Ben Bambenek - Computer Technology Instructor**

Ben is a technologist with over 20 years’ experience working for a hi-tech automation company. He has spent the last 10 years working with customers around the world training on new computer technologies. Ben is a MCSE and MCT and has completed a field of study at Hennepin Technical College in digital electronics. Ben is currently enrolled at UMSL and STLCC completing a BS in computer Science.

**Claude Blake - HVAC Instructor**

Claude Blake received his associate’s degree from Vatterott College in 1999. He worked in his craft for several years to perfect his skills. He is currently working for Ameristar Casino and Parker Brothers Heating and Cooling. Claude is EPA and NATE certified and an excellent technician who own s his own company. Claude became a Vatterott instructor in 2009 to inspire others to pursue the HVAC career.

**Tara Blanchard - Pharmacy Technician Instructor**

Tara Blanchard started at Vatterott College July 2015. She has been in the pharmacy field for 6 years. She obtained her Pharmacy Technician Diploma and Certification from Virginia College of Huntsville. She obtained her B.S. in Biochemistry from Oakwood University in Huntsville, Al. She has recently finished her Masters in Healthcare Administration in October 2015 from Walden University.

**John Brown-Welding Instructor**

John has been with Vatterott since 2016. He earned his Associates Degree in Welding Technology from Vatterott College in 2005. John has over 11 years’ experience in the welding industry, during this time he worked as a Production Welder, Fabricator, and Fitter with structural steel. John has experience in the four major Welding processes performed in the field and holds American Welding Society D1.1 Certifications. In 2013, John also earned a Bachelor’s Degree in Criminal Justice from Sanford Brown College.
Rita Brown - General Education Instructor

Rita Brown is a General Education Instructor for Vatterott College. She has been with Vatterott for one and half years and has been teaching college-level composition courses for twenty-eight years. She holds a Bachelor’s and Master’s degree in English.

John Cross - Welding Instructor

Mr. Cross has over 20 years’ experience in the Welding Industry. He graduated from Jefferson College’s Welding Technology Program in 1997. This prepared him for a Welder/Fabricator position with the Department of Defense specializing in industrial boiler installation. Before joining the Vatterott Team, John travelled to various Chemical, Food Processing, and Petroleum Plants as a Pipe Welder / Fabricator. John maintains many AWS certifications and is experienced in various metals and welding processes and procedures.

Carey Gallatin - Medical Instructor

Carey is an Instructor for the Medical Assistant w/ Limited Radiography program and holds both RMA and LMT certifications. Carey has an Associate Degree in Occupational Studies obtained in 2001 from Missouri College. Carey has been a Registered Medical Assistant with the AMT since 1995. Carey also obtained her Licensed Massage Therapist in 2001 from Missouri College. Carey has spent 20 years in the medical field and 12 of those years teaching. Carey has been teaching at Vatterott since 2015 and in 2016 became the Clinical Coordinator for the Medical programs at the NorthPark campus.

Michael "Gonz" Gonzalez-Rubio - I.T. Program Director

Gonz holds both a Master’s of Education Degree (Instructional Technology) and an MBA (Project Management) from American Intercontinental University. His bachelor’s degree in education was earned from Harris-Stowe State College with life teaching certification for the state of Missouri in math and science covering elementary, middle and high school. He also holds an I-Net+, CIW Master Web Designer as well as a diploma in information systems security. Prior to returning to education, Gonz spent 17 years in the computer industry where he worked as field systems engineer, product manager, senior strategy planner as well as a senior troubleshooter across a wide variety of business and technical issues.

Vera Lynn Hilliard - Pharmacy Technician Program Director

Vera Lynn Hilliard has recently joined the NorthPark campus of Vatterott Colleges as a Pharmacy Technician Instructor. While pursuing her bachelor's degree in chemistry, she became a Certified Pharmacy Technician. She has also pursued other educational and employment endeavors in higher education. Combined, she has fifteen years of experience in the fields of healthcare, education, and pharmacy. Vera Lynn is a member of the Illinois Health Pharmacists Association, the American Pharmacists Association, and the National Pharmacy Technician Association.

Dr. Thomas Jackson - General Education Instructor

Dr. Jackson is a Psychology instructor at Vatterott College. Dr. Jackson has been with Vatterott since December 2015. Dr. Jackson holds a doctoral degree in Psychology and two Master’s degrees in Theological Seminary and Telecommunication Management. Dr. Jackson is a practicing Psychologist who works in family and crisis counseling. Dr. Jackson has a number of published articles relative to the study of psychology and psychological functions and also theology.

Stephen Matlock - HVAC Instructor

Stephen Matlock is an EPA certified technician who graduated from Vatterott College in 2001. Gaining experience by working for several HVAC companies and servicing many different types of equipment in the St. Louis and Illinois area, including Alton Steel and Barrett’s Heating and Cooling, Stephen joined the Vatterott team in 2012 as an HVAC instructor to take on the challenge of teaching, which is a family tradition.

Calvin Motley – Automotive Assistant Program Director

Calvin has been with Vatterott since 2014 and has over seven years of automotive teaching experience. He also has over 35 years of experience in the automotive industry and he is an ASE Certified Master Technician.

David Muhammad - General Education Instructor

David is a College Algebra instructor at Vatterott College. He has been with Vatterott since September 2015. David also teaches mathematics in the middle school setting. David has been in education for 15 years and holds a MA in Education.

Malcolm J. Murphy, Jr. – Building Maintenance Instructor

Malcolm received an Appointment to the United States Military Academy at High Point in 1976. He received his B.S. Degree in Civil Engineering from the University of Missouri at Rolla in 1981. After graduation, Malcolm worked in Facilities Management for over thirty years. Malcolm has taught at several colleges in the area specializing in Photo Voltaic, Mathematics, HVAC, Building Construction and Maintenance. Malcolm is also owner and operator of the Solar Team USA company.

Sheree Owens - Medical Instructor

Sheree Owens is a Limited Radiology Instructor for Vatterott College. She has been with Vatterott since December 2014 in the Medical Assistant with Limited Radiology program. Sheree has been in the Radiology field for over 1 1 years. She started off her Radiology career as a Limited Radiographer. Shortly later she received her Associates in Radiologic Technology, to become an ARRT registered Radiographer. Sheree is currently working on her dual Bachelor’s in Workforce Education, and Radiologic Science.

Cory Peck - Automotive Program Director

Cory is the Program Director of the Automotive Technology program. He also earned his Bachelor’s Degree in Automotive Technology from Southern Illinois University and is an A.S.E. Certified automotive technician.

Shannon Roberson - General Education Instructor

Shannon Roberson is a Psychology Instructor for Vatterott College. Shannon has been in the psychology field for over 10 years working in a variety of mental health settings. She has a BS in Psychology and a Master’s degree in Professional Counseling.

Vickey Rose, CPhT - Pharmacy Technician Instructor

Vickey Rose is a Pharmacy Technician Instructor at Vatterott College. She has been with Vatterott for almost 3 years. Vickey has been in the Pharmacy industry for over 25 years both in retail and institutional settings. Vickey has been a certified technician for 19 years.
Celeste Rucker - Medical Instructor

Celeste Rucker has been in the Medical Assisting field for over 25 years. She has been at Vatterott College for 6 years. She teaches in the Medical Assisting and Billing and Coding area as well as assist with the externship coordinating. She currently has a RMA, CMT, AOS in Medical Administration, and Bachelors in Business with emphasis in Management. She recently received a Master’s in Health Administration in 2014.

Eugene L. Setchfield - HVAC Instructor

(Gene)Eugene L. Setchfield joined Vatterott as an Instructor in September 2010. He graduated from University of Missouri Rolla in June 1978 with a BSME in Mechanical Engineering and worked in the Aircraft Industry/Boeing designing Production Facilities for 28 Years. He is a Registered Professional Engineer in the State of Missouri. He enjoys teaching and is active in Scouting, camping, and church. He is a mechanic and has worked in teaching auto mechanics. He has a complete wood and metal workshop.

Dan Shea - Automotive Instructor

Dan is the Program Director of the Automotive Program. He came to Vatterott with over 20 years’ experience in the field. Dan has held positions such as Automotive Technician, Service Advisor, and Regional Training Manager. He is also A.S.E. Master Technician with L1 and all 9 certification as well as EPA certified.

Scott Thornhill – Welding Program Director

Scott Thornhill has been with Vatterott College since 2010. At 19, Scott started his career as a roughneck in the oilfields of Oklahoma. After moving back to Missouri he worked in numerous fabrication shops as a production welder and fitter. He then worked for over a decade as a millwright and pipe fitter for Pennzoil Products Company in Maryland Heights. In 1995 Scott went into the steel fabrication business for himself and worked in conjunction with several major developers in the St. Louis area. His ironwork can be found all over the central west end and downtown buildings of St. Louis. The business is currently operated by his son, a welding graduate of Vatterott College 2011. Scott has over 30 years in the welding industry and earned Associate’s degrees in Welding Technology and Electrical Mechanic’s both from Vatterott in 1988 and 1991. Scott is a long time member of the American Welding Society and holds many AWS certifications in all the major processes.

Warren Tolbert – Automotive Instructor

Warren has over 20 years in the automotive industry. He earned a Diploma from Ranken Technical College in Automotive maintenance Repair. Warren has held positions such as Service Manager and Retail manager. He is also certified A.S.E. Master Technician and ASE Certified A/C Repair.

Velma Harris Walker – Medical Instructor

Velma Walker has been working with Vatterott for approximately 4 years. She holds a Master in Health Administration/Health Education along with a Bachelor in Nursing. She is currently a certified CPR Instructor for American Red Cross. She brings along over 20 years of health care experience with certification in CMT/CNA in 2008. Velma was awarded by The Board of Governors of SSM Cardinal Glennon Children’s Medical Center the Crystal Wagon Award – Champion of Children.

Shane Wecker - Business Program Director

Shane is the Program Director of the Business Management program. He holds an MBA from Fontbonne University. Shane has over 17 years of leadership experience in both small and large companies. He also has extensive experience in financial management, business development and team building.

Antoinette Williams – Medical Program Director

Antoinette Williams is the Program Director for the MBC/MALR/MAOM Programs at Vatterott as well as an Instructor. She has been with Vatterott since August of 2014. Antoinette has been in the Medical Assisting field for 20 years and has also taught previously for other Health colleges. Antoinette holds an AAS in Allied Health as well a diploma for Medical Assisting from St. Louis College of Health Careers. Antoinette also has a Bachelor of Arts with an emphasis on Healthcare Management. She is currently a Registered Medical Assistant as well through AMT.

Dr. GeNita Williams – General Education Program Director

GeNita is the Program Director for the General Education Program at Vatterott as well as an instructor. She has been with Vatterott since August 2015. GeNita has been in education for 18 years: eight years as an English teacher and 10 years as a public school administrator and principal. GeNita holds a doctoral degree in Education and is a certificated administrator and English teacher in the State of Missouri and the State of Georgia. GeNita is an Educational Consultant for the Center for Culturally Responsive Teaching and Learning and is an accomplished educational professional development presenter.
Appendix B: Non-Accredited Courses

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

- Your Role in the Green Environment
- Better Green Business
- Electronic Evidence Discovery
- Basic Fire Alarm Installation
- Forklift Operation
- Mechanic’s Lien
- Smart Phone Programming
- DOT Welding Concepts

Admissions Requirements (Unless otherwise noted)

- Be 18 years old or have the written consent of a parent or guardian
- Meet course specific enrollment criteria, when applicable, as defined by the course description

Basic Fire Alarm Installation & DOT Welding Concepts

Additional Admissions Requirements:

- Prior education or work experience is required. Candidates should submit documentation of training or work experience to complete their enrollment. Experience can be in the form of unofficial transcripts, pay stubs, business card, or letter from an employer.

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

Course Offerings

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Accreditation Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-100</td>
<td>Your Role in the Green Environment</td>
<td>Non-Accredited Course</td>
</tr>
<tr>
<td>C-101</td>
<td>Better Green Business</td>
<td>Non-Accredited Course</td>
</tr>
<tr>
<td>C-104</td>
<td>Electronic Evidence Discovery</td>
<td>Non-Accredited Course</td>
</tr>
<tr>
<td>EL-01</td>
<td>Basic Fire Alarm Installation</td>
<td>Non-Accredited Course</td>
</tr>
<tr>
<td>FL-01</td>
<td>Forklift Operation</td>
<td>Non-Accredited Course</td>
</tr>
<tr>
<td>ML-01</td>
<td>Mechanic’s Lien</td>
<td>Non-Accredited Course</td>
</tr>
<tr>
<td>SDP-178</td>
<td>Smart Phone Programming</td>
<td>Non-Accredited Course</td>
</tr>
<tr>
<td>WE-01</td>
<td>DOT Welding Concepts</td>
<td>Non-Accredited Course</td>
</tr>
</tbody>
</table>

Course Description(s)

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

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

C-101: Better Green Business  Non-Accredited Course

This course will instruct you on how to help your company prepare for environmental changes and become a more “green” operation. You will learn about proven techniques any business can use, based on IBM’s breakthrough Green Business programs, products, strategies, and Green Sigma™ methodologies. You will study examples that illustrate how to establish effective green strategies and transformation plans, link them to operations, apply them, and track the results. In addition, you will learn about powerful, new Smarter Planet technologies that deliver value by “instrumenting the planet”. The Course Length is 12 hours over 4 weeks.

C-104: Electronic Evidence Discovery  Non-Accredited Course

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

EL-01: Basic Fire Alarm Installation  Non-Accredited Course

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

FL-01: Forklift Operation  Non-Accredited Course

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

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

This course provides an overview of Statutory Liens against Real Estate in Missouri also known as Mechanic’s Liens. It is designed to provide a basic understanding of the principles and the processes required for filing a Mechanic’s Lien for contractors and subcontractors. This course covers the basic framework with which to assert such rights.
**SDP-178: Smart Phone Programming**  
Non-Accredited Course

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

**WE-01: DOT Welding Concepts**  
Non-Accredited Course

Welding certifications provide evidence of a welder’s abilities to perform certain weldments in specific positions using appropriate materials. The Department of Transportation (DOT) requires certification in each state according to DOT’s standard rules in order to work on the jobsite.

Students of this course will learn basic Vertical and Horizontal Grades for Separation Structures according to standards 751.5.1 & 751.5.1.2. The course also provides an overview of DOT Welding Standards 751.5.9 All Welding Detailed Standards are in accordance with ANSI/AASHTO/AWS D1.5 Bridge Welding Code.

Students will also be taught to identify and calculate formulas for factored resistance of a Welded Connection. Students will be provided details on minimum length and size of fillet welds, and the standard welding symbols and application of symbols.

Students will learn to identify basic joints found in the industry along with the process abbreviations. This course will cover standard notch toughness of wide flange beams & plate of girder structures. Finally students will be introduced to Standard 751.5.12.2 for Facture Control Plan (FCP) for Bridges. This course is 15 hours/4 weeks in length. (Welding education or work experience must be documented to be fully enrolled in this program. Experience can be in the form of unofficial transcripts, pay stubs, business card, or letter from an employer.)

### Tuition & Fees

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Award</th>
<th>Hours</th>
<th>Tuition</th>
<th>*Books &amp; Supplies</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Role in the Green Environment</td>
<td>Certificate of Completion</td>
<td>15</td>
<td>$250</td>
<td>$85</td>
<td>$335</td>
</tr>
<tr>
<td>Better Green Business</td>
<td>Certificate of Completion</td>
<td>12</td>
<td>$250</td>
<td>$85</td>
<td>$335</td>
</tr>
<tr>
<td>Electronic Evidence Discovery</td>
<td>Certificate of Completion</td>
<td>36</td>
<td>$625</td>
<td>$820</td>
<td>$1,445</td>
</tr>
<tr>
<td>Basic Fire Alarm Installation</td>
<td>Certificate of Completion</td>
<td>32</td>
<td>$650</td>
<td>$0</td>
<td>$650</td>
</tr>
<tr>
<td>Forklift Operation</td>
<td>Certificate of Completion</td>
<td>8</td>
<td>$250</td>
<td>$0</td>
<td>$250</td>
</tr>
<tr>
<td>Mechanic’s Lien</td>
<td>Certificate of Completion</td>
<td>6</td>
<td>$150</td>
<td>$0</td>
<td>$150</td>
</tr>
<tr>
<td>Smart Phone Programming</td>
<td>Certificate of Completion</td>
<td>45</td>
<td>$420</td>
<td>$90</td>
<td>$510</td>
</tr>
<tr>
<td>DOT Welding Concepts</td>
<td>Certificate of Completion</td>
<td>15</td>
<td>$450</td>
<td>$0</td>
<td>$450</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree</th>
<th>Weeks</th>
<th>Tuition</th>
<th>Registration Fee</th>
<th>Lab/Tech Fee</th>
<th>Books &amp; Supplies</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Technology**</td>
<td>Diploma</td>
<td>60</td>
<td>$18,070</td>
<td>$100</td>
<td>$1,390</td>
<td>$4,880</td>
<td>$24,440</td>
</tr>
<tr>
<td>Combination Welding</td>
<td>Diploma</td>
<td>60</td>
<td>$24,840</td>
<td>$100</td>
<td>$1,500</td>
<td>$2,505</td>
<td>$28,945</td>
</tr>
<tr>
<td>Electrical Mechanic</td>
<td>Diploma</td>
<td>60</td>
<td>$24,336</td>
<td>$100</td>
<td>$1,500</td>
<td>$2,500</td>
<td>$28,436</td>
</tr>
<tr>
<td>Heating, Air Conditioning, and Refrigeration Mechanic</td>
<td>Diploma</td>
<td>60</td>
<td>$24,336</td>
<td>$100</td>
<td>$1,500</td>
<td>$2,600</td>
<td>$28,536</td>
</tr>
<tr>
<td>Business Management</td>
<td>AOS</td>
<td>70</td>
<td>$25,109</td>
<td>$100</td>
<td>$1,750</td>
<td>3,600</td>
<td>$30,559</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>
</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 Billing and Coding</td>
<td>AOS</td>
<td>70</td>
<td>$28,620</td>
<td>$100</td>
<td>$1,980</td>
<td>$3,800</td>
<td>$34,500</td>
</tr>
<tr>
<td>Auto Body and Alternative Fuel Vehicle Repair Technician**</td>
<td>AOS</td>
<td>90</td>
<td>$27,430</td>
<td>$100</td>
<td>$2,110</td>
<td>$5,600</td>
<td>$35,240</td>
</tr>
<tr>
<td>Building Maintenance Technology</td>
<td>AOS</td>
<td>90</td>
<td>$29,700</td>
<td>$100</td>
<td>$2,250</td>
<td>$4,000</td>
<td>$36,050</td>
</tr>
<tr>
<td>Combination Welding Technology</td>
<td>AOS</td>
<td>90</td>
<td>$36,828</td>
<td>$100</td>
<td>$2,250</td>
<td>$4,200</td>
<td>$43,378</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>
<td>$39,890</td>
</tr>
<tr>
<td>Computer Systems and Network Technology</td>
<td>AOS</td>
<td>90</td>
<td>$35,100</td>
<td>$100</td>
<td>$2,250</td>
<td>$3,200</td>
<td>$40,650</td>
</tr>
<tr>
<td>Electrical Mechanic Technology</td>
<td>AOS</td>
<td>90</td>
<td>$35,964</td>
<td>$100</td>
<td>$2,250</td>
<td>$3,500</td>
<td>$41,814</td>
</tr>
<tr>
<td>Heating, Air Conditioning, and Refrigeration Technology</td>
<td>AOS</td>
<td>90</td>
<td>$35,856</td>
<td>$100</td>
<td>$2,250</td>
<td>$3,600</td>
<td>$41,806</td>
</tr>
<tr>
<td>Pharmacy Technician</td>
<td>AOS</td>
<td>90</td>
<td>$36,288</td>
<td>$100</td>
<td>$2,250</td>
<td>$3,150</td>
<td>$41,788</td>
</tr>
<tr>
<td>Web Design and Multimedia Application Development</td>
<td>AOS</td>
<td>90</td>
<td>$36,180</td>
<td>$100</td>
<td>$2,250</td>
<td>$2,400</td>
<td>$40,930</td>
</tr>
</tbody>
</table>

1 Lab/Tech Fee includes the cost of student access to labs, instructional technology systems, discipline specific tools and software licenses.

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

3 Supplies are a mandatory part of the program which include the cost of uniforms, toolkits, and other items. The amounts listed in the above fee chart for supplies are estimates to include applicable sales tax and are subject to change. Due to customization of uniforms, toolkits, and other items, supplies must be purchased from the College at the price of such supplies in effect at the time they are received by the student.
The below information has replaced the current corresponding information in the Academic Calendar, Schedule, and Holidays section of this catalog.

## 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>
</tr>
<tr>
<td>5/30/2016</td>
<td>8/7/2016</td>
</tr>
<tr>
<td>7/11/2016</td>
<td>9/18/2016</td>
</tr>
<tr>
<td>8/8/2016</td>
<td>10/16/2016</td>
</tr>
<tr>
<td>9/19/2016</td>
<td>11/27/2016</td>
</tr>
<tr>
<td>10/17/2016</td>
<td>12/25/2016</td>
</tr>
<tr>
<td>11/28/2016</td>
<td>2/5/2017</td>
</tr>
<tr>
<td>1/2/2017</td>
<td>3/12/2017</td>
</tr>
<tr>
<td>2/6/2017</td>
<td>4/16/2017</td>
</tr>
<tr>
<td>3/13/17</td>
<td>5/21/2017</td>
</tr>
<tr>
<td>4/17/2017</td>
<td>6/25/2017</td>
</tr>
<tr>
<td>5/22/2017</td>
<td>7/30/2017</td>
</tr>
<tr>
<td>6/26/2017</td>
<td>9/3/2017</td>
</tr>
<tr>
<td>8/1/2017</td>
<td>10/8/2017</td>
</tr>
<tr>
<td>9/4/2017</td>
<td>11/12/2017</td>
</tr>
<tr>
<td>10/9/2017</td>
<td>12/17/2017</td>
</tr>
<tr>
<td>11/13/2017</td>
<td>1/21/2018</td>
</tr>
</tbody>
</table>
The below Scholarship of Achievement policy is to be added to the Financial Information section of the catalog.

**Financial Information**

**Institutional Scholarships**

**Scholarship of Achievement**

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

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

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

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

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

*For the purposes of this policy, the terms "child," "children," "minor," and "minors" refer to or describe individuals under the age of 18.
Policy: Title IX
Revised: November 2016

PURPOSE

Vatterott Educational Centers, Inc. ("Vatterott") is committed to creating, fostering, and maintaining an educational, employment, business, and campus environment that is free from sex-based discrimination, sexual harassment, and sexual violence. In keeping with this commitment, and consistent with Title IX of Education Amendments of 1972, Vatterott prohibits discrimination based on sex and sexual harassment, including sexual violence in its educational programs and activities.

This Policy supersedes all prior policies and guidance relating to Title IX.

COVERED PERSONS

The College Community including current students, employees, prospective students, customers, third-party contractors, third-party visitors, and all others persons participating in the College’s educational programs and activities.

ISSUING DEPARTMENT

Legal Department

POLICY

I. **Title IX of the Education Amendments of 1972**

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

II. **Vatterott’s Policy Statement**

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

III. **Handling of Complaints Covered by this Policy**

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

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

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

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

IV. Reporting of Complaints Covered by this Policy

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

You may also choose to file your complaint electronically via Vatterott’s Title IX Incident Report Form, available online at www.vatterott.edu/consumer_information.asp. Using the Title IX Incident Report form allows a victim, third-party, or bystander to submit a complaint/report of sexual harassment or sex-based discrimination directly to Vatterott’s Title IX Coordinator, and may choose to do so anonymously. However, without the contact information of the reporting party, Vatterott may not be able to fully investigate and respond to the complaint.

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

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

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

V. **Options for Reporting and Availability of Support**

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

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

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

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

VI. **Privacy and Confidentiality**

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

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

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

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

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

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

**Off-Campus Counselors and Advocates**

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

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

**VII. Victim Rights & Options**

Regardless of whether an individual elects to pursue a criminal complaint, or whether the offense is alleged to have occurred on or off campus, Vatterott will assist victims of sexual misconduct. If an individual is a victim of sexual assault, domestic violence, dating violence, or stalking, his or her first priority should be to locate a place of safety. He or she next should obtain any necessary medical treatment.

The College strongly advocates that subsequent to securing safety and medical care, any victim of sexual assault, domestic violence, dating violence, or stalking should report the incident immediately to the Title IX Coordinator. Time is a critical factor for evidence collection and preservation. Preserving evidence is
very important, as it may be necessary to the proof of sexual assault, domestic violence, dating violence, or stalking, or in obtaining a protection order.

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

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

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

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

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

VIII. Complaint and Resolution Procedures

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

Informal Procedures

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

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

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

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

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

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

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

**Formal Investigation & Determination**

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

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

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

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

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

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

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

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

**Hearing Procedures**

Upon concluding that there is reasonable cause\(^1\) to believe that an incident of sexual violence, domestic violence, dating violence, or stalking occurred, a hearing may be ordered. In such instances, the complainant, the accused party, and members of the Hearing Panel (hereinafter the “Panel") described below will be provided an opportunity to review the Investigation Report compiled by the Title IX Coordinator, redacted to remove any unnecessary personal information. The Panel comprised of three (3) Vatterott Officials, to include the Provost, the Vice President of Accreditation, and the Title IX Coordinator, will preside over all Title IX hearings. All officials will be trained to conduct hearings regarding alleged Title IX offenses as well as how to conduct investigations and hearings

---

\(^1\) Reasonable cause is defined as “some credible information to support each element of the offense, even if that information is merely a credible witness or complainant statement.”
that protect the safety of alleged victims while promoting accountability. At least one (1) panel member will be physically present during the hearing while others may attend via teleconference. All determinations will be reached using a preponderance of the evidence standard (i.e. more likely than not) and all hearings will be prompt, fair, and impartial.

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

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

Special Considerations for Title IX Hearings

1. **Panel Composition and Training.** All allegations of Title IX violations found to require a hearing subsequent to a thorough investigation will be heard before the Panel.

2. **Advisors.** The complainant and the accused party may have an advisor of their choice present during the hearing proceedings. However, it is important to note that advisors may not advocate on behalf of either party and may only serve in a support role. All advisors will be required to sign a standard form attesting that they have been informed and acknowledge that they may not advocate on behalf of either party and that all information disclosed during the hearing must be kept strictly confidential.

3. **Standard.** All determinations made by the Panel will be so done using a preponderance of the evidence standard. This means that the accused party will be held responsible for his or her conduct if the Panel determines that it is more likely than not (51% or higher) that he or she did in fact engage in a prohibited act.

4. **Hearing Participation.** Both parties will have the opportunity to be present during any hearing proceedings. Vatterott will make every effort to honor all requests to minimize contact between the reporting party and the accused. Additionally, both parties should be aware that members of the Panel may pose questions to the complainant, the accused, and/or witnesses presented by either party.

Upon commencement of proceedings, the reporting party will be given an opportunity to make opening remarks to the Panel. Such remarks will be limited to ten (10) minutes. Subsequently, the reporting party will be allowed to present any relevant evidence and/or witnesses with personal knowledge of the circumstances resulting in the convening of the hearing. All witnesses will be called as needed and will not be permitted to be present until and unless needed. Cross-examination of the witnesses presented will not be allowed by opposing parties. Further, the complainant and respondent may not directly cross-examine one another, but may, at the discretion of the Panel, suggest questions to be posed by the Panel and respond to the other party.

Upon conclusion of the reporting party’s presentation, the accused party will be
permitted to make opening remarks to the Panel. Such remarks will be limited to ten (10) minutes. The accused party will also have the opportunity to present relevant evidence and/or witnesses with personal knowledge of the circumstances resulting in the convening of the hearing.

Should new evidence be disclosed during the hearing and without prior consultation with the Title IX Coordinator, the hearing may be delayed to allow the Panel to consider whether the newly disclosed evidence should be permitted.

After all evidence has been presented, the reporting party will be permitted to give closing remarks followed by the accused party. Both parties will be allotted ten (10) minutes during which to provide concluding remarks.

Post-hearing, the Panel will convene, deliberate, and reach a determination. Both parties will be simultaneously notified in writing of the Panel’s determination and the right to file an appeal within seven (7) business days. Determinations may include possible clarification of Vatterott policies, clarification regarding the alleged conduct, sanctions, restrictions, and/or conditions. The Panel’s determination will become final within seven (7) business days unless an appropriate appeal is filed.

**Possible Sanctions.** Possible sanctions for a person found guilty of behavior in violation of this Policy include but are not limited to the following:

- Issuance of an oral or written reprimand to be placed in the personnel file;
- Mandatory attendance at a sexual harassment sensitivity program;
- An apology to the victim;
- Issuance of an oral or written warning;
- Transfer or change of job, class, or externship location;
- Demotion in employment or leadership position;
- Suspension, probation, termination, dismissal, or expulsion;
- Any other sanction deemed appropriate by Vatterott.

While counseling is not considered a sanction, it may be offered or required in combination with the imposed sanctions. Where alcohol and/or drugs are related to acts of sexual harassment, such counseling may include required participation in a substance abuse program.

**Appeals.** Either party may appeal the Panel’s decision. All appeals must be submitted in writing to the Vatterott President within seven (7) business days of the Panel’s determination and clearly set forth grounds for the appeal. Appropriate grounds for appeal include procedural error, previously unavailable relevant evidence that could significantly impact the outcomes of the hearing or a claim that the sanction imposed was substantially disproportionate to the finding. Disagreement with the Panel’s decision does not constitute grounds for appeal. The Title IX Coordinator will process the appeal and both parties will be informed simultaneously in writing of any changes arising from said appeal as well as the final determination. Results become final after seven (7) business days.

All appeals will be reviewed and decided within ten (10) business days of receipt.
IX. **Ongoing Criminal Investigations**

In instances of sexual misconduct that may also constitute criminal conduct, the reporting party is encouraged to file a report with the appropriate law enforcement agency and may request the assistance of a Vatterott representative in doing so. The pendency of a criminal investigation does not relieve Vatterott of its responsibilities under Title IX. To the extent that doing so does not interfere with any ongoing criminal investigation, Vatterott will proceed with its own investigation and resolution of the complaint.

X. **Retaliation**

Retaliation against reporting parties or those cooperating with an investigation is strictly prohibited. Violation of this policy may result in Vatterott taking immediate disciplinary action, up to and including suspension and/or expulsion for students or termination for employees.

Retaliation includes, but is not limited to threats, harassment, or intimidation, taken against the reporting party or any third party or parties as a result of their cooperation with an investigation.

XI. **Obligations of Vigilance and Reporting**

Vatterott can only respond to instances and allegations of harassment or discrimination if it is made aware of such occurrences. Therefore, Vatterott encourages anyone who believes that he or she has experienced sexual harassment or discrimination to promptly come forward with inquiries, reports, or complaints and to seek assistance from Vatterott officials. Furthermore, all Vatterott employees are responsible employees and have an obligation to communicate reports of sexual misconduct to the Title IX Coordinator. Employees who become aware of instances or allegations of sexual harassment by or against a person under his or her supervisory authority must submit a report to those charged with responding to such allegations and reports. These individuals include the Human Resources Department, the Title IX Officer or the Title IX Coordinator.

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

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

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

- A person’s lack of verbal or physical resistance or submission resulting from the use or threat of
force does NOT constitute consent;
- A person’s manner of dress does NOT constitute consent;
- A person’s consent to past sexual activity does NOT constitute consent to future sexual activity;
- A person’s consent to engage in sexual activity with one person does NOT constitute consent to engage in sexual activity with another;
- A person CANNOT consent to sexual activity if that person is unable to understand the nature of the activity or give knowing consent due to circumstances, including without limitation the following:
  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: 11-28-16

The following information is to replace the current course number and description for GE-110 in the current program offerings and course descriptions sections of the catalog.

Program Offerings

Medical Assistant with Ophthalmic Technology

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>MB-105</td>
<td>Medical Terminology</td>
<td>3.0</td>
</tr>
<tr>
<td>MB-108</td>
<td>Introduction to Medical Billing and Coding</td>
<td>3.0</td>
</tr>
<tr>
<td>MB-115</td>
<td>Computer Applications for Healthcare</td>
<td>3.0</td>
</tr>
<tr>
<td>MB-121</td>
<td>Anatomy and Physiology</td>
<td>4.0</td>
</tr>
<tr>
<td>MB-125</td>
<td>Clinical Medical Assisting</td>
<td>6.0</td>
</tr>
<tr>
<td>MB-140</td>
<td>Pharmacology</td>
<td>3.0</td>
</tr>
<tr>
<td>MB-150</td>
<td>Medical Law and Ethics</td>
<td>3.0</td>
</tr>
<tr>
<td>MB-155</td>
<td>Laboratory Procedures</td>
<td>6.0</td>
</tr>
<tr>
<td>MB-175</td>
<td>Medical Office Procedures</td>
<td>3.0</td>
</tr>
<tr>
<td>MB-180</td>
<td>Externship and Exam Preparation</td>
<td>4.0</td>
</tr>
<tr>
<td>MB-190</td>
<td>Medical Externship</td>
<td>8.0</td>
</tr>
<tr>
<td>MB-201</td>
<td>Ocular Anatomy and Physiology</td>
<td>4.5</td>
</tr>
<tr>
<td>MB-222</td>
<td>Patient Education and Safety</td>
<td>4.5</td>
</tr>
<tr>
<td>MB-240</td>
<td>Introduction to Ophthalmic Medical Assisting</td>
<td>4.5</td>
</tr>
<tr>
<td>MB-241</td>
<td>Ophthalmic Optics and Refractory</td>
<td>4.5</td>
</tr>
<tr>
<td>MB-242</td>
<td>Introduction to Diseases of the Eye</td>
<td>4.5</td>
</tr>
<tr>
<td>MB-243</td>
<td>Basic Ophthalmic Pharmacology</td>
<td>3.0</td>
</tr>
<tr>
<td>MB-256</td>
<td>Ophthalmic Capstone</td>
<td>3.0</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-120</td>
<td>English Composition</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-123</td>
<td>Interpersonal Communications in Healthcare</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Associate of Occupational Studies

Vatterott College – Berkeley
Program Offerings & Course Descriptions Addendum
Addendum – Program Offerings & Course Descriptions
Effective: 11-28-16

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE-110</td>
<td>Introduction to Sociology</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation 94

Course Descriptions

**GE-110: Introduction to Sociology 4.5 Quarter Credit Hours**

This introductory sociology course explores sociological processes that underlie everyday life. The course focuses on globalization, cultural diversity, critical thinking, new technology and the growing influence of mass media.
The following information is to replace the current corresponding section of the Institutional Refund Policy in the Financial Information section of the catalog.

Institutional Refund Policy

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

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

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

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

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

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

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

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

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

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

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

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

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

3. The assignment of an appropriate final grade or credit for the courses in which the student is enrolled at the time of withdrawal, but only if the instructor or instructors of the courses determine that the student has satisfactorily completed at least 90 percent of the required coursework; and demonstrated sufficient mastery of the course material to receive credit for the course.
Addendum – Appendix A Administrative Staff  
Effective: 12-15-2016  

This addendum is to replace the current coordinating information in Appendix A Administrative Staff and in any location these appear in the catalog.

Administrative Staff

Jim Troisi, Campus Director
Michelle Robinson, Director of Education
Sherri Medlin, Director of Admissions
Ian Heidemann, Sr. Enrollment Coordinator
Jeff Malone, Sr. Enrollment Coordinator
San Rodriguez, Sr. Enrollment Coordinator
Jae Sparks, Sr. Enrollment Coordinator
Deborah Best, Sr. Enrollment Coordinator
Nicole Edwards, Sr. Enrollment Coordinator
Meredith LaSalle, Enrollment Coordinator
Dana Glover, Director of Financial Aid
Alyssia Quinn, Assistant Director of Financial Aid
Karen Geerling, Financial Aid Administrator
Cleola Butler, Financial Aid Administrator
Kelly Lindsey, Director of Career Services
Craig Carmody, Career Services Coordinator
Misty Schneider, Career Services Coordinator
Dan Sanchez, Director of Retention
Ginette Holmes, Retention Coordinator
Denise Davis, Head Registrar
Brandy Butler, Registrar
Keith Thompson, Accountant
Kristopher Bankhead, Accountant
Brian McFeron, Learning Resource Center Manager
Barbara Lewis, Learning Resource Coordinator
Larinda Bumsise, Receptionist
Ebony Phillips-Starr, Evening Receptionist
Addendum – Academic Information - LOA Policy
Effective: 1-2-2017

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

Leave of Absence Policy

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

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

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

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

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

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

Leave of Absence or Withdrawal Due to Military Obligations

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

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

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

Returning from a Leave of Absence

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

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

**Policy: Title IX**

Revised: January, 2017

**PURPOSE**

Vatterott Educational Centers, Inc. (“Vatterott”) is committed to creating, fostering, and maintaining an educational, employment, business, and campus environment that is free from sex-based discrimination, sexual harassment, and sexual violence. In keeping with this commitment, and consistent with Title IX of Education Amendments of 1972, Vatterott prohibits discrimination based on sex and sexual harassment, including sexual violence in its educational programs and activities.

This Policy supersedes all prior policies and guidance relating to Title IX.

**COVERED PERSONS**

The College Community including current students, employees, prospective students, customers, third-party contractors, third-party visitors, and all others persons participating in the College’s educational programs and activities.

**ISSUING DEPARTMENT**

Legal Department

**POLICY**

I. **Title IX of the Education Amendments of 1972**

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

II. **Vatterott’s Policy Statement**

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

III. **Handling of Complaints Covered by this Policy**

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

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

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

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

IV. Reporting of Complaints Covered by this Policy

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

You may also choose to file your complaint electronically via Vatterott’s Title IX Incident Report Form, available online at www.vatterott.edu/consumer_information.asp. Using the Title IX Incident Report form allows a victim, third-party, or bystander to submit a complaint/report of sexual harassment or sex-based discrimination directly to Vatterott’s Title IX Coordinator, and may choose to do so anonymously. However, without the contact information of the reporting party, Vatterott may not be able to fully investigate and respond to the complaint.

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

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

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

V. Options for Reporting and Availability of Support

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

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

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

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

VI. Privacy and Confidentiality

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

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

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

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

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

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

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

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

**VII. Victim Rights & Options**

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

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

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

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

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

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

VIII. **Complaint and Resolution Procedures**

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

**Informal Procedures**

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

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

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

A request that the conduct cease.

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

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

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

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

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

Formal Investigation & Determination

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

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

The complainant and the accused party may have an advisor present during the investigation, provided that the involvement of the advisor does not result in undue delay of the meeting or proceeding. However, it is important to note that advisors may not advocate on behalf of either party and may only serve in a support role. All advisors will be required to sign a standard form attesting that they have been informed and acknowledge that they may not advocate on behalf of either party.

Vatterott College – Berkeley
Student Information & Services Addendum
party and that all information disclosed during the hearing must be kept strictly confidential. If the advisor violates the rules or engages in behavior or advocacy that harasses, abuses, or intimidates either party, a witness, or an individual resolving the complaint, that advisor may be prohibited from further participation.

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

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

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

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

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

**Hearing Procedures**

Upon concluding that there is reasonable cause\(^1\) to believe that an incident of sexual violence, domestic violence, dating violence, or stalking occurred, a hearing may be ordered. In such instances, the complainant, the accused party, and members of the Hearing Panel (hereinafter the “Panel”) described below will be provided an opportunity to review the Investigation Report compiled by the Title IX Coordinator, redacted to remove any unnecessary personal information. The Panel comprised of three (3) Vatterott Officials, to include the Provost, the Vice President of Accreditation,

---

\(^1\) Reasonable cause is defined as “some credible information to support each element of the offense, even if that information is merely a credible witness or complainant statement.”

Vatterott College – Berkeley
Student Information & Services Addendum
and the Title IX Coordinator, will preside over all Title IX hearings. All officials will be trained to conduct hearings regarding alleged Title IX offenses as well as how to conduct investigations and hearings that protect the safety of alleged victims while promoting accountability. At least one (1) panel member will be physically present during the hearing while others may attend via teleconference. All determinations will be reached using a preponderance of the evidence standard (i.e. more likely than not) and all hearings will be prompt, fair, and impartial.

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

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

**Special Considerations for Title IX Hearings**

1. **Panel Composition and Training.** All allegations of Title IX violations found to require a hearing subsequent to a thorough investigation will be heard before the Panel.

2. **Advisors.** The complainant and the accused party may have an advisor of their choice present during the hearing proceedings. However, it is important to note that advisors may not advocate on behalf of either party and may only serve in a support role. All advisors will be required to sign a standard form attesting that they have been informed and acknowledge that they may not advocate on behalf of either party and that all information disclosed during the hearing must be kept strictly confidential.

3. **Standard.** All determinations made by the Panel will be so done using a preponderance of the evidence standard. This means that the accused party will be held responsible for his or her conduct if the Panel determines that it is more likely than not (51% or higher) that he or she did in fact engage in a prohibited act.

4. **Hearing Participation.** Both parties will have the opportunity to be present during any hearing proceedings. Vatterott will make every effort to honor all requests to minimize contact between the reporting party and the accused. Additionally, both parties should be aware that members of the Panel may pose questions to the complainant, the accused, and/or witnesses presented by either party.

Upon commencement of proceedings, the reporting party will be given an opportunity to make opening remarks to the Panel. Such remarks will be limited to ten (10) minutes. Subsequently, the reporting party will be allowed to present any relevant evidence and/or witnesses with personal knowledge of the circumstances resulting in the convening of the hearing. All witnesses will be called as needed and will not be permitted to be present until and unless needed. Cross-examination of the witnesses presented will not be allowed by opposing parties. Further, the complainant and respondent may not directly cross-examine one another, but may, at the discretion of the Panel, suggest questions to be posed by the Panel and respond to the other party.
Upon conclusion of the reporting party's presentation, the accused party will be permitted to make opening remarks to the Panel. Such remarks will be limited to ten (10) minutes. The accused party will also have the opportunity to present relevant evidence and/or witnesses with personal knowledge of the circumstances resulting in the convening of the hearing.

Should new evidence be disclosed during the hearing and without prior consultation with the Title IX Coordinator, the hearing may be delayed to allow the Panel to consider whether the newly disclosed evidence should be permitted.

After all evidence has been presented, the reporting party will be permitted to give closing remarks followed by the accused party. Both parties will be allotted ten (10) minutes during which to provide concluding remarks.

Post-hearing, the Panel will convene, deliberate, and reach a determination. Both parties will be simultaneously notified in writing of the Panel’s determination and the right to file an appeal within seven (7) business days. Determinations may include possible clarification of Vatterott policies, clarification regarding the alleged conduct, sanctions, restrictions, and/or conditions. The Panel’s determination will become final within seven (7) business days unless an appropriate appeal is filed.

**Possible Sanctions.** Possible sanctions for a person found guilty of behavior in violation of this Policy include but are not limited to the following:

- Issuance of an oral or written reprimand to be placed in the personnel file;
- Mandatory attendance at a sexual harassment sensitivity program;
- An apology to the victim;
- Issuance of an oral or written warning;
- Transfer or change of job, class, or externship location;
- Demotion in employment or leadership position;
- Suspension, probation, termination, dismissal, or expulsion;
- Any other sanction deemed appropriate by Vatterott.

While counseling is not considered a sanction, it may be offered or required in combination with the imposed sanctions. Where alcohol and/or drugs are related to acts of sexual harassment, such counseling may include required participation in a substance abuse program.

**Appeals.** Either party may appeal the Panel’s decision. All appeals must be submitted in writing to the Vatterott President within seven (7) business days of the Panel’s determination and clearly set forth grounds for the appeal. Appropriate grounds for appeal include procedural error, previously unavailable relevant evidence that could significantly impact the outcomes of the hearing or a claim that the sanction imposed was substantially disproportionate to the finding. Disagreement with the Panel’s decision does not constitute grounds for appeal. The Title IX Coordinator will process the appeal and both parties will be informed simultaneously in writing of any changes arising from said appeal as well as the final determination. Results become final after seven (7) business days.
All appeals will be reviewed and decided within ten (10) business days of receipt.

IX. **Ongoing Criminal Investigations**

In instances of sexual misconduct that may also constitute criminal conduct, the reporting party is encouraged to file a report with the appropriate law enforcement agency and may request the assistance of a Vatterott representative in doing so. The pendency of a criminal investigation does not relieve Vatterott of its responsibilities under Title IX. To the extent that doing so does not interfere with any ongoing criminal investigation, Vatterott will proceed with its own investigation and resolution of the complaint.

X. **Retaliation**

Retaliation against reporting parties or those cooperating with an investigation is strictly prohibited. Violation of this policy may result in Vatterott taking immediate disciplinary action, up to and including suspension and/or expulsion for students or termination for employees.

Retaliation includes, but is not limited to threats, harassment, or intimidation, taken against the reporting party or any third party or parties as a result of their cooperation with an investigation.

XI. **Obligations of Vigilance and Reporting**

Vatterott can only respond to instances and allegations of harassment or discrimination if it is made aware of such occurrences. Therefore, Vatterott encourages anyone who believes that he or she has experienced sexual harassment or discrimination to promptly come forward with inquiries, reports, or complaints and to seek assistance from Vatterott officials. Furthermore, all Vatterott employees are responsible employees and have an obligation to communicate reports of sexual misconduct to the Title IX Coordinator. Employees who become aware of instances or allegations of sexual harassment by or against a person under his or her supervisory authority must submit a report to those charged with responding to such allegations and reports. These individuals include the Human Resources Department, the Title IX Officer or the Title IX Coordinator.

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

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

- **Consent** - an informed, voluntary, mutual, and freely given agreement to engage in sexual activity. The person giving consent must do so absent coercion, threats or blackmail. Both parties must understand that consent is being given and to what consent is being given.
- A person’s lack of verbal or physical resistance or submission resulting from the use or threat of force does NOT constitute consent;
- A person’s manner of dress does NOT constitute consent;
- A person’s consent to past sexual activity does NOT constitute consent to future sexual activity;
- A person’s consent to engage in sexual activity with one person does NOT constitute consent to engage in sexual activity with another;
- A person CANNOT consent to sexual activity if that person is unable to understand the nature of the activity or give knowing consent due to circumstances, including without limitation the following:
  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.
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 non-discrimination statement, cited above, prohibits discrimination and harassment against individuals based on characteristics protected under federal and state law. The College also prohibits retaliation based upon reporting of such violations. If you have questions or believe you have been subjected to discrimination, harassment, including sexual harassment, or retaliation, you may contact one of the individuals below:

- Questions or concerns regarding the College's compliance with Title IX may be directed to the following:
  1. Title IX Coordinator
     8580 Evans Ave.
     Berkeley, MO 63134
     314-264-1874
     titleixcoordinator@vatterott.edu

  2. Campus Director (Title IX Officer)
     For contact information regarding each location's Campus Director, please call 314-264-1500 or visit www.vatterott.edu

- Inquiries by persons about their protection against discrimination under The Americans With Disabilities Act, Title IX, Title VI, or P.L. 93-112 and the Section 504 may be directed in writing or by telephone to:
  
  Administrator of Student Affairs
  8580 Evans Ave.
  Berkeley, MO 63134
  314-264-1500
  studentaffairs@vatterott.edu

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

Office for Civil Rights (Kansas, Missouri, Oklahoma)
U.S. Department of Education
1010 Walnut Street, Suite 320
Kansas City, Missouri 64106
816-268-0550

Written College policies concerning the rights and responsibilities of employees and students are available for inspection at each campus location via the Campus Catalog. The College policies are also available online on the Consumer Information page at www.vatterott.edu
The below information is to replace the current corresponding section of information in the Admissions Information of the catalog.

ADMISSIONS INFORMATION

Admissions Policy

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

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

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

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

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

Vatterott College – Berkeley
Admissions Information Addendum
Financial Information

Cancellation Policy

If the student wishes to cancel his or her enrollment in their Program of Study, he or she should provide written notice to the Registrar or Director of Education. The college will refund all monies paid, if the student cancels his or her Enrollment Agreement, within three (3) days (until midnight of the third day, excluding Saturdays, Sundays and holidays) of the day he or she signed the Enrollment Agreement. The college will refund all monies paid, excluding Registration Fee of $100.00, if the student cancels his or her Enrollment Agreement, more than three (3) days after of the day he or she signed the Enrollment Agreement, but prior to the first day of class.
Addendum – Admission Information
Effective: 03-2017

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

Admissions Information

Admission for the Computer Programming and Development Program

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

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

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

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

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

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME-105</td>
<td>Medical Terminology</td>
<td>3.0</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>
<td>8.0</td>
</tr>
<tr>
<td>ME-201</td>
<td>Ocular Anatomy and Physiology</td>
<td>4.5</td>
</tr>
<tr>
<td>ME-222</td>
<td>Patient Education and Safety</td>
<td>4.5</td>
</tr>
<tr>
<td>ME-240</td>
<td>Introduction to Ophthalmic Medical Assisting</td>
<td>4.5</td>
</tr>
<tr>
<td>ME-241</td>
<td>Ophthalmic Optics and Refractory</td>
<td>4.5</td>
</tr>
<tr>
<td>ME-242</td>
<td>Introduction to Diseases of the Eye</td>
<td>4.5</td>
</tr>
<tr>
<td>ME-243</td>
<td>Basic Ophthalmic Pharmacology</td>
<td>3.0</td>
</tr>
<tr>
<td>ME-256</td>
<td>Ophthalmic Capstone</td>
<td>3.0</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-110</td>
<td>Introduction to Sociology</td>
<td>4.5</td>
</tr>
</tbody>
</table>

**Total number of Quarter Credit Hours Required for Graduation: 94**
Course Descriptions

**GE-101: English Composition I**  4.5 Quarter Credit Hours
In this English Composition I course, the student will develop written communication skills. The course materials place an emphasis on the principles of effective communication, which includes understanding the writing process and analysis of readings, as can be applied personally and professionally.
Addendum - Program Offerings and Course Description
Effective: 03-2017

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

Program Offerings

**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 provided in this program equips graduates with advanced math and writing skills.

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

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

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

<table>
<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</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>
<td>8.0</td>
</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>
</tr>
</tbody>
</table>

*Total Number of Quarter Credit Hours Required for Graduation*  93
Course Descriptions

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

In this English Composition I course, the student will develop written communication skills. The course materials place an emphasis on the principles of effective communication, which includes understanding the writing process and analysis of readings, as can be applied personally and professionally.
Addendum - Program Offerings and Course Description
Effective: 03-2017

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

Program Offerings

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

---

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<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</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>
<td>8.0</td>
</tr>
<tr>
<td>ME-211</td>
<td>Radiography Procedures I</td>
<td>5.0</td>
</tr>
<tr>
<td>ME-213</td>
<td>Radiation Biology, Safety, and Pathology</td>
<td>4.5</td>
</tr>
<tr>
<td>ME-216</td>
<td>Radiography Procedures II</td>
<td>5.0</td>
</tr>
<tr>
<td>ME-217</td>
<td>Limited Radiography</td>
<td>6.0</td>
</tr>
<tr>
<td>ME-257</td>
<td>Radiography Practicum</td>
<td>6.0</td>
</tr>
</tbody>
</table>
Students Must Select 1 of the Following Externship Options

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME-190</td>
<td>Medical Externship</td>
<td>8</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA-290</td>
<td>Medical Assisting Externship</td>
<td>5</td>
</tr>
<tr>
<td>AND</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA-295</td>
<td>Medical Assisting Externship II</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation: 92

Course Descriptions

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

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

Medical Assistant with Cardiovascular Technology (Non-invasive) Associate of Occupational Studies

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

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

Note: Past criminal history may affect one’s ability to obtain employment in this field. Students are encouraged to be immunized against and tested for infectious diseases, such as mumps, measles, rubella and tuberculosis prior to contact with patients and infectious objects or materials, in an effort to minimize the risk to patients and healthcare personnel. Additional information regarding policies on blood borne and infectious diseases is available upon request. Students enrolling in this program must 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, 72.5 Quarter Credit Hours of theory and associated labs along with 19.5 Quarter Credit Hours of General Education instruction. Instruction is designed for entry every 10 weeks.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME-105</td>
<td>Medical Terminology</td>
<td>3.0</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>
<td>8.0</td>
</tr>
<tr>
<td>ME-200</td>
<td>Cardiovascular Anatomy &amp; Physiology</td>
<td>4.5</td>
</tr>
<tr>
<td>ME-222</td>
<td>Patient Education and Safety</td>
<td>4.5</td>
</tr>
<tr>
<td>ME-230</td>
<td>Cardiac Medications</td>
<td>3.0</td>
</tr>
<tr>
<td>ME-231</td>
<td>Electrocardiogram Techniques and Recognition</td>
<td>5.0</td>
</tr>
<tr>
<td>ME-232</td>
<td>Stress Test and Cardiac Monitoring</td>
<td>6.0</td>
</tr>
<tr>
<td>ME-255</td>
<td>Cardiac Capstone</td>
<td>3.5</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-110</td>
<td>Introduction to Sociology</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation 92
Course Descriptions

GE-101: English Composition I 4.5 Quarter Credit Hours

In this English Composition I course, the student will develop written communication skills. The course materials place an emphasis on the principles of effective communication, which includes understanding the writing process and analysis of readings, as can be applied personally and professionally.
The information below is to replace the current corresponding information in the Program Offerings and Course Description section of the catalog.

Program Offerings

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

The objective of this program is to prepare the student for employment as an entry level Computer Programmer, Software Developer and Web Developer with the knowledge and skills needed to create, modify and test the code, forms and script for computer applications and web pages to run. The program consists of 70 weeks and 85 Quarter Credit Hours of theory and associated labs and 18 Quarter Credit Hours of general education instruction. Instruction is designed for entry every 10 weeks.

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

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

Course Descriptions

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

In this English Composition I course, the student will develop written communication skills. The course materials place an emphasis on the principles of effective communication, which includes understanding the writing process and analysis of readings, as can be applied personally and professionally.
The information below is to replace the current corresponding information in the Program Offerings and Course Description section of the catalog.

**Program Offerings**

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

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

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

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT-101</td>
<td>Equipment, Safety &amp; Shop Practices</td>
<td>2.5</td>
</tr>
<tr>
<td>AT-102</td>
<td>Intro to Engines</td>
<td>5</td>
</tr>
<tr>
<td>AT-103</td>
<td>Intro to Transmissions &amp; Drivelines</td>
<td>5</td>
</tr>
<tr>
<td>AT-107</td>
<td>Intro to Brakes &amp; Suspension</td>
<td>5</td>
</tr>
<tr>
<td>AT-108</td>
<td>Intro to HVAC &amp; Electrical</td>
<td>5</td>
</tr>
<tr>
<td>AT-122</td>
<td>Engine Repair</td>
<td>5.5</td>
</tr>
<tr>
<td>AT-123</td>
<td>Manual Transmissions</td>
<td>5.5</td>
</tr>
<tr>
<td>AT-127</td>
<td>Steering &amp; Suspension</td>
<td>5</td>
</tr>
<tr>
<td>AT-128</td>
<td>Heating &amp; Air Conditioning</td>
<td>5.5</td>
</tr>
<tr>
<td>AT-132</td>
<td>Engine Performance</td>
<td>5.5</td>
</tr>
<tr>
<td>AT-133</td>
<td>Automatic Transmissions</td>
<td>5.5</td>
</tr>
<tr>
<td>AT-137</td>
<td>Brake Systems</td>
<td>5</td>
</tr>
<tr>
<td>AT-138</td>
<td>Electrical Systems</td>
<td>5.5</td>
</tr>
<tr>
<td>AT-205</td>
<td>Alternative Fuels I</td>
<td>5</td>
</tr>
<tr>
<td>AT-210</td>
<td>Alternative Fuel Vehicle Repair</td>
<td>5</td>
</tr>
<tr>
<td>AT-215</td>
<td>Auto Body Repair</td>
<td>2.5</td>
</tr>
<tr>
<td>AT-225</td>
<td>Advanced Collision Repair</td>
<td>2.5</td>
</tr>
<tr>
<td>AT-235</td>
<td>Auto Repair Practicum</td>
<td>5.5</td>
</tr>
<tr>
<td>AT-236</td>
<td>Auto Repair Capstone</td>
<td>2</td>
</tr>
<tr>
<td>GE-101</td>
<td>English Composition I</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-105</td>
<td>Introduction to Psychology</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-124</td>
<td>Technical Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>GE-126</td>
<td>Computer Concepts</td>
<td>2</td>
</tr>
<tr>
<td>AGE-210</td>
<td><strong>Business Communications</strong></td>
<td><strong>4.5</strong></td>
</tr>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation 105.5

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

**Program Offerings**

**Building Maintenance Technology**

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

The program consists of 90 weeks, 94.5 Quarter Credit Hours of Building Maintenance Technology theory and associated lab work and 13.5 Quarter Credit Hours of General Education totaling 108 Quarter Credit Hours. Instruction is designed for entry every 10 weeks.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>BM-111</td>
<td>Electricity Principles I</td>
<td>6</td>
</tr>
<tr>
<td>BM-112</td>
<td>Electricity Principles II</td>
<td>6</td>
</tr>
<tr>
<td>BM-113</td>
<td>Plumbing Fundamentals I</td>
<td>6</td>
</tr>
<tr>
<td>BM-114</td>
<td>Plumbing Fundamentals II</td>
<td>6</td>
</tr>
<tr>
<td>BM-115</td>
<td>Carpentry I</td>
<td>6</td>
</tr>
<tr>
<td>BM-116</td>
<td>Carpentry II</td>
<td>6</td>
</tr>
<tr>
<td>BM-117</td>
<td>Air Conditioning and Refrigeration Systems I</td>
<td>6</td>
</tr>
<tr>
<td>BM-118</td>
<td>Air Conditioning and Refrigeration Systems II</td>
<td>6</td>
</tr>
<tr>
<td>BM-119</td>
<td>Electric Motors, Lighting and Control Technology I</td>
<td>6</td>
</tr>
<tr>
<td>BM-130</td>
<td>Electric Motors, Lighting and Control Technology II</td>
<td>6</td>
</tr>
<tr>
<td>BM-131</td>
<td>Heating I</td>
<td>6</td>
</tr>
<tr>
<td>BM-132</td>
<td>Heating II</td>
<td>6</td>
</tr>
<tr>
<td>BM-211</td>
<td>Commercial Refrigeration I</td>
<td>4</td>
</tr>
<tr>
<td>BM-212</td>
<td>Commercial Refrigeration II</td>
<td>3.5</td>
</tr>
<tr>
<td>BM-213</td>
<td>The Business / Challenges of the Skilled Trades Industry I</td>
<td>4</td>
</tr>
<tr>
<td>BM-214</td>
<td>The Business / Challenges of the Skilled Trades Industry II</td>
<td>3.5</td>
</tr>
<tr>
<td>BM-215</td>
<td>Industry Credentials and Certifications I</td>
<td>4</td>
</tr>
<tr>
<td>BM-216</td>
<td>Industry Credentials and Certifications II</td>
<td>3.5</td>
</tr>
<tr>
<td>GE-101</td>
<td>English Composition I</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-201</td>
<td>English Composition II</td>
<td>4.5</td>
</tr>
<tr>
<td>AGE-215</td>
<td>Technical Math</td>
<td>4.5</td>
</tr>
</tbody>
</table>

**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**

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

The objective of this program is to prepare the student for entry level employment in the field of business management. Graduates of this program will have a working knowledge of fundamental business principles, financial accountability, business ethics, organizational behavior, business law, marketing, retail management, and customer service. The program consists of 70 weeks, 76.5 Quarter Credit hours of Business Management theory (including five business electives and 13.5 Quarter Credit Hours of General Education (including two general electives), totaling 90 Quarter Credit Hours. Instruction is designed for entry every 10 weeks.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC-102</td>
<td>Intro to Accounting</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS-110</td>
<td>Intro to Business</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS-200</td>
<td>Business Management</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS-210</td>
<td>Business Information Systems</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS-220</td>
<td>Organizational Behavior</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS-222</td>
<td>Business Law</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS-230</td>
<td>Retail Management</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS-240</td>
<td>Customer Service</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS-290</td>
<td>Business Ethics</td>
<td>4.5</td>
</tr>
<tr>
<td>MKT-102</td>
<td>Intro to Marketing</td>
<td>4.5</td>
</tr>
</tbody>
</table>

**Students Must Select 5 Of The Following 7 Business Electives**

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

**Students Must Select 2 General Electives**

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

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

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

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

Program Offerings

Combination Welding Technology

Associate of Occupational Studies, A.O.S.

The objective of this program is to prepare graduates with the skills needed for entry-level employment as a welder or welding technician. Graduates will also acquire additional knowledge of: advanced welding techniques and project management.

The program consists of 90 weeks, 94.5 Quarter Credit Hours of Combination Welding theory and associated lab work and 13.5 Quarter Credit Hours of General Education totaling 108 Quarter Credit Hours. Instruction is designed for entry every 10 weeks.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>WE-120</td>
<td>Basic Gas Metal Arc</td>
<td>12</td>
</tr>
<tr>
<td>WE-122</td>
<td>Basic Shielded Metal Arc</td>
<td>12</td>
</tr>
<tr>
<td>WE-123</td>
<td>Advanced Gas Metal Arc &amp; FCAW Welding</td>
<td>12</td>
</tr>
<tr>
<td>WE-124</td>
<td>Advanced Shield Metal Arc Welding</td>
<td>12</td>
</tr>
<tr>
<td>WE-125</td>
<td>Gas Tungsten Arc Welding (TIG)</td>
<td>12</td>
</tr>
<tr>
<td>WE-126</td>
<td>SMAW-P, GMAW</td>
<td>12</td>
</tr>
<tr>
<td>WE-201</td>
<td>Advanced Welding Techniques &amp; Applications</td>
<td>7.5</td>
</tr>
<tr>
<td>WE-202</td>
<td>Advanced Blueprint Reading, Layout, Cutting and Fit-up Techniques</td>
<td>7.5</td>
</tr>
<tr>
<td>WE-203</td>
<td>Welding Project Management</td>
<td>7.5</td>
</tr>
<tr>
<td>GE-101</td>
<td>English Composition I</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-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>
</tr>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation 108

Course Descriptions

AGE-215: Technical Math 4.5 Quarter Credit Hours

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

The objective of this program is to prepare the student for employment as an entry level Computer Programmer, Software Developer and Web Developer with the knowledge and skills needed to create, modify and test the code, forms and script for computer applications and web pages to run. The program consists of 70 weeks and 85 Quarter Credit Hours of theory and associated labs and 18 Quarter Credit Hours of general education instruction. Instruction is designed for entry every 10 weeks.

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

Total Number of Quarter Credit Hours Required for Graduation 103

Course Descriptions

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

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

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

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

**Program Offerings**

**Computer Systems and Network Technology**

This program is designed to meet the ever-increasing need for trained computer service personnel. Graduates of this program will be prepared for entry-level employment in the information technology industry and will acquire knowledge of MS Exchange and Microsoft operating systems as well as TCP/IP router configurations.

The program consists of 90 weeks, 94.5 Quarter Credit Hours of Computer Systems and Network Technology theory and associated lab work and 13.5 Quarter Credit Hours of General Education totaling 108 Quarter Credit Hours.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT-101</td>
<td>MS Office</td>
<td>12</td>
</tr>
<tr>
<td>CT-102</td>
<td>DOS Fundamentals</td>
<td>12</td>
</tr>
<tr>
<td>CT-103</td>
<td>Linux</td>
<td>12</td>
</tr>
<tr>
<td>CT-104</td>
<td>Desktop Operating Systems</td>
<td>12</td>
</tr>
<tr>
<td>CT-105</td>
<td>Peripherals and Data Communications</td>
<td>12</td>
</tr>
<tr>
<td>CT-106</td>
<td>PC Troubleshooting and Configuration</td>
<td>12</td>
</tr>
<tr>
<td>CT-202</td>
<td>Windows Networking</td>
<td>7.5</td>
</tr>
<tr>
<td>CT-203</td>
<td>TCP/IP and Routing</td>
<td>7.5</td>
</tr>
<tr>
<td>CT-206</td>
<td>Exchange Server</td>
<td>7.5</td>
</tr>
<tr>
<td>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>
</tr>
<tr>
<td></td>
<td><strong>Total Number of Quarter Credit Hours Required for Graduation</strong></td>
<td><strong>108</strong></td>
</tr>
</tbody>
</table>

**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.
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

**Electrical Mechanics Technology**

This program is designed to prepare the graduate with the theory and working knowledge in Electrical Installation, Maintenance and Repair to go into the field as an entry-level electrician or maintenance electrician. The graduate will also be able to wire and troubleshoot programmable logic controllers (PLCs). The program consists of 90 weeks, 94.5 Quarter Credit Hours of Theory and associated lab instruction in the areas of electrical theory, residential, commercial, and industrial, wiring methods and regulations, motor control, computer aided drafting, direct digital controls and programmable controllers. Additionally students will receive 13.5 Quarter Credit Hours of General Education totaling 108 Quarter Credit Hours. Instruction is designed for entry every 10 weeks.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>EM-112</td>
<td>Residential I</td>
<td>12</td>
</tr>
<tr>
<td>EM-114</td>
<td>Residential II</td>
<td>12</td>
</tr>
<tr>
<td>EM-115</td>
<td>Commercial I</td>
<td>12</td>
</tr>
<tr>
<td>EM-116</td>
<td>Industrial I</td>
<td>12</td>
</tr>
<tr>
<td>EM-117</td>
<td>Commercial II</td>
<td>12</td>
</tr>
<tr>
<td>EM-118</td>
<td>Industrial II</td>
<td>12</td>
</tr>
<tr>
<td>EM-202</td>
<td>Programmable Logic Controllers</td>
<td>7.5</td>
</tr>
<tr>
<td>EM-203</td>
<td>National Electrical Code (NEC) Review/Project Management</td>
<td>7.5</td>
</tr>
<tr>
<td>EM-220</td>
<td>Blue Print Reading and Application</td>
<td>7.5</td>
</tr>
<tr>
<td>GE-101</td>
<td>English Composition I</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-201</td>
<td>English Composition II</td>
<td>4.5</td>
</tr>
<tr>
<td>AGE-215</td>
<td>Technical Math</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation: 108

Course Descriptions

**AGE-215: Technical Math**

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

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

**Program Offerings**

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

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

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>HV-112</td>
<td>Basic Electricity for HVAC/R</td>
<td>12</td>
</tr>
<tr>
<td>HV-114</td>
<td>Basic Refrigeration for HVAC/R</td>
<td>12</td>
</tr>
<tr>
<td>HV-115</td>
<td>Residential Air Conditioning</td>
<td>12</td>
</tr>
<tr>
<td>HV-116</td>
<td>Residential Heating</td>
<td>12</td>
</tr>
<tr>
<td>HV-118</td>
<td>Commercial Refrigeration (HVAC/R)</td>
<td>12</td>
</tr>
<tr>
<td>HV-119</td>
<td>Commercial Air Conditioning (HVAC/R)</td>
<td>9</td>
</tr>
<tr>
<td>HV-201</td>
<td>Low Pressure Steam</td>
<td>7.5</td>
</tr>
<tr>
<td>HV-202</td>
<td>Industrial Mechanics</td>
<td>7.5</td>
</tr>
<tr>
<td>HV-203</td>
<td>Commercial Environmental Systems</td>
<td>7.5</td>
</tr>
<tr>
<td>GE-101</td>
<td>English Composition I</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-201</td>
<td>English Composition II</td>
<td>4.5</td>
</tr>
<tr>
<td>AGE-215</td>
<td>Technical Math</td>
<td>4.5</td>
</tr>
<tr>
<td>GR-104</td>
<td>Green Awareness</td>
<td>3</td>
</tr>
</tbody>
</table>

**Course Descriptions**

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

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

**Program Offerings**

**Medical Assistant with Cardiovascular Technology (Non-invasive)  
Associate of Occupational Studies**

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

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

Note: Past criminal history may affect one’s ability to obtain employment in this field. Students are encouraged to be immunized against and tested for infectious diseases, such as mumps, measles, rubella and tuberculosis prior to contact with patients and infectious objects or materials, in an effort to minimize the risk to patients and healthcare personnel. Additional information regarding policies on blood borne and infectious diseases is available upon request. Students enrolling in this program must 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, 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>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><strong>ME-136</strong></td>
<td><strong>Math for the Medical Environment</strong></td>
<td><strong>3.0</strong></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>
<td>8.0</td>
</tr>
<tr>
<td>ME-200</td>
<td>Cardiovascular Anatomy &amp; Physiology</td>
<td>4.5</td>
</tr>
<tr>
<td>ME-222</td>
<td>Patient Education and Safety</td>
<td>4.5</td>
</tr>
<tr>
<td>ME-230</td>
<td>Cardiac Medications</td>
<td>3.0</td>
</tr>
<tr>
<td>ME-231</td>
<td>Electrocardiogram Techniques and Recognition</td>
<td>5.0</td>
</tr>
<tr>
<td>ME-232</td>
<td>Stress Test and Cardiac Monitoring</td>
<td>6.0</td>
</tr>
<tr>
<td>ME-255</td>
<td>Cardiac Capstone</td>
<td>3.5</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-110</td>
<td>Introduction to Sociology</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-123</td>
<td>Interpersonal Communications in Healthcare</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Total Number of Quarter Credit Hours Required for Graduation 92**
Course Descriptions

**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**

**Medical Assistant with Limited Radiography Technology**  
**Associate of Occupational Studies, A.O.S.**

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-211</td>
<td>Radiography Procedures I</td>
<td>5</td>
</tr>
<tr>
<td>ME-213</td>
<td>Radiation Biology, Safety, and Pathology</td>
<td>4.5</td>
</tr>
<tr>
<td>ME-216</td>
<td>Radiography Procedures II</td>
<td>5</td>
</tr>
</tbody>
</table>
Addendum - Program Offerings and Course Description  
Effective: 06-2017

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME-217</td>
<td>Limited Radiography</td>
<td>6</td>
</tr>
<tr>
<td>ME-257</td>
<td>Radiography Practicum</td>
<td>6</td>
</tr>
</tbody>
</table>

**Students Must Select 1 of the Following Externship Options**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME-190</td>
<td>Medical Externship</td>
<td>8</td>
</tr>
<tr>
<td>MA-290</td>
<td>Medical Assisting Externship</td>
<td>5</td>
</tr>
<tr>
<td>MA-295</td>
<td>Medical Assisting Externship II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Number of Quarter Credit Hours Required for Graduation** 92

**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 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**

---

### 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.

<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>AGE-210</td>
<td><strong>Business Communications</strong></td>
<td><strong>4.5</strong></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>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</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><strong>Math for the Medical Environment</strong></td>
<td><strong>3</strong></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</td>
</tr>
</tbody>
</table>

---

**Associate of Occupational Studies, A.O.S.**
ME-215 Medical Office Management 4.5
ME-220 Electronic Medical Records 3
ME-225 HIPAA/OSHA/Clinic Regulations 2
ME-250 Comprehensive Insurance Billing 4.5

**Total Number of Quarter Credit Hours Required for Graduation 93**

---

**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

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

Medical Assistant with Ophthalmic Technology    Associate of Occupational Studies, A.O.S.

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

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

Note: Past criminal history may affect one’s ability to obtain employment in this field. Students are encouraged to be immunized against and tested for infectious diseases, such as mumps, measles, rubella and tuberculosis prior to contact with patients and infectious objects or materials, in an effort to minimize the risk to patients and healthcare personnel. Additional information regarding policies on blood borne and infectious diseases is available 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, 77.5 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>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>
</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>
<td>8.0</td>
</tr>
<tr>
<td>ME-201</td>
<td>Ocular Anatomy and Physiology</td>
<td>4.5</td>
</tr>
<tr>
<td>ME-222</td>
<td>Patient Education and Safety</td>
<td>4.5</td>
</tr>
<tr>
<td>ME-240</td>
<td>Introduction to Ophthalmic Medical Assisting</td>
<td>4.5</td>
</tr>
<tr>
<td>ME-241</td>
<td>Ophthalmic Optics and Refractory</td>
<td>4.5</td>
</tr>
<tr>
<td>ME-242</td>
<td>Introduction to Diseases of the Eye</td>
<td>4.5</td>
</tr>
<tr>
<td>ME-243</td>
<td>Basic Ophthalmic Pharmacology</td>
<td>3.0</td>
</tr>
<tr>
<td>ME-256</td>
<td>Ophthalmic Capstone</td>
<td>3.0</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-110</td>
<td>Introduction to Sociology</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-123</td>
<td>Interpersonal Communications in Healthcare</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Total number of Quarter Credit Hours Required for Graduation: 94
Course Descriptions

**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 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 designed 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. The program consists of 70 weeks, 76.5 Quarter Credit hours of medical theory (including five medical electives and two general electives), and 13.5 Quarter Credit Hours of General Education, totaling 90 Quarter Credit Hours. Instruction is designed for entry every 10 weeks.

<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>
<td>4.5</td>
</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>
<td>4.5</td>
</tr>
<tr>
<td>MC-200</td>
<td>Computers and Healthcare Delivery Systems</td>
<td>4.5</td>
</tr>
<tr>
<td>MC-201</td>
<td>Communication in the Healthcare Setting</td>
<td>4.5</td>
</tr>
<tr>
<td>MC-218</td>
<td>Office Management in the Healthcare Setting</td>
<td>4.5</td>
</tr>
<tr>
<td>MC-222</td>
<td>Medical Terminology, Anatomy and Physiology</td>
<td>4.5</td>
</tr>
<tr>
<td>MC-230</td>
<td>Pathology</td>
<td>4.5</td>
</tr>
<tr>
<td>MC-240</td>
<td>Pharmacology</td>
<td>4.5</td>
</tr>
<tr>
<td>MC-250</td>
<td>Comprehensive Insurance Billing</td>
<td>4.5</td>
</tr>
<tr>
<td>MC-260</td>
<td>Advanced Computers</td>
<td>4.5</td>
</tr>
<tr>
<td>MC-295</td>
<td>Medical Billing and Coding Capstone</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-101</td>
<td>English Composition 1</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-105</td>
<td>Intro to Psychology</td>
<td>4.5</td>
</tr>
<tr>
<td>AGE-215</td>
<td>Technical Math</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation 90

Associate of Occupational Studies, A.O.S.
Course Descriptions

AGE-215: Technical Math                      4.5 Quarter Credit Hours

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

Program Offerings

Pharmacy Technician

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

The program is 90 weeks in length, including 87 quarter credit hours of theory and lab instruction, 13.5 quarter credit hours of General Education instruction in the areas described below and 7.5 quarter credit hours of externship for a total of 108 credit hours. Instruction is designed for entry every 10 weeks.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA-101</td>
<td>Medical Language</td>
<td>12</td>
</tr>
<tr>
<td>PA-102</td>
<td>Medical Office Basics</td>
<td>12</td>
</tr>
<tr>
<td>PA-103</td>
<td>Ethics and Billing</td>
<td>12</td>
</tr>
<tr>
<td>PA-104</td>
<td>Pharmaceutical Office Management</td>
<td>12</td>
</tr>
<tr>
<td>PA-105</td>
<td>Pharmaceutical Career Planning</td>
<td>12</td>
</tr>
<tr>
<td>PA-106</td>
<td>Advanced Computers</td>
<td>12</td>
</tr>
<tr>
<td>PA-201</td>
<td>Pharmaceutical Procedures</td>
<td>7.5</td>
</tr>
<tr>
<td>PA-202</td>
<td>General Patient Education</td>
<td>7.5</td>
</tr>
<tr>
<td>PA-203</td>
<td>Externship</td>
<td>7.5</td>
</tr>
<tr>
<td>GE-101</td>
<td>English Composition I</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-105</td>
<td>Introduction to Psychology</td>
<td>4.5</td>
</tr>
<tr>
<td>AGE-215</td>
<td>Technical Math</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation 108

Course Descriptions

AGE-215: Technical Math 4.5 Quarter Credit Hours

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

**Program Offerings**

**Web Design and Multimedia Application Development**  
Associate of Occupational Studies, A.O.S.

The objective of this program is to prepare the graduate for entry-level employment as a computer programmer or related positions such as a database administrator, a network administrator, a network technician, a web designer, a multimedia developer, a help desk specialist, etc. in the information technology field. A graduate of this program will have exposure to various programming languages, database packages, web and multimedia developing tools, and an introduction to computer networking. The program consists of 90 weeks, 94.5 Quarter Credit Hours of Computer Programming and Network Technology theory and associated lab work and 13.5 Quarter Credit Hours of General Education totaling 108 Quarter Credit Hours

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>CP-101</td>
<td>Integrated Software Applications</td>
<td>12</td>
</tr>
<tr>
<td>CP-102</td>
<td>Programming Concepts Using Visual Basic</td>
<td>12</td>
</tr>
<tr>
<td>CP-103</td>
<td>Database Management</td>
<td>12</td>
</tr>
<tr>
<td>CP-104</td>
<td>Programming Language C#</td>
<td>12</td>
</tr>
<tr>
<td>CP-105</td>
<td>Networking Fundamentals</td>
<td>12</td>
</tr>
<tr>
<td>CP-106</td>
<td>Linux/UNIX Application Development</td>
<td>12</td>
</tr>
<tr>
<td>CP-201</td>
<td>Visual Basic .NET</td>
<td>7.5</td>
</tr>
<tr>
<td>CP-202</td>
<td>Web Development Using ASP .NET</td>
<td>7.5</td>
</tr>
<tr>
<td>CP-203</td>
<td>Multimedia with Web Server Security</td>
<td>7.5</td>
</tr>
<tr>
<td>GE-101</td>
<td>English Composition I</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-201</td>
<td>English Composition II</td>
<td>4.5</td>
</tr>
<tr>
<td><strong>AGE-215</strong></td>
<td>Technical Math</td>
<td><strong>4.5</strong></td>
</tr>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation 108

**Course Descriptions**

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

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

Course Descriptions

**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.
The following information is added to the Academic Information section of the catalog.

**Online Course Option**

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

Auto Body & Alternative Fuel Vehicle Repair Technician Associate of Occupational Studies Degree - 158.25 QCH
Automotive Technology Diploma - 104.25 QCH
Building Maintenance Technology Associate of Occupational Studies Degree - 162 QCH
Business Management Associate of Occupational Studies Degree - 135 QCH
Combination Welding Diploma - 108 QCH
Combination Welding Technology Associate of Occupational Studies Degree - 162 QCH
Computer Systems & Network Technology Associate of Occupational Studies Degree - 162 QCH
Electrical Mechanics Diploma - 108 QCH
Electrical Mechanics Technology Associate of Occupational Studies Degree - 162 QCH
Heating, Air Conditioning, & Refrigeration Mechanic Diploma - 108 QCH
Heating, Air Conditioning, & Refrigeration Technology Associate of Occupational Studies Degree - 162 QCH
Medical Assistant with Cardiovascular Technology Associate of Occupational Studies Degree - 138 QCH
Medical Assistant with Office Management Associate of Occupational Studies Degree - 139.5 QCH
Medical Assistant with Ophthalmic Technology Associate of Occupational Studies Degree - 141 QCH
Medical Assistant with Limited Radiography Technology Associate of Occupational Studies Degree - 138 QCH
Medical Billing & Coding Associate of Occupational Studies Degree - 135 QCH
Pharmacy Technician Associate of Occupational Studies Degree - 162 QCH
Web Design & Multimedia Application Development Associate of Occupational Studies Degree - 162 QCH

Program Offerings

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

The objective of this program is to prepare the student for employment as an entry level Computer Programmer, Software Developer and Web Developer with the knowledge and skills needed to create, modify and test the code, forms and script for computer applications and web pages to run. The program consists of 70 weeks and 85 Quarter Credit Hours of theory and associated labs and 18 Quarter Credit Hours of general education instruction. Instruction is designed for entry every 10 weeks.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>CP-120</td>
<td>Microsoft Office</td>
<td>5</td>
</tr>
<tr>
<td>CP-121</td>
<td>Programming Fundamentals</td>
<td>5</td>
</tr>
<tr>
<td>CP-122</td>
<td>Web Site Design Fundamentals</td>
<td>5</td>
</tr>
<tr>
<td>CP-123</td>
<td>Introduction Programming</td>
<td>5</td>
</tr>
<tr>
<td>CP-124</td>
<td>Introduction to Databases</td>
<td>5</td>
</tr>
<tr>
<td>CP-125</td>
<td>Introduction to Web Page Coding</td>
<td>5</td>
</tr>
<tr>
<td>CP-126</td>
<td>Software Testing</td>
<td>5</td>
</tr>
</tbody>
</table>

Vatterott College – Berkeley
Academic Information, Program Offerings, Course Descriptions & Appendix C Addendum
### Course Descriptions

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

**CP-123: Introduction 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

---

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<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>GE-201</td>
<td>English Composition II</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-101</td>
<td>English Composition I</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**: 103
and manipulate existing relational databases and create new relational databases.

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

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

Prerequisite: CP-122

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

This course shows how to define and assess software quality through various testing techniques. The following topics will be covered in this course: review/inspection technique for non-executable software, black box and white box testing techniques for executable software and test result analysis. Students will also be introduced to specific test case development techniques such as boundary value, equivalence class, control paths, and 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 of a system and what it means to develop and implement an information system in an organization.

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

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

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

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

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

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

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

**CP-223: Advanced Excel and Data Sources**  
*5 Quarter Credit Hours*

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

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

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

Vatterott College – Berkeley

*Academic Information, Program Offerings, Course Descriptions & Appendix C Addendum*
Addendum- Academic Information, Program Offerings, Course Descriptions & Appendix C
Effective: 6-2017

Prerequisite: CP-122 and CP-125

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

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

Prerequisite: CP-127 and CP-224

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

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

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

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

---

### Appendix C: Tuition & Fees

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree</th>
<th>Weeks</th>
<th>Tuition</th>
<th>Registration Fee</th>
<th>Lab/Tech Fee</th>
<th>Books &amp; Supplies</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Technology</td>
<td>Diploma</td>
<td>60</td>
<td>$18,070</td>
<td>$100</td>
<td>$1,390</td>
<td>$4,880</td>
<td>$24,440</td>
</tr>
<tr>
<td>Combination Welding</td>
<td>Diploma</td>
<td>60</td>
<td>$24,840</td>
<td>$100</td>
<td>$1,500</td>
<td>$2,505</td>
<td>$28,945</td>
</tr>
<tr>
<td>Electrical Mechanic</td>
<td>Diploma</td>
<td>60</td>
<td>$24,336</td>
<td>$100</td>
<td>$1,500</td>
<td>$2,500</td>
<td>$28,436</td>
</tr>
<tr>
<td>Heating, Air Conditioning, and Refrigeration Mechanic</td>
<td>Diploma</td>
<td>60</td>
<td>$24,336</td>
<td>$100</td>
<td>$1,500</td>
<td>$2,600</td>
<td>$28,536</td>
</tr>
<tr>
<td>Business Management</td>
<td>AOS</td>
<td>70</td>
<td>$25,109</td>
<td>$100</td>
<td>$1,750</td>
<td>3,600</td>
<td>$30,559</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>
</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 Billing and Coding</td>
<td>AOS</td>
<td>70</td>
<td>$28,620</td>
<td>$100</td>
<td>$1,980</td>
<td>$3,800</td>
<td>$34,500</td>
</tr>
<tr>
<td>Auto Body and Alternative Fuel Vehicle Repair Technician</td>
<td>AOS</td>
<td>90</td>
<td>$27,430</td>
<td>$100</td>
<td>$2,110</td>
<td>$5,600</td>
<td>$35,240</td>
</tr>
<tr>
<td>Building Maintenance Technology</td>
<td>AOS</td>
<td>90</td>
<td>$29,700</td>
<td>$100</td>
<td>$2,250</td>
<td>$4,000</td>
<td>$36,050</td>
</tr>
<tr>
<td>Combination Welding Technology</td>
<td>AOS</td>
<td>90</td>
<td>$36,828</td>
<td>$100</td>
<td>$2,250</td>
<td>$4,200</td>
<td>$43,378</td>
</tr>
<tr>
<td>Computer Systems and Network Technology</td>
<td>AOS</td>
<td>90</td>
<td>$35,100</td>
<td>$100</td>
<td>$2,250</td>
<td>$3,200</td>
<td>$40,650</td>
</tr>
</tbody>
</table>
Addendum - Academic Information, Program Offerings, Course Descriptions & Appendix C
Effective: 6-2017

<table>
<thead>
<tr>
<th>Program Offerings</th>
<th>AOS</th>
<th>$35,964</th>
<th>$100</th>
<th>$2,250</th>
<th>$3,500</th>
<th>$41,814</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electrical Mechanic Technology</td>
<td>AOS</td>
<td>90</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heating, Air Conditioning, and Refrigeration Technology</td>
<td>AOS</td>
<td>90</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pharmacy Technician</td>
<td>AOS</td>
<td>90</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Web Design and Multimedia Application Development</td>
<td>AOS</td>
<td>90</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

2 Supplies are a mandatory part of the program which include the cost of uniforms, toolkits, and other items. The amounts listed in the above fee chart for supplies are estimates to include applicable sales tax and are subject to change. Due to customization of uniforms, toolkits, and other items, supplies must be purchased from the College at the price of such supplies in effect at the time they are received by the student.
The following information below is to replace the current corresponding information in the Student Information & Services section of the catalog.

Non-Discrimination

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

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

- Questions or concerns regarding the College’s compliance with Title IX may be directed to the following:
  1. Title IX Coordinator
     8580 Evans Ave.
     Berkeley, MO 63134
     314-264-1874
     titleixcoordinator@vatterott.edu

  2. Campus Director (Title IX Officer)
     For contact information regarding each location’s Campus Director, please call 314-264-1500 or visit www.vatterott.edu

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

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

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

Office for Civil Rights (Kansas, Missouri, Oklahoma)
U.S. Department of Education
1010 Walnut Street, Suite 320
Kansas City, Missouri 64106
816-268-0550

Written College policies concerning the rights and responsibilities of employees and students are available for inspection at each campus location via the Campus Catalog. The College policies are also available online on the Consumer Information page at www.vatterott.edu
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 non-discrimination statement, cited above, prohibits discrimination and harassment against individuals based on characteristics protected under federal and state law. The College also prohibits retaliation based upon reporting of such violations. If you have questions or believe you have been subjected to discrimination, harassment, including sexual harassment, or retaliation, you may contact one of the individuals below:

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

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

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

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

Office for Civil Rights (Kansas, Missouri, Oklahoma)
U.S. Department of Education
1010 Walnut Street, Suite 320
Kansas City, Missouri 64106
816-268-0550

Written College policies concerning the rights and responsibilities of employees and students are available for inspection at each campus location via the Campus Catalog. The College policies are also available online on the Consumer Information page at www.vatterott.edu
Addendum – Academic Information - LOA Policy
Effective: 7-31-2017

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

**Leave of Absence Policy**

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

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

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

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

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

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

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

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

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

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

<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>
</tr>
<tr>
<td>5/30/2016</td>
<td>8/7/2016</td>
</tr>
<tr>
<td>7/11/2016</td>
<td>9/18/2016</td>
</tr>
<tr>
<td>8/8/2016</td>
<td>10/16/2016</td>
</tr>
<tr>
<td>9/19/2016</td>
<td>11/27/2016</td>
</tr>
<tr>
<td>10/17/2016</td>
<td>12/25/2016</td>
</tr>
<tr>
<td>11/28/2016</td>
<td>2/5/2017</td>
</tr>
<tr>
<td>1/2/2017</td>
<td>3/12/2017</td>
</tr>
<tr>
<td>2/6/2017</td>
<td>4/16/2017</td>
</tr>
<tr>
<td>3/13/2017</td>
<td>5/21/2017</td>
</tr>
<tr>
<td>4/17/2017</td>
<td>6/25/2017</td>
</tr>
<tr>
<td>5/22/2017</td>
<td>7/30/2017</td>
</tr>
<tr>
<td>6/26/2017</td>
<td>9/3/2017</td>
</tr>
<tr>
<td>8/1/2017</td>
<td>10/8/2017</td>
</tr>
<tr>
<td>9/4/2017</td>
<td>11/12/2017</td>
</tr>
<tr>
<td>10/9/2017 (break 11/20-11/26)</td>
<td>12/24/2017</td>
</tr>
<tr>
<td>11/13/2017</td>
<td>1/21/2018</td>
</tr>
<tr>
<td><strong>Break between terms 12/25-1/7</strong></td>
<td></td>
</tr>
<tr>
<td>1/8/2018</td>
<td>3/18/2018</td>
</tr>
<tr>
<td>1/22/2018</td>
<td>4/1/2018</td>
</tr>
<tr>
<td>3/19/2018</td>
<td>5/27/2018</td>
</tr>
<tr>
<td>4/2/2018</td>
<td>6/10/2018</td>
</tr>
<tr>
<td>5/28/2018</td>
<td>8/5/2018</td>
</tr>
<tr>
<td>6/11/2018</td>
<td>8/29/2018</td>
</tr>
<tr>
<td><strong>Break between terms 8/6-8/12</strong></td>
<td></td>
</tr>
<tr>
<td>8/13/2018</td>
<td>10/21/2018</td>
</tr>
<tr>
<td><strong>Break between terms 10/22-10/28</strong></td>
<td></td>
</tr>
<tr>
<td>10/29/2018 (break 12/24-12/30)</td>
<td>1/13/2019</td>
</tr>
</tbody>
</table>
Addendum – Student Information & Services
Effective: October, 2017

Title IX Policy

Revised: October 2017

PURPOSE
Vatterott Educational Centers, Inc. ("Vatterott") is committed to creating, fostering, and maintaining an educational, employment, business, and campus environment that is free from sex-based discrimination, sexual harassment, and sexual violence. In keeping with this commitment, and consistent with Title IX of Education Amendments of 1972, Vatterott prohibits discrimination based on sex and sexual harassment, including sexual violence in its educational programs and activities.

This Policy supersedes all prior policies and guidance relating to Title IX.

COVERED PERSONS
The College Community including current students, employees, prospective students, customers, third-party contractors, third-party visitors, and all others persons participating in the College’s educational programs and activities.

ISSUING DEPARTMENT
Regulatory Department

POLICY

I. Title IX of the Education Amendments of 1972

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

II. Vatterott’s Policy Statement

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

III. Handling of Complaints Covered by this Policy

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

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

Megan Wilson  
Vice President of Regulatory Affairs  
8580 Evans Avenue  
Berkeley, MO 63134  
Phone: 314-264-1500  
Email: titleixcoordinator@vatterott.edu

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

IV. Reporting of Complaints Covered by this Policy

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

You may also choose to file your complaint electronically via Vatterott’s Title IX Incident Report Form, available online at http://www.vatterott.edu/Title-IX/title-ix.asp. Using the Title IX Incident Report form allows a victim, third-party, or bystander to submit a complaint/report of sexual harassment or sex-based discrimination directly to Vatterott’s Title IX Coordinator, and may choose to do so anonymously. However, without the contact information of the reporting party, Vatterott may not be able to fully investigate and respond to the complaint.

You may also report incidents of harassment, discrimination, or retaliation by calling Vatterott’s Ethics Hotline at 1-866-8610 (or St. Louis local 314-264-1514). If you do so, you can either identify yourself or leave a message anonymously.
Vatterott recognizes that a student or employee may choose to confide in any employee of the College. For example, a student may choose to report the alleged violation to an instructor, program director, or staff member. Similarly, an employee may choose to confide in a colleague, supervisor, or member of the Human Resources department. However, it shall be noted that all Vatterott employees that receive reports of violations of this policy, or know or reasonably should know of the occurrence of violations of this policy are required to forward these reports to the Title IX Coordinator. The Title IX Coordinator is to be made aware of all complaints made pursuant to this policy so that they may monitor compliance.

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

V. Options for Reporting and Availability of Support

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

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

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

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

VI. Privacy and Confidentiality

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

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

Vatterott Educational Centers, Inc.
Vatterott College – Berkeley
Student Information & Services Addendum
should be to locate a place of safety. He or she next should obtain any necessary medical treatment.
The College strongly advocates that subsequent to securing safety and medical care, any victim of sexual assault, domestic violence, dating violence, or stalking should report the incident immediately to the Title IX Coordinator. Time is a critical factor for evidence collection and preservation. Preserving evidence is very important, as it may be necessary to the proof of sexual assault, domestic violence, dating violence, or stalking, or in obtaining a protection order.

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

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

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

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

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

VIII.  **Complaint and Resolution Procedures**

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

**Informal Procedures**

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

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

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

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

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

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

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

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

**Formal Investigation & Determination**

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

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

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

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

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

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

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

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

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
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 (hereinafter the “Panel”) described below will be provided an opportunity to review the Investigation Report compiled by the Title IX Coordinator, redacted to remove any unnecessary personal information. The Panel comprised of three (3) Vatterott Officials, to include the Vice President of Academics and Accreditation, the Chief Operating Officer and the Vice President of Human Resources, will preside over all Title IX hearings. All officials will be trained to conduct hearings regarding alleged Title IX offenses as well as how to conduct investigations and hearings that protect the safety of alleged victims while promoting accountability. At least one (1) panel member will be physically present during the hearing while others may attend via teleconference. All determinations will be reached using a preponderance of the evidence standard (i.e. more likely than not) and all hearings will be prompt, fair, and impartial.

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

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

**Special Considerations for Title IX Hearings**

1. **Panel Composition and Training.** All allegations of Title IX violations found to require a hearing subsequent to a thorough investigation will be heard before the Panel.

2. **Advisors.** The complainant and the accused party may have an advisor of their choice present during the hearing proceedings. However, it is important to note that advisors may not advocate on behalf of either party and may only serve in a support role. All advisors will be required to sign a standard form attesting that they have been informed and acknowledge that they may not advocate on behalf of either party and that all information disclosed during the hearing must be kept strictly confidential.

3. **Standard.** All determinations made by the Panel will be so done using a preponderance of the evidence standard. This means that the accused party will be held responsible for

---

\(^1\) 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;
- 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
Title IX Policy

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

**Program Offerings**

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

The objective of this program is to prepare the student for entry level employment in the field of business management. Graduates of this program will have a working knowledge of fundamental business principles, financial accountability, business ethics, organizational behavior, business law, marketing, retail management, and customer service. The program consists of 70 weeks, 76.5 Quarter Credit hours of Business Management theory and 13.5 Quarter Credit Hours of General Education totaling 90 Quarter Credit Hours. Instruction is designed for entry every 10 weeks.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC-102</td>
<td>Intro to Accounting</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS-110</td>
<td>Intro to Business</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS-200</td>
<td>Business Management</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS-210</td>
<td>Business Information Systems</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS-220</td>
<td>Organizational Behavior</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS-222</td>
<td>Business Law</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS-230</td>
<td>Retail Management</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS-240</td>
<td>Customer Service</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS-290</td>
<td>Business Ethics</td>
<td>4.5</td>
</tr>
<tr>
<td>MKT-102</td>
<td>Intro to Marketing</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS-107</td>
<td>Intro to E-Business</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS-115</td>
<td>Office Systems</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS-127</td>
<td>Effective Leadership</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS-130</td>
<td>Multi-Media</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS-215</td>
<td>Human Resource Management</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS-228</td>
<td>Small Business</td>
<td>4.5</td>
</tr>
<tr>
<td>BUS-234</td>
<td>Advanced Office Systems</td>
<td>4.5</td>
</tr>
</tbody>
</table>

**General Education Classes**

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

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

**Course Descriptions**

**BUS-127 Effective Leadership**  
*4.5 Quarter Credit Hours*

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

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

This course provides the student with an advanced knowledge of Microsoft Excel. Emphasis is placed on applications in a business environment and on advanced tools used to support decision-making.
Course Descriptions

PA-102: Medical Office Basics 12 Quarter Credit Hours

This course will instruct the student in pharmacology including the brand and trade names, drug classes, uses, and effects of prescription drugs. This course will also introduce the student to computer usage and basic computer knowledge.