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.

Ann Farajallah
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........................................................................................................8  
Financial Information..........................................................................................................11  
Student Information & Services........................................................................................16  
Academic Information........................................................................................................27  
Program Offerings............................................................................................................35  
Course Descriptions .........................................................................................................41  
Academic Calendar, Schedule, and Holidays......................................................................49  
Appendix A: Administrative Staff & Faculty.................................................................50  
Appendix B: Non-Credit Courses ......................................................................................53  
Appendix C: Tuition & Fees..............................................................................................56
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

The Vatterott College O’Fallon, Missouri campus was initially approved as a satellite of the Vatterott College St. Ann campus in January 2000. The satellite campus was located at 2953 Highway K in O’Fallon, Missouri and the Computer Technology diploma program was offered. In January of 2003, the Medical Office Assistant diploma program was approved to be offered at the St. Ann main campus, and the program was subsequently started at the O’Fallon satellite campus in April 2003.

In September 2003, the O’Fallon satellite campus applied for branch status and was granted initial recognition and approval on June 23, 2004. The campus then moved to its current location, 927 East Terra Lane in O’Fallon, Missouri. With the branch approval, additional diploma programs in Heating, Air Conditioning and Refrigeration, Mechanic, as well as Electrical Mechanic were approved. Also approved were Associates of Occupational Studies degrees in Heating, Air Conditioning, Refrigeration Technology; Electrical Mechanic Technology; and Medical Assistant.

In September 2004, the Building Maintenance Mechanic diploma and the Building Maintenance Technology AOS degree programs were added. In March of 2005, Building Maintenance Mechanic and Building Maintenance Technology were approved for name changes to Construction Trades and Construction Trades Technology, respectively.

In July 2005, the Cosmetology and Computer Systems and Network Technology programs were added. In October 2006, additional space at 923 East Terra Lane was added for the Electrical Mechanics programs.

In January 2008, the Information Systems Security diploma program was added. In 2009, Medical Billing and Coding and Business Management degree programs were added.

In September 2010, the campus moved to the location at 3550 West Clay Street, St. Charles, MO 63301. In July 2011, the campus added the Medical Assistant Occupational Specialist diploma program.

In June of 2012, a Personal Fitness Trainer diploma program was added.

In September 2013, the campus added the Diesel Mechanic and the Medical Assistant with Office Management Associates of Occupational Studies degree programs to the offerings.

The current facilities at 3550 West Clay Street, St. Charles, MO 63301 contain approximately 18,600 square feet devoted to training. The shop/lab areas for all programs contain industry-related equipment and computers needed for demonstration and instruction.

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.

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

Campus Location

Vatterott College - St. Charles Campus –
Branch of Main Campus, Vatterott College Berkeley, Missouri

The facilities at 3550 West Clay Street, St. Charles, MO 63301 contain approximately 18,600 square feet devoted to training. The shop/lab areas for all programs have worktables with the appropriate demonstration and technical equipment necessary for instruction, including computers. Library resource materials are available to students beyond normal school hours. Maximum class size is 30 students. Enrollment Capacity: 200 students per session. Theory classes are limited in size to a 30:1 student/teacher ratio and labs are limited to a 20:1 ratio.

Statement of Ownership

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

e. must come from the school fax number;

f. Letter from the GED testing center or State Department of Education confirming

g. completion of a GED; faxed letters must come from State or GED testing centers fax number;

h. 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.

i. Proof of home school completion that demonstrates the student graduated and

j. met the minimum State graduation requirements, if applicable;

k. 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.

l. 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.

Re-Entering Students

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

Non-Degree Non-Program Students

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

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

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

Institutional Calendar

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

Tuition & Fees Policy

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

See Tuition & Fees section of this catalog for current Tuition and Fees.
Add/Drop Period

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

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

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

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

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

Student Financial Planning

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

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

Federal Pell Grant

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

Federal Supplemental Educational Opportunity Grant

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

Federal Student Loans

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

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

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

Federal Parent Loans

Parents of dependent students may be eligible to borrow a Parent Loan for Undergraduate Students (PLUS) offered through the Direct Loan Program to help 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 the close of business Monday of the 5th week of the Re-Enrolling student’s first term.

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

Scholarship of Achievement

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

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

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

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 other civic, youth, 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 personal income tax information and possibly parental tax information if the student is under the age of 24 and unmarried with no dependents. If a student did not file taxes in the previous year, proof of earnings will be needed.

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

FAFSA Application Selected for Verification

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

Cost of Attendance and Financial Need

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

Loan Entrance & Exit Counseling

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

Satisfactory Academic Progress and Financial Aid

Students must meet the standards of Satisfactory Academic Progress (SAP) in order to remain eligible to continue receiving financial assistance as well as to remain eligible to continue as a regular student of the Institution. SAP for purposes of continued eligibility for federal financial assistance including those eligible for veterans’ education benefits is determined by applying the cumulative grade point average (CGPA) requirements, progression towards completion requirements, maximum completion time restrictions, warning and probation provisions, suspension and dismissal procedures, and appeals procedures as outlined in the Academic Information section of this catalog.

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

Institutional Refund Policy

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

It is understood that any terms extended to any STUDENT are for convenience in paying the tuition and fees and are not in any way to be considered as payment(s) for periods of time. By accepting applications, the COLLEGE has assumed the obligation of furnishing a complete program, instructor, 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, fees, 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 45 days after the COLLEGE determines the STUDENT has withdrawn.

D. A STUDENT who withdraws from the COLLEGE upon graduation.

- 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.

- 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.

14
Funding Agency - Return of Funds Policies

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

Withdrawal Date

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

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

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

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

Last Day of Attendance

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

Consumer Information

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

Cancellation Policy

If the student wishes to cancel his or her enrollment in their Program of Study, he or she should provide written notice to the Registrar or Director of Education. The college will refund all monies paid, if the student cancels his or her Enrollment Agreement, within three (3) days (until midnight of the third day, excluding Saturdays, Sundays and holidays) of the day he or she signed the Enrollment Agreement. The college will refund all monies paid, excluding Registration Fee of $100.00, if the student cancels his or her Enrollment Agreement, more than three (3) days after of the day he or she signed the Enrollment Agreement, but prior to the first day of class.
Student Information & Services

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

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

Hours of Operation

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

Inclement Weather and Campus Closure Policy

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

Housing

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

Orientation

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

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

Student Portal

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

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

Faculty

The faculty members are the 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 end of phase surveys;
- Providing academic support to include tutoring and advising; and
- Monitoring student attendance and progress.

Career Services

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

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

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

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

Some agencies and employers may require candidates to submit to a drug test. Some programs may require additional education, licensure and/or certification for employment in certain positions.

Those decisions are outside of the control of the Institution.
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 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.

Upon request, Unofficial Transcripts may be provided to active and non-active students at no charge.

Student Records Access and Release

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

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

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

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

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

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

Significantly, there are instances in which a school is permitted to disclose a student’s education records without consent. Examples of such instances include, but are not limited to: responding to school officials with a legitimate educational interest; in compliance with a judicial order or process, 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 for the best interests of the Institution and of the student body.

Professional attitude and professional appearance are expected. All student’s ability to learn.

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

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

Safety

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

Minors on Campus

While the College welcomes the presence of children on its campus, the College recognizes that the campus may not always be an appropriate environment for minors. In recognition of the family needs and responsibilities of students 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.

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

Campus Security

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

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

Non-Discrimination

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

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

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) 264-1874
titleixcoordinator@vatterott.edu

2. Campus Director (Title IX Officer)
   3550 West Clay Street
   St. Charles, MO 63301
   (636) 940-4100
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
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.

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

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

Information pertaining to a student’s disability is confidential. If a student discloses information about a disability, it will be kept as confidential as reasonably possible and will be used only to consider and to act on the student’s request for accommodation. To request an accommodation, please contact the Director of Education. Please contact the Director of Education at your campus or ada@vatterott.edu with any questions or concerns about this policy.

What is a disability?

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

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

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

What is a reasonable accommodation?

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

Title IX Policy

I. Title IX of the Education Amendments of 1972

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

II. Vatterott’s Policy Statement

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

III. Handling of Complaints Covered by this Policy

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

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

Megan Wilson
Vice President of Regulatory Affairs
8580 Evans Avenue
Berkeley, MO 63134
Phone: 314-264-1874
Fax: 314-264-1741
Email: 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 1-866-861-010 (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 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 LOVES to 22522
- [http://www.thef hotline.org](http://www.thef hotline.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 an 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 chooses; and (5) decline to notify such authorities.
- His or her rights and options for (and available assistance in) changing academic, living, transportation, and working situations if so requested and reasonably available, regardless of whether he or she chooses to report the crime to the authorities.
- Where applicable, his or her rights, regarding orders of protection, no contact orders, restraining orders, or similar lawful orders issued by a criminal, civil, or tribal court, and the College’s responsibility to honor the same.
- The United States Department of Justice Violence Against Women Office website, located at [http://www.ovw.usdoj.gov/](http://www.ovw.usdoj.gov/), which provides useful information relating to victims’ rights and available assistance.
VIII. Complaint and Resolution Procedures

While some reporting parties may wish to pursue action through informal methods in place of, or prior to requesting the initiation of formal proceed-
ings, 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
dees 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 provid-
ing 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 Coordina-
tor 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
give parties an opportunity to negotiate 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 use the informal process, you may pursue formal
action. Please note that you have the right to end the informal investiga-
tion 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 miscon-
duct or retaliation, should be reported to the Title IX Coordinator immedi-
ately, 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. All officials will be trained to conduct hearings regarding al-
leged Title IX offenses as well as to how to conduct investigations and
hearings that protect the safety of alleged victims while promoting accounta-
bility. 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.

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 con-
dential. If the advisor violates the rules or engages in behavior or advoc-
cacy 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, sexu-
al harassment, and/or sexual misconduct, will be conducted in an objec-
tive 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, identi-
fying and conducting interviews with witnesses, contacting and interview-
ng the respondent, and gathering evidence. It should be noted that while
Vatterott strictly prohibits the disclosure of private information ob-
tained 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 resolu-
tion of the complaint within sixty (60) calendar days of the date the com-
plaint 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, Vat-
terott will inform the complainant and the alleged perpetrator of the results
of the investigation and the process for appealing any such deter-
mation, 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 pre-
ponderance of the evidence. This means that a party may be held re-
sponsible 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 inappro-
priate conduct, Vatterott will take appropriate disciplinary action, con-
sistent with the Policy, the Employee Handbook and/or Student Catalog.

Hearing Procedures

Upon concluding that there is reasonable cause to believe that an inci-
dent 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. The Panel will consist of no more than three (3) members, and
no member of the Hearing Panel may possess a conflict of interest.

The complainant, the accused party, and members of the Hearing Panel (hereinafter the “Panel”) may be joined by an advisor of their
choice. An advisor of a party may not practice law or represent a party or an
interested third party in a formal proceeding before the Hearing Panel.

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.

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 complain-
ant and the accused party from being present in the hearing room at the
same time.

2Reasonable 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 state-
ment.”
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 an indication indicating a significant likelihood of sexual harassment must report such information to the Title IX Coordinator immediately. Unconfirmed or disputed allegations should be clearly labeled as such and reports should indicate any steps already taken to investigate or otherwise respond. Administrators should always consult with the Title IX Coordinator and refrain from conducting independent investigations or otherwise responding to any situation where sexual harassment is alleged. No student, faculty, or employee should assume that a Vatterott official knows about a situation or incident.
XII. Definitions –

Vatterott adheres to the following definitions applicable to this policy:

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

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

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

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

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

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

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

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

Sexual Assault – actual or attempted sexual contact with another person without the person’s consent. Sexual assault includes, but is not limited to:

- Intentional touching of another person’s intimate parts without that person’s consent; or
- Other intentional sexual contact with another person without that person’s consent; or
- Coercing, forcing, or attempting to coerce or force a person to touch another person’s intimate parts without that person’s consent; or
- Rape, no matter how slight, of (1) the vagina or anus of a person by any body part of another person or by an object; or (2) the mouth of a person by a sex organ of another person, without that person’s consent.

Gender-based harassment – a form of sexual harassment and refers to unwelcome conduct based on an individual’s actual or perceived sex, including harassment based on gender identity or nonconformity with sex stereotypes, and not necessarily involving conduct of a sexual nature. All of these types of sex-based harassment are forms of sex discrimination prohibited by Title IX and will not be tolerated at 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.
- Threatening, directly or indirectly, to reward another provided that the he or she comply with a sexually oriented request.
- Dering, directly or indirectly, an education or employment related opportunity if the person refuses to comply with a sexually oriented request.
- 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 applicable Vice President of Operations, the Provost, the Administrator of Student Affairs and the General Counsel. The Committee will meet bi-monthly and will review all appeals at that time. The process in which the Committee chooses to review is entirely at their discretion. The decision of the Committee is final and may not be further appealed.

Any and all appeals must be submitted in writing within ten calendar days of the date of written notification of your suspension or termination from training. If mailed, the written letter of appeal must be postmarked within ten calendar days of the date of the written notification of your suspension or termination from training. If you fail to provide a written letter of appeal within ten calendar days, 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.

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

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

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

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

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

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

Courses similar in nature and at or above 100-level will be evaluated by the Director of Education to determine course transfer eligibility.

Military Training and Experience

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

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

Internal Proficiency Credit (Test-Out)

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

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

Proficiency examination requests will not be honored for students in the foll-

- 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.

Courses considered developmental in nature at another institution are not transferable for credit at Vatterott College.
Term
A term is defined as a consecutive ten-week period of continued instruction.

Online Course Option
Students enrolled in certain programs may have the option of completing up to 75% of their program of 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.

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

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

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

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

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

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

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

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

*An initial enrollment student is: any student who is starting classes for the first time at a Vatterott Educational Centers, Inc. (“Vatterott”) school, a student who is in his/her initial period of re-enrollment, or a student who is in his/her 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. Vatterott Educational Centers, Inc. (“VEC”) policy prohibits students from transferring in more than fifty percent (50%) of the credit hours required for graduation. Students who transfer in fifty percent (50%) of the credits required for graduation will not be permitted to earn any of the remaining fifty percent (50%) of credits required for graduation through independent study.

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

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

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

Unit of Credit - Clock/Credit Hour Conversion
The quarter credit hour is the unit of academic measurement used by the Institution. A quarter credit hour equals 30 units accumulated over a ten-week period, comprised of the following academic activities:
- One clock hour in a didactic learning environment = 2 units
- One clock hour in a supervised laboratory setting of instruction = 1.5 units
- One hour of externship = 1 unit
- One hour of out-of-class work and/or preparation for the didactic learning environment or supervised laboratory setting of instruction that are designed to measure the student’s achieved competency relative to the required subject matter objectives = 0.5 unit
Grading Systems

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

<table>
<thead>
<tr>
<th>Quarter Credit Hour Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Letter Grade</strong></td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>D</td>
</tr>
<tr>
<td>F</td>
</tr>
<tr>
<td>W</td>
</tr>
<tr>
<td>WF</td>
</tr>
<tr>
<td>I</td>
</tr>
<tr>
<td>TC</td>
</tr>
<tr>
<td>TO</td>
</tr>
<tr>
<td>AU</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clock Hour Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Letter Grade</strong></td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>D</td>
</tr>
<tr>
<td>F</td>
</tr>
<tr>
<td>W</td>
</tr>
<tr>
<td>WF</td>
</tr>
<tr>
<td>I</td>
</tr>
<tr>
<td>TC</td>
</tr>
<tr>
<td>TO</td>
</tr>
<tr>
<td>AU</td>
</tr>
</tbody>
</table>

Application of Grades and Credits

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

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

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

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 satisfactorily pass the course at the time of petition. Incomplete grades that are not completed within fourteen calendar days after the end of the term will be converted to a grade of F and will affect the students CGPA.

Grade Point Averages

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

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

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

Audit Grade

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

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

Withdrawal Grade

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

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

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

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

Satisfactory Academic Progress Policy
All students must meet the standards of the satisfactory academic progress (SAP) policy in order to remain enrolled. Additionally, these standards of SAP must be maintained in order to remain eligible for Federal Student Aid and Veterans Education Benefits. SAP is determined by measuring the student’s cumulative grade point average (CGPA) and the student’s rate of progress (ROP) toward completion of the academic program. Students must meet the standards of SAP in order to remain enrolled. Additionally, these standards of SAP are to ensure that students are progressing at a rate at which they will complete their programs within the maximum time frame.

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

Rate of Progress for Program Completion Requirements
In addition to the CGPA requirements, a student must successfully complete a minimum percentage of the cumulative credits or clock hours attempted at specific points in the program to maintain satisfactory academic progress. These rates of progress are outlined along with the CGPA requirements in the tables below. Credits or clock hours attempted are defined as those credits or clock hours for which students are enrolled in the term and have incurred a financial obligation.

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

<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>

<table>
<thead>
<tr>
<th>Associate Degree Program - Quarter Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attempted Quarter Credits</td>
</tr>
<tr>
<td>---------------------------</td>
</tr>
<tr>
<td>0-15</td>
</tr>
<tr>
<td>16-45</td>
</tr>
<tr>
<td>46 credits - graduation or maximum allowable credits reached</td>
</tr>
</tbody>
</table>

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

Program Maximum Allowable Attempted Credits
Auto Body & Alt. Fuel Vehicle Repair Technician Associate of Occupational Studies 158.25 QCH
Automotive Technology Diploma - 104.25 QCH
Building Maintenance Mechanic Diploma - 108 QCH
Dental Assistant Diploma—84.75 QCH
Diesel Mechanic Associate of Occupational Studies - 137.25 QCH
Heating, Air Conditioning, & Refrigeration Mechanic Diploma - 108 QCH
Medical Assistant Occupational Studies Diploma - 108 QCH
Medical Assistant w/ Limited Radiography Technician Associate of Occupational Studies - 138 QCH
Medical Assistant w/ Office Management Associate of Applied Science Degree - 139.5 QCH
Medical Billing and Coding Associate of Occupational Studies - 135 QCH
PowerSports Equipment and Small Engine Mechanic Diploma - 90 QCH

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

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

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>
How Transfer Credits or Change of Program Affect SAP

Credit that has been transferred into the Institution by the student has no effect on the grade point average requirement for SAP. Transfer credit is considered when computing the rate of progress towards completion calculation in SAP and the maximum timeframe allowed for a program of study. For example, if student transfers from program A to program B, the student is able to transfer 30 credits earned at institution A into program 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 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. With a pending SAP Appeal, the student should be able to meet SAP standards after the subsequent term or (2) that the student should be able to meet SAP standards by a specific point in time if he or she follows an academic plan developed by the Institution.

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

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

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

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

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

SAP Appeal for Reinstatement

SAP appeals must include:

1. Official SAP Appeal form prepared by the Director of Education;
2. A letter of appeal prepared and signed by the student stating the reason(s) for past academic issues and what has changed that will allow the student to achieve SAP standards;
3. Supporting documentation of extenuating circumstances (e.g. injury/illness, death of a relative, or other special circumstances), dated within the student’s Financial Aid Warning (1) that the student had an extenuating circumstance that affected the student’s ability to meet SAP standards and the Institution determined (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;
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. A copy of SAP calculator spreadsheet or calculations used to develop the academic plan;
6. Completed Financial Aid Warning affidavit; and
7. An unofficial transcript with final grades for the most recently completed term.

All appeal documents must be submitted to the Director of Education at the campus. The complete SAP Appeal must be received within seven (7) days of the end of the previous term. The campus Director of Education will forward the complete appeal packet to Corporate Academics for review/approval. Corporate Academics will forward the appeal to Corporate Financial Aid for review/approval. All SAP appeals must be reviewed and approved by Corporate Academics and Corporate Financial Aid. Approvals will be sent to campus personnel for processing.

Re-entering students who were not making progress while on Financial Aid Warning - Academic Warning when they withdrew from the program are required to submit a SAP Appeal prior to re-enrollment.
Students seeking re-enrollment requiring a SAP Appeal are not subject to the seven (7) day limitation for filing the appeal, but must submit the appeal prior to the start of the term.

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

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

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

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

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

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

**Reinstatement**

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

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

**Graduation Requirements**

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

**Completers**

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

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

Completers are not eligible to receive Federal Student Aid.

**Academic Honors**

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

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

**Externships or Other Formal Experiential Learning Activities**

All externships and other formal experiential learning activities will be registered in the student system. Attendance or participation is to be tracked and posted at least once a week and final grades will be recorded at the end of the enrollment period. Students who are unable to complete their externship or other formal experiential learning activity by the end of the term of enrollment will be granted an Incomplete Grade “I” for up to 10 additional weeks to complete their remaining requirements. The student will not be charged any additional tuition for the externship or other formal experiential learning activity. For externships or other formal experiential learning activities that occur at the end of the student’s curriculum and that are required for graduation, the graduation date will coincide with the last day of the term in which the student completes all program requirements, unless the student completes such requirements during the additional 10 week period, in which case the graduation date may be the last day of attendance.

Only externship hours that are submitted before the student drops or takes a Leave of Absence will be counted as hours towards completion of the externship. A student who receives an “F” for failing to perform essential duties at the site may be re-enrolled in the externship or experiential learning activity course for the subsequent term. If a student chooses to re-enroll, hours completed and submitted in the previous term will not be counted toward the completion of the externship and other formal experiential learning activity.

**Leave of Absence Policy**

The institution permits students to request a leave of absence ("LOA") or leave of absence as long as 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.

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

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

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

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

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

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

Returning from a Leave of Absence

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

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

Failure to Return from a Leave of Absence

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

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

Effects of Leave of Absence on SAP

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

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

Financial aid or veteran’s education benefits may be affected.

Program Transfers

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

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

Students Receiving Veterans Benefits

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

Articulation Agreements

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

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

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

The objective of this program is to prepare the student for employment as an entry level Automotive Technician with the necessary skills to obtain employment in the Automotive Repair field working at an independent garage or dealership facility.

The program consists of 60 weeks, 65.5 Quarter Credit Hours of theory and associated labs along with 4 Quarter Credit Hours of General Education instruction. Instruction is designed for entry every 10 weeks.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT-101</td>
<td>Equipment, Safety &amp; Shop Practices</td>
<td>2.5</td>
</tr>
<tr>
<td>AT-102</td>
<td>Intro to Engines</td>
<td>5</td>
</tr>
<tr>
<td>AT-103</td>
<td>Intro to Transmissions &amp; Drivelines</td>
<td>5</td>
</tr>
<tr>
<td>AT-107</td>
<td>Intro to Brakes &amp; Suspension</td>
<td>5</td>
</tr>
<tr>
<td>AT-108</td>
<td>Intro to HVAC &amp; Electrical</td>
<td>5</td>
</tr>
<tr>
<td>AT-122</td>
<td>Engine Repair</td>
<td>5.5</td>
</tr>
<tr>
<td>AT-123</td>
<td>Manual Transmissions</td>
<td>5.5</td>
</tr>
<tr>
<td>AT-127</td>
<td>Steering &amp; Suspension</td>
<td>5</td>
</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

Computer Technology

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

The program consists of 60 weeks, 72 Quarter Credit Hours of Computer Technology theory and associated lab work.

<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>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation: 72
**Medical Assistant Occupational Specialist**

The objective of this program is to prepare the student for employment as an entry level Medical Assistant. Students graduating from this program will have the skills necessary to help them obtain employment in the medical field working in both administrative and clinical settings. All graduates of the Medical Assistant Occupational Specialist program are eligible for registry with the American Medical Technologist (AMT) as a Registered Medical Assistant after passing the AMT examination.

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

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

The program consists of 40 weeks, 46 Quarter Credit Hours of theory and associated labs along with 6 Quarter Credit Hours of General Education instruction totaling 52 Quarter Credit Hours. Students must satisfactorily complete 240 hours of externship as well as meet the requirements of graduation in order to receive a diploma. 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-136</td>
<td>Math for the Medical Environment</td>
<td>3.0</td>
</tr>
<tr>
<td>GE-123</td>
<td>Interpersonal Communications in Healthcare</td>
<td>3.0</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>
</tbody>
</table>

**Personal Fitness Trainer**

The objective of this program is to prepare the graduates for entry level employment in personal trainer positions in gyms, fitness centers, private studios, corporate wellness programs or to begin their own personal fitness training business. Students will be trained to perform a variety of exercise related assessments and tests, design safe and effective fitness programs, implement safe and effective weight loss/gain programs and be proficient in a variety of business related skills.

The student/faculty ratio will not exceed a 20:1 ratio that will include gain programs and be proficient in a variety of business related skills. The personal trainer business. Students will be trained to perform private studios, corporate wellness programs or to begin their own level employment in personal trainer positions in gyms, fitness centers, private studios, corporate wellness programs or to begin their own personal fitness training business. Students will be trained to perform a variety of exercise related assessments and tests, design safe and effective fitness programs, implement safe and effective weight loss/gain programs and be proficient in a variety of business related skills.

Note: Past criminal history may affect one’s ability to obtain employment in the medical field working in both administrative and clinical settings. Instruction is designed for entry every 10 weeks.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>PFT-101</td>
<td>Anatomy and Physiology I</td>
<td>3.5</td>
</tr>
<tr>
<td>PFT-102</td>
<td>Anatomy and Physiology II</td>
<td>3.5</td>
</tr>
<tr>
<td>PFT-103</td>
<td>Anatomy and Physiology III</td>
<td>3.5</td>
</tr>
<tr>
<td>PFT-104</td>
<td>Personal Wellness</td>
<td>1.5</td>
</tr>
<tr>
<td>PFT-105</td>
<td>Fundamental Nutrition</td>
<td>1.5</td>
</tr>
<tr>
<td>PFT-106</td>
<td>Contemporary Nutrition</td>
<td>1.5</td>
</tr>
<tr>
<td>PFT-107</td>
<td>Exercise Psychology</td>
<td>5.5</td>
</tr>
<tr>
<td>PFT-108</td>
<td>Exercise Physiology</td>
<td>5.0</td>
</tr>
<tr>
<td>PFT-109</td>
<td>Kinesiology</td>
<td>5.5</td>
</tr>
<tr>
<td>PFT-110</td>
<td>Fitness Assessment &amp; Exercise Prescription I</td>
<td>5.0</td>
</tr>
<tr>
<td>PFT-111</td>
<td>Fitness Assessment &amp; Exercise Prescription II</td>
<td>5.0</td>
</tr>
<tr>
<td>PFT-112</td>
<td>Business Management</td>
<td>5.0</td>
</tr>
<tr>
<td>PFT-113</td>
<td>Personal Trainer Practicum</td>
<td>5.0</td>
</tr>
<tr>
<td>PFT-120</td>
<td>Trainer Practicum</td>
<td>1.0</td>
</tr>
<tr>
<td>PFT-121</td>
<td>Trainer Practicum</td>
<td>1.0</td>
</tr>
<tr>
<td>PFT-122</td>
<td>Trainer Practicum</td>
<td>1.0</td>
</tr>
</tbody>
</table>
Powersports Equipment and Small Engine Mechanic Diploma

The objective of this program is to prepare the student for entry-level employment in positions related to Powersports Equipment and Small Engine repair and maintenance. Graduates of this program should qualify for employment as a repair technician, installer, mechanic, or dealership technician. The program consists of 40 weeks and 60 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>LS-100</td>
<td>Learning Strategies</td>
<td>5</td>
</tr>
<tr>
<td>PST-100</td>
<td>Basic Engine Theory and Repair</td>
<td>5</td>
</tr>
<tr>
<td>PST-105C</td>
<td>Introduction to Electricity &amp; Sensors</td>
<td>5</td>
</tr>
<tr>
<td>PST-110C</td>
<td>Advanced 2 &amp; 4 Stroke Engine Theory and Performance</td>
<td>5</td>
</tr>
<tr>
<td>PST-115C</td>
<td>Chassis Systems</td>
<td>5</td>
</tr>
<tr>
<td>PST-120</td>
<td>Fuel Systems</td>
<td>5</td>
</tr>
<tr>
<td>PST-125</td>
<td>Transmissions</td>
<td>5</td>
</tr>
<tr>
<td>PST-130C</td>
<td>Outdoor &amp; Power Equipment</td>
<td>5</td>
</tr>
<tr>
<td>PST-135</td>
<td>Watercraft Engine Systems</td>
<td>5</td>
</tr>
<tr>
<td>PST-140</td>
<td>Basic Welding and Fabrication</td>
<td>5</td>
</tr>
<tr>
<td>PST-145</td>
<td>Diesel Engine Repair</td>
<td>5</td>
</tr>
<tr>
<td>PST-150</td>
<td>Powersports and Small Engine Capstone</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation 60

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 70 weeks and 85 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; Drive lines</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>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation 103

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

The objective of this program is to prepare the student for entry-level 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-101</td>
<td>English Composition I</td>
<td>4.5</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-201</td>
<td>English Composition II</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>M$ 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>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation 108

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

The objective of this program is to prepare students with the theory and working knowledge necessary for entry-level employment as a diesel mechanic, diesel technician, working on heavy trucks in a fleet or dealership or similar related employment within the trucking or transportation industry.

This course consists of 70 weeks with 78 quarter credit hours of theory and lab and 13.5 quarter credit hours of General Education instruction in the areas described below. Each term is 10 weeks in length for a total of 91.5 quarter credit hours.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>DM-105</td>
<td>Diesel Mechanic Basics I</td>
<td>4.5</td>
</tr>
<tr>
<td>DM-106</td>
<td>Diesel Mechanic Basics II</td>
<td>4.5</td>
</tr>
<tr>
<td>DM-107</td>
<td>Electrical and Electronic Systems for Medium to Heavy Duty Trucks I</td>
<td>4.5</td>
</tr>
<tr>
<td>DM-108</td>
<td>Electrical and Electronic Systems for Medium to Heavy Duty Trucks II</td>
<td>4.5</td>
</tr>
<tr>
<td>DM-205</td>
<td>Diesel Engines and Fuel Systems I</td>
<td>4.5</td>
</tr>
<tr>
<td>DM-206</td>
<td>Diesel Engines and Fuel Systems II</td>
<td>4.5</td>
</tr>
<tr>
<td>DM-207</td>
<td>Diesel Engines and Fuel Systems III</td>
<td>4</td>
</tr>
<tr>
<td>DM-208</td>
<td>Drivelines &amp; Brakes for Medium to Heavy Duty Trucks I</td>
<td>4</td>
</tr>
<tr>
<td>DM-209</td>
<td>Drivelines &amp; Brakes for Medium to Heavy Duty Trucks II</td>
<td>4</td>
</tr>
<tr>
<td>DM-211</td>
<td>Drivelines for Medium to Heavy Duty Trucks I</td>
<td>4.5</td>
</tr>
<tr>
<td>DM-212</td>
<td>Drivelines for Medium to Heavy Duty Trucks II</td>
<td>4.5</td>
</tr>
<tr>
<td>DM-213</td>
<td>Drivelines for Medium to Heavy Duty Trucks III</td>
<td>4</td>
</tr>
<tr>
<td>DM-214</td>
<td>Steering and Suspension I</td>
<td>4.5</td>
</tr>
<tr>
<td>DM-216</td>
<td>Heating and Air Conditioning for Heavy Duty Trucks</td>
<td>4</td>
</tr>
<tr>
<td>DM-217</td>
<td>Diesel Practicum and Industry Innovation Trends</td>
<td>9</td>
</tr>
<tr>
<td>DM-EXT-100</td>
<td>Externship</td>
<td>8</td>
</tr>
<tr>
<td>GE-101</td>
<td>English Composition I</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-105</td>
<td>Introduction to Psychology</td>
<td>4.5</td>
</tr>
<tr>
<td>AGE-215</td>
<td>Technical Math</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation 91.5

Heating, Air Conditioning, and 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, low 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.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>QCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAE-112</td>
<td>Basic Electricity for HVAC/R</td>
<td>12</td>
</tr>
<tr>
<td>HAE-114</td>
<td>Basic Refrigeration for HVAC/R</td>
<td>12</td>
</tr>
<tr>
<td>HAE-115</td>
<td>Residential Air Conditioning and Heating</td>
<td>12</td>
</tr>
<tr>
<td>HAE-116</td>
<td>Advanced Electricity for HVAC/R</td>
<td>12</td>
</tr>
<tr>
<td>HAE-118</td>
<td>Commercial Refrigeration</td>
<td>12</td>
</tr>
<tr>
<td>HAE-119</td>
<td>Commercial Air Conditioning</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>

Total Number of Quarter Credit Hours Required for Graduation 108
The objective of this program is to provide and enhance the student’s medical knowledge and to provide the student with the skills necessary for entry level management positions in the medical assistant field in such arenas as private medical offices, medical clinics or hospitals. The general education coursework in this program equips graduates with advanced math and writing skills. Proof of Hepatitis B inoculation series initiation, TB testing and any other vaccination requirements required by the externship location are required before starting the externship.

Note: Past criminal history may affect one’s ability to obtain employment in this field. Students are encouraged to be immunized against and tested for infectious diseases, such as mumps, measles, rubella and tuberculosis prior to contact with patients and infectious objects or materials, 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 totaling 93 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>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>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>
<tr>
<td>ME-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-105</td>
<td>Introduction to Psychology</td>
<td>4.5</td>
</tr>
<tr>
<td>GE-123</td>
<td>Interpersonal Communications in Healthcare</td>
<td>3.0</td>
</tr>
<tr>
<td>AGE-210</td>
<td>Business Communications</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Total Number of Quarter Credit Hours Required for Graduation 93
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-210 Business Communications** 4.5 Quarter Credit Hours
This course teaches students effective communication skills, which can be applied to many situations throughout their lifespan. Basic communication theories, team concepts and communication skills in organizational settings are introduced. Barriers to effective communication are discussed. The topics require the student to understand how to use effective communication in team settings and organizational life. This course will also assist students in career preparation; including resume writing, networking skills, and interview techniques.

**AGE-215: Technical Math** 4.5 Quarter Credit Hours
This course provides an introduction to basic mathematical operations and functions as they apply to the technical workplace. The course starts with a review of numbers, their systems, forms, and operations. It then introduces basic algebraic concepts 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.

**AT-101: Equipment, Safety & Shop Practices** 2.5 Quarter Credit Hours
This course introduces the student to shop safety. Automotive Service Excellence (ASE) certification, metric and English units of measurement, interpretation of a material safety data sheet (MSDS), proper use of shop manuals and software. Includes identification and use of fasteners, fittings, hand, power, cutting and precision measuring tools utilized in the automotive industry. Various employment opportunities in the automotive industry are discussed.

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

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

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

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

**AT-122: Engine Repair** 5.5 Quarter Credit Hours
This class provides an in-depth study of four-stroke automotive engine designs. Diagnosis and repair of oil consumption and leakage, abnormal noises, loss of power, and mechanical component failure. Lab experiences focus on various types of in-chassis repair as well as identifying instances when engine replacement may be necessary. Prerequisite: AT-102

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

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

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

**AT-132: Engine Performance** 5.5 Quarter Credit Hours
This course covers the current automotive performance, diagnosis and repair businesses. Fuel, Ignition, computer and emission control systems are studied. Inspection, service and maintenance procedures of these systems are performed. Prerequisite: AT-102

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

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

**AT-138: Electrical Systems** 5.5 Quarter Credit Hours
This course focuses on automotive electrical systems, emphasizing operating principles, diagnosis, repair and/or replacement of batteries, starting and charging systems, electrical wiring harnesses, connectors, terminals, lighting and accessories. Shop experiences includes use of test equipment necessary for the design and service of electrical accessories and components. Prerequisite: AT-108

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

This course will introduce student to development tools and techniques used to publish Web pages. Students will learn to use basic hypertext markup language, scripting and 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 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 multimedia. Prerequisites: 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, formulae; 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-222: Advanced Web Page Coding**  
5 Quarter Credit Hours  
This course provides students with a comprehensive understanding of topics in HTML, XHTML and dynamic HTML (DHTML) which they will use to create Web pages and sites from simple to complex. Students will also enhance their skills by applying these concepts to create interactive features such as animated text, image and text rollovers, and transitions. Prerequisite: CP-122 and CP-125

**CP-225: Introduction to Mobile App Development**  
5 Quarter Credit Hours  
Students in this course will learn to develop mobile apps on the iOS and Android platforms. Students will be guided through developing an actual working app on both platforms. They will learn about the entire mobile app development lifecycle, including issues associated with licensing and both public and enterprise distribution. Prerequisite: CP-127 and CP-224

**CP-226: IT Project Management Basics**  
5 Quarter Credit Hours  
This course provides students with a comprehensive overview of the principles, processes, and practices of IT project management. This course will help students' master skills in project integration, scope, time, cost, quality, human resource, communications, risk, procurement, and stakeholder management as well as all five process groups--initiating, planning, executing, monitoring and controlling, and closing.

**CP-227: Advanced SQL Programming and Custom Report Writing**  
5 Quarter Credit Hours  
This course will help students advance their skills in programming and problem solving with T-SQL. Students will learn how to build more advanced SQL queries, work with non-relational data and hierarchies, and do advanced reporting in SQL Server Reporting Services. It will also provide best practices for using Reporting Services. Prerequisite: CP-124 and CP-127

**CT-101: MS Office**  
12 Quarter Credit Hours  
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.  
- Work in Windows  
- Using Excel  
- Create & format a worksheet  
- Create a research paper  
- Using PowerPoint:  
- Create a presentation  
- Create three multi-level bulleted list slides  
- View the presentation in a slide show view  
- Using Word:  
- Create a document  
- Create a resume

**CT-102: DOS Fundamentals**  
12 Quarter Credit Hours  
Students will learn the most important topics of the Windows 2000 (or Windows XP) Command Line, including working with files and directories, managing and backing up a hard disk, using troubleshooting tools, and using batch programs.  
- Developing Troubleshooting Strategy  
- PC Operating System  
- Operating System Software  
- Wildcards  
- Command History  
- Using the Windows Environment  
- File Management  
- ASCII text files  
- Batch Files  
- Booting Process  
- Advanced Command Line Switches  
- CMOS

**CT-103: Linux**  
12 Quarter Credit Hours  
Students will understand the operation of Linux and will also become familiar with the Linux operating system.  
- History  
- Logging In and Out  
- Passwords  
- Text Editing  
- GUI (Graphical User Interface)

**CT-104: Desktop Operating Systems**  
12 Quarter Credit Hours  
Students will learn various aspects of the Microsoft desktop operating systems.  
- Installation and Upgrading  
- Customizing the Desktop  
- Profiles  
- Networking  
- Troubleshooting  
- Editing the Registry  
- Configuration  
- OS Architecture

**CT-105: Peripherals and Data Communications**  
12 Quarter Credit Hours  
Students will learn to install and troubleshoot computer peripherals, utilize the internet, and be introduced to data communications technology.  
- Laptop/Notebook Computers  
- Network Communications  
- Printers: Laser/Dot Matrix/Win Jet  
- Internet  
- Scanners OCR Software  
- Modern Standards  
- Communication Software  
- Communications Standards  
- CD-Writer  
- Zip Drives

**CT-106: PC Troubleshooting and Configuration**  
12 Quarter Credit Hours  
Students will learn to build, configure and troubleshoot IBM compatible computers.  
- Configuration  
- Resolving Resource Conflicts  
- Floppy Drives  
- Troubleshooting Techniques  
- Hard Drives  
- Hard Drive Interfaces  
- SCSI Devices  
- Network Security  
- Software Installation and Bus Architecture  
- Keyboards  
- Troubleshooting Multimedia Devices  
- 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  
- NetWare 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  
- Network Protocols  
- Network Layer Protocols  
- Routing Protocols  
- IP Addressing  
- Routing Configuration  
- Sub-netting  
- Troubleshooting  
- DNS  
- Address Resolution

**CT-206: Exchange Server**  
7.5 Quarter Credit Hours  
Students will learn the basics of local area networking using Exchange Sever.  
- Configure and manage public folders  
- Install Exchange Server  
- Configuring Mailboxes  
- Configure Exchange server  
- Configuring Connectors  
- Work with Recipients  
- Configuring Routing  
- Work with Groups  
- Configure Hubs and Transport Roles  
- Monitor and Reporting  
- Disaster Recovery

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

**DM-106: Diesel Mechanic Basics II**  
4.5 Quarter Credit Hours  
Students will gain necessary knowledge of tires and wheels, vehicle electricity, information seeking as it relates to vehicles, will become familiar with trucks and trailers. Topics include:  
- Tire removal, breakdown and remounting  
- Battery maintenance & testing  
- Wire repair  
- Charging and starting system  
- OEM software  
- Writing repair orders  
- Truck operation; driving  
- Hooking & unhooking trailers
DM-107: Electrical and Electronic Systems for Medium to Heavy Duty Trucks I
4.5 Quarter Credit Hours

This course is designed to provide students electricity fundamentals and handling electricity safely. Students will also gain an understanding of electrical laws and theories and electrical components. Some of the topics that will be covered include:

- Conventional and Electronic theories
- Charging Systems/Alternator operation
- Starting Systems
- Electrical systems
- Cranking systems

DM-108: Electrical and Electronic Systems for Medium to Heavy Duty Trucks II
4.5 Quarter Credit Hours

In this course students will gain an understanding of tractor lighting, trailer lighting, instrumentation and warning systems, cab accessories, computer controls along with multiplexing and hybrid drives. Topics covered include:

- Wiring & Wiring Schematics
- Electrical Circuits
- Servicing and Maintenance
- Computers and controllers
- Multiplexing etc.
- Hybrid drive

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

Upon completion of this course, students will understand basic diesel function; determine kw/hp, torque and horsepower, gear trains, housings and types of blocks. Types of pistons, rods, bearings and forces will also be covered in this course. The following topics will be covered:

- Horsepower, torque and kw/livestock conversion
- Cubic inches and liters conversions
- Gear trains
- Housings of the engine and their function
- Types of engine blocks
- Engine timing

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

Upon completion of this course, students will understand engine breathing, strokes and types of retarders of a diesel engine, cooling systems and the types, lubrication systems. Student will also learn importance of organization, keeping things in order, inspecting and working clean. Topics covered include:

- Types of turbochargers and their function
- Engine cycles and strokes
- Types of cooling systems and their functions
- Types of retarders
- Removal and cleaning an engine from a truck

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

Students will become familiar with engine parts, troubleshooting, and engine maintenance as well as different types of fuel systems. Students will get hands-on experience working on engines under the supervision of instructors. Topics covered include:

- Fuel filtration, pumps, and types of systems
- Computerized Diagnostics
- Emission stages, regeneration, troubleshooting
- Exhaust systems

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

This course is designed to provide both hands-on and theory based applications of clutches, gear systems including manual transmissions. Students will gain an understanding of the parts of a gearbox and transmission. The following topics will be covered:

- Transmission removal, disassembly & reassembly
- Clutch removal and reinstallation
- Power flow, gear ratios and patterns

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

This course is designed to provide both hands-on and theory based applications of the components of the steering and suspension system, diagnostics of steering and suspension systems, and tire wear patterns. Topics include:

- Steering and suspension components
- Wheel alignment procedures
- Suspension diagnosis
- Springs, hangers, tie rods and ball joints removal

DM-217: Diesel Practicum and Industry Innovation Trends
9 Quarter Credit Hours

This course introduces the student to the hybrid/alternative fuel vehicle and identifies carbon-based fuels and the difference between various energy sources used for fueling. The course will cover the different types of hybrid/alternative fuel vehicles and advantages to hybrid/alternative fuel designs. The students will also perform a series of lab projects to demonstrate comprehension of the material learned in the program. The course will consist of classroom, library, and lab training and demonstrations.

ENG-099: Introduction to Writing
Non-Credit Course

This course is designed as an introduction to the basic tools of effective writing and communication. The course will prepare the student for the demands of written communication at the college level. The course will offer an opportunity to demonstrate the knowledge, skills, and style proficiency required to write effectively. Students will be expected to apply and demonstrate the skills covered in the course. The students will be assessed on their ability to develop and present a coherent argument, as well as on their ability to apply correct grammar and usage in writing.
GE-101: English Composition I 4.5 Quarter Credit Hours
In this course, students develop their written communication skills. The course materials place an emphasis on the principles of communication which include understanding the writing process and analysis of readings, as can be applied personally and professionally. This is an intensive review of the English language and its use in college-level writing, including written discourse, sentence structure, paragraph development, essay organization, all in concert with critical thinking processes.

GE-105: Intro to Psychology 4.5 Quarter Credit Hours
This psychology course is an introduction to the understanding of human behavior. Course covers theories and concepts including: scope of psychology, biological foundations and the brain, sensation, perception, motivation, personality, learning and memory, emotion, states of consciousness, personality theories, cognition, life-span development, and applied psychology.

GE-123: Interpersonal Communications in Healthcare 3.0 Quarter Credit Hours
This course will introduce students to the different types of communication needed in healthcare facilities. Topics to be covered include: written communication, body language, verbal and non-verbal communication; the role of culture in communication; human relations; clinical judgment; and the use of electronic media in the healthcare setting. The course will emphasize the importance of excellent customer service.

GE-124: Technical Mathematics 2 Quarter Credit Hours
This course provides an introduction to basic mathematical operations and functions as they apply to the workplace. The course starts with a review of numbers, their systems, forms, and operations. It then introduces basic algebraic concepts including solving systems of one and two variables, simplifying equations, and practical applications of basic technical formulas. Also included are basic geometric forms and relationships. The course’s emphasis is on providing students with a practical and useful working knowledge of these concepts for use in the rest of their program as well as on the job.

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

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

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

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 personal and commercial carbon footprints, identify decisions and actions that impact the environment, and describe the life cycle phases of a building and the impacts on the green environment over its life cycle. Participants will also learn to conduct appropriate energy audits, energy consumption and demand analyses, and life cycle cost analyses to determine the energy efficiency of a building or system. Identify green alternatives to conventional building practices and describe the pros and cons of those alternatives and ways to maximize the energy efficiency and water conservation of existing equipment in a given project, specifying the most efficient systems available for the application and the available budget.

HAE-112: Basic Electricity for HVAC/R 12 Quarter Credit Hours
This course will cover the basic safety in HVAC & Electrical Trades. This course also will cover the electrical theory in both HVAC and electrical. This class will introduce the National Electrical Code and its content. Students will be able to learn how to read drawings as well as learn how to bend conduit.

HAE-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 provides step-by-step procedures for soldering and brazing piping; covers the selection, preparation, joining and support of copper and plastic piping and fittings; explains the operating principles of the different types of compressors used in comfort air conditioning and refrigeration systems; discusses the refrigerants and oils used in modern refrigeration and air conditioning systems; covers servicing of the refrigerant circuit of HVAC systems. This course also introduces metering devices used in the mechanical refrigeration cycle.

HAE-115: Residential Air Conditioning and Heating 12 Quarter Credit Hours
Students in this course will be introduced to various aspects of air conditioning and refrigeration in residential applications. This course describes the factors related to air movement and its measurement in common air distribution systems. It describes the purpose of planned maintenance and outlines the procedures for troubleshooting and servicing of gas furnaces, electric heating and cooling equipment, and heat pumps. Indoor air quality and its effect on the health and comfort of building occupants is presented. The layout, fabrication, installation of various duct systems will also be covered.

HAE-116: Advanced Electricity for HVAC/R 12 Quarter Credit Hours
In this course students will learn more advanced controls in electrical motors, lighting controllers. Students will learn how to size transformers & commercial services. Student will explore the sizing of circuits according to the NEC, along with Branch Circuits and Feeders. This class will also cover junction & pull boxes along with bending of conduit. Students will be introduced to Grounding & Bonding.

HAE-118: Commercial Refrigeration 12 Quarter Credit Hours
This course covers the systems used in commercial structures such as schools and office buildings that are divided into comfort heating and cooling zones. It covers the various types of systems, as well as the air terminals and air source equipment used. It covers the applications, principles, and troubleshooting of retail refrigeration systems. It expands on the study of product and process refrigeration equipment by describing systems used in cold storage and food processing application. The course also covers heating and cooling system design which identifies factors that affect heating and cooling loads.

HAE-119: Commercial Air Conditioning 9 Quarter Credit Hours
This course 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 airside system configurations. Heat recovery/reclaim devices, as well as other energy recovery equipment used to reduce energy consumption in HVAC systems is covered. Alternative devices used to reduce energy consumption are described and it also explains how computer 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
- Instrumentation
- Boiler Room Systems
- Steam and Water Accessories
- Steam Boiler Daily Operations

Draft and Combustion Systems
Combustion Controls
Boiler Water Treatment
Steam Boiler Operations
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.

<table>
<thead>
<tr>
<th>Rigging Equipment</th>
<th>Lift Drives &amp; Mechanical drives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanical Handling</td>
<td>Machine Vibrations</td>
</tr>
<tr>
<td>Hydraulics and Diagrams</td>
<td>Alignment Methods</td>
</tr>
<tr>
<td>Hydrostatics and Hydrometrics</td>
<td>Safety Preventative Maintenance</td>
</tr>
<tr>
<td>Lubrication</td>
<td>Mechanical Building Codes</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Building Automation</th>
<th>Indoor Air Quality:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Digital Controls</td>
<td>Sick Building Syndrome</td>
</tr>
<tr>
<td>Variable Air Volume</td>
<td>Building Related Illness</td>
</tr>
<tr>
<td>Variable Volume and Temperature</td>
<td>Mold and Humidity</td>
</tr>
<tr>
<td>Pneumatic System</td>
<td>Plenum Return Problems</td>
</tr>
<tr>
<td>Air Stations</td>
<td>Allergens and Contaminates</td>
</tr>
<tr>
<td>Fan Flaws</td>
<td>EPA Warning</td>
</tr>
<tr>
<td>Integration with Electronic Controls</td>
<td>Prime Sources</td>
</tr>
<tr>
<td>Purification</td>
<td></td>
</tr>
</tbody>
</table>

**LS-100: Learning Strategies**  
5 Quarter Credit Hours

This course covers the basic role of safety in the workplace. Students will be trained on the use of safe work practices and procedures as well as how to properly inspect and use safety equipment. Students will learn about and perform common workplace duties using safe work procedures including: lifting heavy objects, fighting small workplace fires, and working around electrical hazards. Also, as part of the learning strategies course, students will be given training on study skills best practices, training on new technology, eBooks, student portal, course companion software, and how to develop and use a “Skills and Achievement Portfolio” to achieve future employment goals.

**MA-099: Basic College Mathematics**  
Non-Credit Course

This mathematics course focuses on algebraic concepts essential for success in the workplace and future courses. Using practical examples and applications, students practice fundamental operations with number systems, formulas, algebraic expressions and linear equations.

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

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

**ME-108: Introduction to Medical Billing and Coding**  
3.0 Quarter Credit Hours

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

**ME-115: Computer Applications for Healthcare**  
3.0 Quarter Credit Hours

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

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

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

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

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

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

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

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

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

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

This course covers skills and knowledge required for medical assistants to identify and practice clinical and/or lab duties in a medical office. Topics include, but are not limited to: phlebotomy, clinical laboratory testing procedures; and 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**  
3.0 Quarter Credit Hours

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

**ME-180: Externship and Exam Preparation**  
4.0 Quarter Credit Hours

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

**ME-190: Medical Extternship**  
8.0 Quarter Credit Hours

Students will use the knowledge and skills learned in the program and complete a minimum of 240 hours of externship at an approved site. Prerequisite: ME-125 and ME-155
ME-220: Electronic Medical Records 3.0 Quarter Credit Hours
This course will build upon ME 115 Computer Applications for Healthcare and familiarize students with the Medisoft patient file creation and file maintenance software.
Prerequisite: ME-115

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

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

PFT-101: Anatomy & Physiology I 3.5 Quarter Credit Hours
This course is designed to provide the student with an overall understanding of the human body as it relates to personal fitness training. Students will learn the anatomical terminology, and all functions of the body at the cellular level including tissues, nerves, and sensory organs. The focus will be on these systems and how they relate to the functions of the body.

PFT-102: Anatomy & Physiology II 3.5 Quarter Credit Hours
This course is designed to provide the student with an understanding of integumentary, skeletal, muscular, and endocrine systems as it directly correlates to fitness. Students will be directed to learn insertions and origins of muscles and bones, hormonal processes of the interstitial systems, and pathways of each.

PFT-103: Anatomy & Physiology III 3.5 Quarter Credit Hours
This course is designed to provide the student with an understanding of the reproductive, cardiovascular, lymphatic, respiratory, digestive and urinary systems. Students will be introduced to the pathologies and intra-relationships of these systems.

PFT-104: Personal Wellness 1.5 Quarter Credit Hours
Students will be introduced to the basics of wellness related to self-care. This course serves as a model to assist individuals to manage stress levels and develop thought patterns and tools for successful careers. Students will be introduced to regulating their behavior through a structured process that includes goal-setting, self-reflection, and self-evaluation. Professional ethics and legal applications will be identified and discussed.

PFT-105: Fundamental Nutrition 1.5 Quarter Credit Hours
Students will be introduced to the basics of nutrition and the essential nutrients. This course is also designed to relate diet and exercise as a healthy combination. Students will be introduced to proper nutrition, USDA recommendations, and chemical properties of the essential and non-essential nutrients and vitamins.

PFT-106: Contemporary Nutrition 1.5 Quarter Credit Hours
Students will be introduced to the contemporary issues of nutrition in the world. This course is designed to develop the proper perspectives on weight management, energy management, and nutritional supplements. The curriculum also explores relevant issues such as eating disorders, malnutrition, sports nutrition, obesity, and fat and fast diets.

PFT-107: Exercise Psychology 5.5 Quarter Credit Hours
Students will be introduced to theory related to personal and professional leadership. The focus will be on motivational and situational techniques involving client relationships. Students will study holistic, integrated, and principle-centered approaches to organizing and motivating individuals to be physically active related to personal health and quality of life goals. Students will also study the effects of planned stress (exercise) and recovery (rest and sleep) related to an individual’s mental health and quality of life.

PFT-108: Exercise Physiology 5 Quarter Credit Hours
This course will provide students with vital information related to fundamental physiological processes within the body that occur during exercise. The focus will include the study of respiratory, circulatory, nervous and metabolic adjustments to physical exercise.

PFT-109: Kinesiology 5.5 Quarter Credit Hours
This course will focus upon the mechanical principles that underlie human movement. The students will examine upper and lower extremities, the spinal column, pelvis and thorax. Students will explore the musculoskeletal system as a machine capable of generating and transmitting forces. Students will perform quantitative and qualitative analyses of human movement, design exercise programs to improve selected performance

PFT-110: Fitness Assessment & Exercise Prescription I 5 Quarter Credit Hours
This course provides a well-balanced and functional approach to the field assessment and application of physical fitness, addressing five components of total fitness which include stability, strength, and power as it relates to the OPT model. Students will develop programs ranging from a client base which would include the novice or deconditioned client to the competitive, elite athlete while working with clients in the Fitness Center.

PFT-111: Fitness Assessment & Exercise Prescription II 5 Quarter Credit Hours
Students will be introduced to the fundamental skills and theories relating to operating or owning a personal fitness business. Students will study basic business principles as applied to career planning and development. The focus will include business organization, office productivity, software, marketing and sales, business plan development, licensing and continuing education. Training will include CPR certification and AED certification seminars.

PFT-113: Personal Trainer Practicum 5 Quarter Credit Hours
Prerequisite(s): PFT 101, PFT 102, PFT 103, PFT 104, PFT 105, PFT 106, PFT 107, PFT 108, PFT 109, PFT 110, PFT 111, PFT 112. This course is designed to provide students with supervised, hands-on experience in relation to working in the fitness training profession. Students will observe and assist clients seeking professional training services. The student will perform 150 hours of services as a Personal Trainer to complete the course. Exposure to management, sales, customer relations, program development, activity design and implementation and daily operations of fitness centers will be emphasized.

PFT-120: Trainer Practicum 1 Quarter Credit Hours
This course is designed to provide the student with a hands-on experience by placing students in a working gym to assist clients with one-on-one training. The Trainer Practicum course is 20 hours in length. The course is supervised by a licensed trainer and offered in a facility housing industry standard equipment found in most commercial gyms.

PFT-121: Trainer Practicum 1 Quarter Credit Hours
This course is designed to provide the student with a hands-on experience by placing students in a working gym to assist clients with one-on-one training. The Trainer Practicum course is 20 hours in length. The course is supervised by a licensed trainer and offered in a facility housing industry standard equipment found in most commercial gyms.

PST-100: Basic Engine Theory and Repair 5 Quarter Credit Hours
This course will provide instruction on the basic operation of a variety of small engines, motors, powersport equipment, motorcycles, and lawn and farm machinery. Students in this course will receive classroom instruction and instructor lead lab demonstration on the operation, assembly/ disassembly, troubleshooting, and repair of a variety of equipment and engines. Students will perform instructor supervised lab projects to demonstrate comprehension of the material.
Some of the topics that will be covered include:

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

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

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

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

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

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

Some of the topics that will be covered include:

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

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

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

Some of the topics that will be covered include:

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

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

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

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

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

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

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

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

Morning Classes: Monday through Thursday, 8:00 a.m. to 2:30 p.m.
Evening Classes: Monday through Friday, 4:00 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:

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

Administrative Staff

Ann Farajallah, Campus Director
Cody Dunlap, Director of Education
Allen Parker, Director of Admissions
Jennifer Malotte, Director of Financial Aid
Shantay Winston, Registrar
Tammy Alberty, Campus Accountant
Brandon Fann, Director of Career Services
Shantay Winston, Retention Officer
Lisa Pinkerton, Learning Resource Center Coordinator
Peggy Presson, Receptionist
Holly Stewart, Receptionist

Faculty

Jacinta Cargas - General Education Instructor
Jacinta Cargas has been involved in the field of education most of her professional life. Jacinta has earned a masters of arts in teaching from Webster University. She has been teaching at Vatterott College for over three years, including the Northpark, St. Charles, Sunset Hills and online campus locations. Prior to Vatterott Jacinta taught at Fontbonne University, St. Louis Correctional Center, Center for Juveniles, Math and Science for Middle School and outdoor education.

Seyed Zaolroshd - General Education Instructor
Seyed has been teaching mathematics in education for the past 6 years. Seyed has earned his Master of Arts in Mathematics from the University of South Florida. Seyed started with Vatterott College in the fall of 2016 and teachings at the Fairview Heights, North Park, St. Charles, and Sunset Hills locations.

Sue Simpson - General Education Instructor
Sue has been teaching for almost 20 years. She has taught at both the Fairview Heights and St. Charles Vatterott locations and previous at Sanford-Brown, Sue has also taught at the high school level as a substitute for the Edwardsville School District. Prior to this Sue spent over 20 years in the business/accounting field where she worked as a Controller. Sue brings her experience in these roles to our Accounting and Customer Service courses.

John Blair - General Education Instructor
John Blair has been involved in the field of education most of his career teaching and numerous locations in the St. Louie region for Vatterott College as well as Brown Mackie College. John has Doctorate of Ministry from Eden Theological Seminary and Masters in Professional Counseling from Lindenwood University. John received his Bachelors in English from the University of Missouri in Columbia. John primarily teaches English here at the St. Charles Campus.

Rita Brown - General Education Instructor
Rita Brown has been teaching for Vatterott College in the St. Louis region for over 3 years. Prior to this Rita taught for Sanford Brown in Collinsville IL. Rita teaches English here at the St. Charles Campus. Rita received both her Bachelor of Arts and Masters in English Language and Literature from Southern Illinois University at Edwardsville.

Amy Penick - General Education Instructor
Amy has been teaching for the St. Charles Vatterott College for about a year. Amy has an impressive educational background in Mathematics and teachings. She has a Bachelor’s Degree in Mathematics and English from Webster University and has her Missouri State Teaching Certificate 5th-12th in Mathematics. Amy also has her Master of Science in Education from Missouri Baptist, and is working on her Doctoral at St. Louis University in Higher Education Administration.

Shirley Smith - General Education Instructor
Shirley has been teaching for both the St. Charles and Sunset Hills locations for the past 2 years. Shirley has Masters Degree in Fine Arts from Lindenwood University. Shirley is an avid volunteer for homeschool children and the homeless teaching them English. Shirley also served in the Army for 4 years. Prior to this Shirley was an Elementary Teaching in Flint Michigan.

Anthony Lucas - Personal Fitness Program Director
Anthony Lucas comes to Vatterott with over 10 years of experience in the fitness industry. Anthony started out as a personal trainer with one of the largest personal training companies in the Midwest. Shortly thereafter he was hired as the personal training director of a large local chain gym, overseeing a team of 15 trainers. He was then hired on as a quality control manager, in charge of the hiring and training of trainers in the Greater St. Louis region. After working in quality control and implementing new programs within the company he decided to open his own gym, Anthony eventually opened, operated and worked as a coach at his two strength training facilities. Anthony has successfully helped countless numbers of people achieve their goals of fitness and/or weight loss. He has also worked with many professional, collegiate and high school athletes. Anthony was also the strength & conditioning contributor for SportFightingNews.com. Anthony is CrossFit Level 1 Certified and NASM Certified.

David Scott - Personal Fitness Instructor
Mr. Scott received his Bachelor of Science in Exercise Science from Lindenwood University in 2015. Mr. Scott has over 7 years’ experience in Personal Training working with Nutrifromace, Tank’s Training, and Dynamic Fitness Management. He has been teaching at the St. Charles Campus for over two years in the Personal Training Program.

Dennis Pierce – HVAC Program Director
Dennis Pierce graduated from Vatterott College in 1985 with a diploma in electrical mechanics. Dennis has worked as an instructor for a period of eight years. Prior to teaching, Dennis was a facilities manager for St. Thomas Aquinas-Mercy High School for 21 years, where he maintained all electrical, HVAC, and plumbing equipment. He also was an electrical manager for The Home Depot for five years.
Tim Conley – HVAC Instructor

Tim graduated from North Technical High School in 2010. Tim has worked in the HVAC industry for a number of quality companies in the St. Louis region from Missouri Furnace, National Heating and Cooling, and MRC Services. Tim also brings his experience in residential from his time at Kensington Square Apartments handling the bulk of their HVAC repairs and installations. Tim has been an instructor with Vatterott College St. Charles for a little over a year.

Thomas Gillette – HVAC/Personal Training Instructor

Mr. Gillette has worked for Vatterott College St. Charles and St. Joseph Campuses in both the HVAC and Personal Training Programs. He holds a Bachelor of Health Science from Missouri Baptist University as well as an Associates in Exercise Science from Lewis and Clark Community College. He has taught for the Personal Training Program for the past 3 years and has recently started teaching again in the HVAC Program. Tommy has received his Associate of Technology in HVACR from Ranken Technical College in 2007.

Gerald Tull - HVAC Instructor

Gerald Tull has a bachelor’s degree in political science and a minor in math from Radford University. Gerald has worked in the residential and commercial HVAC field for 20 years, 10 of which he ran his own heating and cooling business. He has held multiple professional licenses including Master HVAC license in Virginia, H-3 Unlimited Heating license in North Carolina, SP-PH Electrical license in North Carolina, Real Estate Broker’s license in North Carolina and a builder’s license in North Carolina.

Lisa Stamper - Medical Program Director

Lisa has over 25 years of clinical and office medical assistant experience. She has seven years of medical service specialist/instructor experience in the United States Air Force in addition to over five years of technical education instructor experience. Lisa has a medical assistant diploma, an Associate of Applied Science, and is currently working towards her bachelor’s degree in health care management.

Donna Murphy – Medical Instructor

Donna received her Bachelor of Science in Nursing in 1990 from Maryville University and has worked in the medical field for over 20 years as a nurse and office manager. Prior to teaching here at Vatterott College St. Charles, she has also been an instructor at Sanford Brown and Midwest Institute.

Debra Wilmesherr – Medical Instructor

Debra has been an instructor for Vatterott College for almost 6 years. She has a degree is CMA from Midwest Institute and a diploma from Sanford-Brown in Billing and Coding. She also has an Associate’s Degree in General Studies from St. Louis Community College. Debra has a vast knowledge in the office management side of healthcare and teaches most of our billing and professionalism classes here at the campus.

Jan Merideth – Medical/Human Resources/Customer Service

Jan is a recent addition to the Medical Department covering our customer service and human resources courses with the Medical program. Jan has over 30 years experience in Human Resources and has also taught at the community college level. She received her Master of Arts in Management and Human Resource Management from Webster University.

Tim Neumeier- Diesel Mechanic Program Director

Tim Neumeier joins Vatterott with over 30 years of experience in the diesel field. He is also a private pilot. He has completed training in detailing fertilizer application, Stemra Seals training, mobile A/C, DOT brakes, Toco Door, Cummins Insite and PowerSpec, Hazmat, Toyota, Mitsubishi, Nissan, Yale fork Lift, Michelin, and Good-year Tire. Tim was the lead technician at FedEx Freight for over seven years where he was responsible for fleet vehicles and terminal equipment. Tim also was a member the Diversity Council at FedEx.

James Kimmel – Diesel Instructor

Mr. Kimmel has over 20 years of experience as a mechanic in the Diesel Industry. He has worked for Midwest Transit, All Star Transportation, Meramec School District, and Central States Bus Sales. He has experience as a technician for repairs as well as a service manager. He brings a wealth of knowledge to the classroom and is able to relate this to the classroom and curriculum. Mr. Kimmel is ASE Certified and has received numerous licenses and certifications in the past 25 years related to the Diesel Industry.

Kevin Fricke – Diesel Instructor

Mr. Fricke is our most decorated Diesel Instructor with over 400 accredited trainings under his belt in all areas of the industry. Mr. Fricke is constantly learning so he can teach, and keeps up with his skills through competitions and seminars. Mr. Fricke received his Automotive and Diesel Technology Degree from Nashville Auto Diesel College in 2002. He is worked for Clark Power Services for almost 14 years and brings that daily experience to the classroom for our students.

Walter Rusan – Diesel Instructor

Mr. Rusan has been an instructor for 3 years at Vatterott College. Prior to this Walter worked for numerous elite companies in the St. Louis region such as Aramark, First Student, Firestone, Mercedes Benz, and Pep Boys. He received his Diploma from Lincoln Technical Institute in Diesel Technology in 2005.

James Steele – Diesel Instructor

Mr. Steele received his education in automotive and diesel through the Marine Corp. Mr. Steele worked as a Diesel and Automotive Mechanic for over 10 years in the military. He brings a strong background in safety and quality control that is important for the students to learn for employee and liability reasons for companies as they get jobs in the industry.

Jeff Dunlap - Power Sports Program Director

Jeffrey Dunlap has over 10 years of experience as a mechanic for the City of Poplar Bluff. He was responsible for maintenance of all diesel and gas engines, pickup trucks, dump trucks, city vehicles, and heavy industrial equipment. He has held several certifications including VMUX and Cummins engine controls, FRC certifications and EVT certifications. He has an associate degree in fire and police science.

Jacob Coombs – Power Sports Instructor

Jake comes to Vatterott and the Power Sports program with over 10 years’ experience in a combination of power sports and automotive. Jake received a Certificate in Automotive Technology from Four Rivers Career Center as well as a Certificate from Motorcycle Mechanics Institute in the Motorcycle Technician Specialist Program. Jake has complete numerous trainings and received certifications from Suzuki and Harley Davidson in specialized product training. As the Subject Matter Expert for all Power Sports Programs in the Vatterott Organization Jake oversees the upgrading of curriculum as it pertains to books, lesson plans, and syllabi updating.
Prior to working at the St. Charles campus, Mr. Ross has taught Computer Systems and Network Technology for the North Park Campus. He received his Masters in Management Information Systems from University of Illinois in 2016. Mr. Ross has experience in over 30 software programs has managed installs for numerous organizations through consulting and his work as a broadcast engineer and media systems technician.

**Jasper Smith – Computer Programming Instructor**

Mr. Smith started teaching for the CP program in March of 2016. Mr. Smith has been an IT manager, Administrator, Infrastructure Engineer and an IT Director at his own established company and brings the experience from all of these positions to the classroom. Mr. Smith has over 15 years’ experience in all aspects of IT.

**Leo Liu – Computer Programming & Computer Technology Instructor**

Leo has an extensive education with a PhD in Computer Science from Penn State University as well as his MBA and BS from National Chiao Tung University in Taiwan. He has over 20 years’ experience in the field as well as a strong background in teaching. He has worked for St. Louis Modern Chinese School, Wesleyan College, DeVry, U. of Phoenix, and Miller Motte College. Prior to his teaching Mr. Liu worked for Matrix Resources, and IBM and has a strong background in Consulting for the technology industry.

**Edward Wollbrinck II – Computer Technology Instructor**

Ed has attended William Jewell College where he majored in Communications and Political Science before receiving his Certification in PC Repair from Thomas Education in 2002. Edward has owned and operated his own Computer Care Company for 15 years. He has also taught at Pike Lincoln Tech Center.

**Michael Benoist – Computer Technology Instructor**

Mike has been teaching on and off at the St. Charles Campus for almost 15 years. Prior to teaching he worked for large names such as SPRINT, A.G. Edwards, Jorgenson, and Monsanto in the IT departments. In 1982 he received his BSBA in Management Information systems and Mathematics from the University of Missouri. Mr. Benoist teaching most of our upper level courses in the Computer Systems and Network Technology Associates Program.

**Darin Stowers – Automotive Instructor**

Darin is an evening automotive adjunct for Vatterott College at has taught for both North Park and St. Charles for the past 3 years. He received his Associates Degree in Automotive Gas and Diesel Technology at Lincoln Tech in Indiana. He is also Master ASE Certified and holds a certification for BMW and MVI.

**Herb Wolf – Automotive Instructor**

Mr. Wolf brings over 30 years in the automotive industry to the classroom. His background covers all aspects of the industry. Mr. Wolf received his Certification in Diesel Maintenance from Ranken Technical Institute as well as Automotive Diploma from Bailey Tech.

**Robert Johnson - Automotive Instructor**

Mr. Johnson is our transmissions expert for the automotive program. With his experience in owning his own transmissions shop for 8 years (D & R Transmissions) to his work for Buck Cadillac GMC. Mr. Johnson brings over 20 years’ experience to the classroom and lab.

**Jeff Cox - Automotive Instructor**

Mr. Cox received his Automotive Tech Diploma from North County Technical School in 1993. He is a full time employee at Federal Mogul and has been an adjunct for the automotive program at Vatterott College for about a year. Mr. Cox handles on the diagnoses of issues regarding all Federal Mogul Motor Parts. He brings a unique background and job duty to the classroom that helps broaden student’s idea of what the industry can offer and why continued education is important.

**Kenneth Tunnell – Automotive Program Director**

Ken has a strong educational training that he bring to the Program. He attended North County Technical School and in 1977 graduated with his Automotive Technology Degree. He is a VICA Award Recipient and ASE Certified Technician. His knowledge as a Missouri State Licensed Inspector and his Technical Teaching Certificate from the Missouri Department of Secondary Education lend him the opportunity to guide the program from a skills background as well as an educational and curriculum understanding. Ken owned his own business for over 20 years and those skills transfer well to the lab and expectations the automotive program has here at Vatterott College.

**Joshua McDaniel - Automotive Instructor**

Mr. McDaniel has experience in both automotive and diesel. Mr. McDaniel works with all incoming students to lay the ground work for the courses to come. His experience is in maintenance both repair and preventative as well as safety. Mr. McDaniel has taken automotive course work at Lewis & Clark Community College and is a previous member of the United Auto Workers LETC.
Appendix B: Non-Accredited Courses

The certificate courses listed below have not been reviewed by the Accrediting Commission of Career Schools and Colleges (ACCSC) and are not considered a part of the accredited offerings of Vatterott 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 Vatterott College.

Your Role in the Green Environment
Better Green Business
Electronic Evidence Discovery
Basic Fire Alarm Installation
Forklift Operation
Smart Phone Programming
IT Essentials: PC Hardware and Software
Cisco Certified Network Associate (CCNA) Security

Admissions Requirements (Unless otherwise noted)

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

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

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

Cisco Certified Network Associate (CCNA) Security - Additional Admissions Requirements

- Must have an understanding of CCNA-level networking concepts and skills. Preferred: Successful completion of the Cisco Exploration (CCNA) program or a valid CCNA certification

Enrollment, Cancellation & Refund Policy

By accepting applications, COLLEGE has assumed the obligation of furnishing a complete course, instructors, equipment, laboratories, classrooms and other facilities necessary for teaching such course at the stated, offered tuition cost for the course, and with the understanding that refunds will be made per course, in accordance with the following Cancellation, Withdrawal and Refund Policy:

- REGISTRANTS cancelling this Registration Agreement within three (3) business days of its execution, exclusive of Saturday, Sunday, and holidays (the “Cancellation Period”) will receive a full refund of all monies paid to COLLEGE.
- REGISTRANTS cancelling or withdrawing at any time subsequent to the Cancellation Period but prior to the start of the course for which they are registered will receive a refund of the course cost, less an administrative fee equaling the lesser of (1) 25% of the course cost or (2) $100.
- REGISTRANTS terminating training after the course begins, but prior to the midpoint (50%) of the course scheduled hours, the COLLEGE will refund 25% of the course cost.
- REGISTRANTS terminating training at or after the course midpoint (50%) of the scheduled hours, the COLLEGE may retain the entire contract price of the period of enrollment.
- Refunds will be made within 30 days after COLLEGE determines REGISTRANT has cancelled or withdrawn.
- Any REGISTRANT who cancels or withdraws from COLLEGE as a result of REGISTRANT being called into active duty in a military service of the United States will receive a refund of any tuition and refundable fees for the course in which the REGISTRANT is enrolled at the time of withdrawal. No refund will be given for any academic course the REGISTRANT has completed.

Payment must be made at the time of enrollment. Cancellations must be made in writing.

Course Offerings

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-100</td>
<td>Your Role in the Green Environment</td>
</tr>
<tr>
<td>C-101</td>
<td>Better Green Business</td>
</tr>
<tr>
<td>C-104</td>
<td>Electronic Evidence Discovery</td>
</tr>
<tr>
<td>EL-01</td>
<td>Basic Fire Alarm Installation</td>
</tr>
<tr>
<td>FL-01</td>
<td>Forklift Operation</td>
</tr>
<tr>
<td>SDP-178</td>
<td>Smart Phone Programming</td>
</tr>
</tbody>
</table>

Course Descriptions

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 “think 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 transcripts, 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.

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

This course introduces students to application development for smartphone 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.
Appendix B: Non-Accredited Courses (cont.)

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.

Cisco Networking Academy

Vatterott College – St. Charles is an approved provider of the following Cisco Networking Academy training programs, which are designed to instruct students on information and communication technology skills.

Course Offerings

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Weeks</th>
<th>Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC-120</td>
<td>Networking Fundamentals</td>
<td>8</td>
<td>70</td>
</tr>
<tr>
<td>CSC-125</td>
<td>Routing Protocols and Concepts</td>
<td>8</td>
<td>70</td>
</tr>
<tr>
<td>CSC-130</td>
<td>LAN Switching and Wireless</td>
<td>8</td>
<td>70</td>
</tr>
<tr>
<td>CSC-135</td>
<td>Accessing the WAN</td>
<td>8</td>
<td>70</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>32</td>
<td>280</td>
</tr>
</tbody>
</table>

Course Descriptions

CSC-120: Networking Fundamentals

This course introduces the architecture, structure, functions, components, and models of the Internet and other computer networks. It uses the OSI and TCP layered models to examine the nature and roles of protocols and services at the application, network, data link, and physical layers. The principles and structure of IP addressing and the fundamentals of Ethernet concepts, media, and operations are introduced to provide a foundation for the curriculum. Labs use a “model Internet” to allow students to analyze real data without affecting production networks. Packet Tracer (PT) activities help students analyze protocol and network operation and build small networks in a simulated environment. At the end of the course, students build simple LAN topologies by applying basic principles of cabling, performing basic configurations of network devices such as routers and switches, and implementing IP addressing schemes.

Pre-requisite: None

CSC-125: Routing Protocols and Concepts

This course describes the architecture, components, and operation of routers, and explains the principles of routing and routing protocols. Students analyze, configure, verify, and troubleshoot the primary routing protocols RIPv1, RIPv2, EIGRP, and OSPF. By the end of this course, students will be able to recognize and correct common routing issues and problems. Students complete a basic procedural lab, followed by basic configuration, implementation, and troubleshooting labs in each chapter. Packet Tracer activities reinforce new concepts, and allow students to model and analyze routing processes that may be difficult to visualize or understand.

Pre-requisite: CSC 120 – Network Fundamentals

CSC-130: LAN Switching and Wireless

This course provides a comprehensive, theoretical, and practical approach to learning the technologies and protocols needed to design and implement a converged switched network. Students learn about the hierarchical network design model and how to select devices for each layer. The course explains how to configure a switch for basic functionality and how to implement virtual LANs, VIP, and Inter-VLAN routing in a converged network. The different implementations of Spanning Tree Protocol in a converged network are presented, and students develop the knowledge and skills necessary to implement a WLAN in a small-to-medium network.

Pre-requisite: CSC 120 – Network Fundamentals

CSC-135: Accessing the WAN

This course discusses the WAN technologies and network services required by converged applications in enterprise networks. The course uses the Cisco Network Architecture to introduce integrated network services and explains how to select the appropriate devices and technologies to meet network requirements. Students learn how to implement and configure common data link protocols and how to apply WAN security concepts, principles of traffic, access control, and addressing services. Finally, students learn how to detect, troubleshoot, and correct common enterprise network implementation issues.


Cisco Certified Network Associate (CCNA) - Program Outline

Cisco Certified Network Associate (CCNA) Non-Accredited Program

The objective of this program is to provide students with comprehensive knowledge and skills related to networking, including installation, configuration, operation and troubleshooting of enterprise networks. Training methods will incorporate classroom presentation and hands-on lab exercises. The program consists of four courses. The total program length is 280 hours completed over 32 weeks and incorporates both lab and lecture. Upon the successful completion of these four courses, students will be able to take the Cisco Certified Network Associate (CCNA) certification exam.
## 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>Smart Phone Programming</td>
<td>Certificate of Completion</td>
<td>45</td>
<td>$420</td>
<td>$90</td>
<td>$510</td>
</tr>
<tr>
<td>IT Essentials: PC Hardware and Software</td>
<td>Certificate of Completion</td>
<td>70</td>
<td>$375</td>
<td>$140</td>
<td>$515</td>
</tr>
<tr>
<td>Cisco Certified Network Associate (CCNA)</td>
<td>Certificate of Completion</td>
<td>280</td>
<td>$1500</td>
<td>$550</td>
<td>$2,050</td>
</tr>
<tr>
<td>Cisco Certified Network Associate (CCNA) Security</td>
<td>Certificate of Completion</td>
<td>70</td>
<td>$375</td>
<td>$140</td>
<td>$515</td>
</tr>
</tbody>
</table>

* The amounts in the above fee chart for books and supplies are estimates and are subject to change. Actual amounts will differ.
# 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&lt;sup&gt;1&lt;/sup&gt;</th>
<th>Books &amp; Supplies&lt;sup&gt;2&lt;/sup&gt;</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>Computer Technology</td>
<td>Diploma</td>
<td>60</td>
<td>$24,840</td>
<td>$100</td>
<td>$1,500</td>
<td>$2,300</td>
<td>$28,740</td>
</tr>
<tr>
<td>Heating, Air Conditioning and Refrigeration Mechanic</td>
<td>Diploma</td>
<td>60</td>
<td>$24,264</td>
<td>$100</td>
<td>$1,500</td>
<td>$3,920</td>
<td>$29,784</td>
</tr>
<tr>
<td>Medical Assistant Occupational Specialist</td>
<td>Diploma</td>
<td>40</td>
<td>$16,000</td>
<td>$100</td>
<td>$1,500</td>
<td>$3,190</td>
<td>$20,790</td>
</tr>
<tr>
<td>Personal Fitness Trainer</td>
<td>Diploma</td>
<td>50</td>
<td>$17,000</td>
<td>$100</td>
<td>$1,250</td>
<td>$2,800</td>
<td>$21,150</td>
</tr>
<tr>
<td>Powersports Equipment and Small Engine Mechanic**</td>
<td>Diploma</td>
<td>40</td>
<td>$17,400</td>
<td>$100</td>
<td>$1,000</td>
<td>$3,200</td>
<td>$21,700</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>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>$35,856</td>
<td>$100</td>
<td>$2,250</td>
<td>$3,500</td>
<td>$41,706</td>
</tr>
<tr>
<td>Diesel Mechanic</td>
<td>AOS</td>
<td>70</td>
<td>$23,790</td>
<td>$100</td>
<td>$1,830</td>
<td>$11,140</td>
<td>$36,860</td>
</tr>
<tr>
<td>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>$5,400</td>
<td>$43,606</td>
</tr>
<tr>
<td>Medical Assistant with Office Management</td>
<td>AOS</td>
<td>70</td>
<td>$29,050</td>
<td>$100</td>
<td>$1,750</td>
<td>$4,720</td>
<td>$35,620</td>
</tr>
</tbody>
</table>

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

<sup>2</sup> 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.

<sup>2</sup> Supplies are a mandatory part of the program which include the cost of uniforms, toolkits, and other items. The amounts listed in the above fee chart for supplies are estimates to include applicable sales tax and are subject to change. Due to customization of uniforms, toolkits, and other items, supplies must be purchased from the College at the price of such supplies in effect at the time they are received by the student.
Addendum – Course Descriptions
Effective: 6-7-17

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

**Course Descriptions**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT-203</td>
<td>TCP/IP &amp; Routing</td>
<td>7.5</td>
</tr>
</tbody>
</table>

Students will learn advanced theory and practical security knowledge. Enterprise servers, desktop systems, and corporate domain networks security vulnerabilities will be covered. Students will have hands-on experience creating a practical information security plan and how to properly implement it in a production environment. Students will also learn professional and social development skills.
Addendum - Student Information & Services
Effective: 07-2017

The following information below is to replace the current corresponding information in the Student Information & Services section of the catalog.

Non-Discrimination

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

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

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

- Inquiries by persons about their protection against discrimination under The Americans With Disabilities Act, Title IX, Title VI, or P.L. 93-112 and the Section 504 may be directed in writing or by telephone to:
  
  Administrator of Student Affairs
  8580 Evans Ave.
  Berkeley, MO 63134
  855-752-7030
  studentaffairs@vatterott.edu

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

Office for Civil Rights (Kansas, Missouri, Oklahoma)
U.S. Department of Education
1010 Walnut Street, Suite 320
Kansas City, Missouri 64106
816-268-0550

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

Vatterott College - Springfield
Student Information & Services Non-Discrimination Addendum
Addendum – Academic Information - LOA Policy
Effective: 7-31-2017

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

**Leave of Absence Policy**

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

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

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

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

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

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

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

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

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

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

**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>3/13/2017</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>8/20/2018</td>
<td>10/28/2018</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>
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.
Please be aware that all Vatterott employees are “responsible employees,” and have the obligation to communicate reports of sexual misconduct to the Title IX Coordinator. When a reporting party tells a responsible employee about an incident of sexual violence, the reporting party has the right to expect the College to take immediate and appropriate steps to investigate what happened and resolve the matter promptly and equitably. To the extent possible, information reported to a responsible employee will be shared only with Vatterott officials responsible for handling the College’s response to the report, including the Title IX Coordinator.

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

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

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

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

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

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

**VII. Victim Rights & Options**

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

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

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

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

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

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

VIII. Complaint and Resolution Procedures

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

Informal Procedures

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

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

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

- A factual description of the incident(s) including date, time, place, and specific action.
- A description of the impact of the action, emotionally, physically, and mentally.
- A request that the conduct cease.

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

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

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

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

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

Formal Investigation & Determination

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

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

The complainant and the accused party may have an advisor present during the investigation, provided that the involvement of the advisor does not result in undue delay of the meeting or proceeding. However, it is important to note that advisors may not advocate on behalf of either
party 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;
Title IX Policy

- Issuance of an oral or written warning;
- Transfer or change of job, class, or externship location;
- Demotion in employment or leadership position;
- Suspension, probation, termination, dismissal, or expulsion;
- Any other sanction deemed appropriate by Vatterott.

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

**Appeals.** Either party may appeal the Panel’s decision. All appeals must be submitted in writing to the Vatterott President c/o the Title IX Coordinator (via email at titleixcoordinator@vatterott.edu or via mail at 8580 Evans Avenue, St. Louis, MO 63134) within seven (7) business days of the Panel’s determination and clearly set forth grounds for the appeal. Appropriate grounds for appeal include procedural error, previously unavailable relevant evidence that could significantly impact the outcomes of the hearing or a claim that the sanction imposed was substantially disproportionate to the finding. Disagreement with the Panel’s decision does not constitute grounds for appeal. The Title IX Coordinator will process the appeal and both parties will be informed simultaneously in writing of any changes arising from said appeal as well as the final determination. Results become final after seven (7) business days.

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

**IX. Ongoing Criminal Investigations**

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

**X. Retaliation**

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

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

**XI. Obligations of Vigilance and Reporting**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Sexual Exploitation** - occurs when a person takes nonconsensual or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of the other sexual misconduct offenses. Examples of sexual exploitation include:
- Prostituting another person;
- Recording images (e.g. video, photograph) or audio of another person’s sexual activity, intimate body parts, or nakedness without that person’s consent;
- Distributing images (e.g. video, photograph) or audio of another person’s sexual activity, intimate body parts, or nakedness, if the individual distributing the images or audio knows or should have known that the person depicted in the images or audio did not consent to such disclosure and objects to such disclosure; and
- Viewing another person’s sexual activity, intimate body parts, or nakedness in a place where that person would have a reasonable expectation of privacy, without that person’s consent, and for the purpose of arousing or gratifying sexual desire.

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

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

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

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

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

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

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

**Specifically Prohibited Conduct:**

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

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

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

**If you have any questions regarding this policy, please do not hesitate to contact the Title IX Coordinator via email at titleixcoordinator@vatterott.edu.**
The below addenda is to replace the current corresponding information in the Program Offerings and Course Description sections of the catalogs.

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

This course builds on some concepts learned in the Introduction to Programming course. The course will focus on C# basics. Topics covered include: methods and behaviors, class development, collections, event programming, object-oriented programming features; including inheritance, abstract methods and polymorphic programming, and interfacing with databases including SQL and Linq.  
Prerequisite: CP-121, CP-122, CP-123 and CP-125
Addendum – Academic Information
Effective: 11/16/2017

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

**Attendance Policy**

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

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

In the instance that a student is absent from an individual class for two consecutive weeks (14 calendar days, excluding holidays and breaks) within a term, on the 14th day following the student’s last date of attendance the Institution will place the student on heightened monitoring for potential dismissal from the course.

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

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

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

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

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

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

Students enrolled in an online course must meet the attendance guidelines as stated in the Attendance Policy section of this catalog to remain actively enrolled in the course or program.